
2012 Conditions for Substantial Equivalency

The National Architectural
Accrediting Board, Inc.



Effective April 1, 2012

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INTRODUCTION

Mission

The mission of the National Architectural Accrediting Board, Inc. (NAAB) is leadership in, and the establishment of, educational quality assurance standards to enhance the value, relevance, and effectiveness of the architecture profession.

The 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 a NAAB-accredited degree, obtaining such a degree is an essential part of gaining access to the licensed practice of architecture.

The curriculum of a NAAB substantially equivalent 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.

NAAB Substantial Equivalency (SE)

“Substantial equivalency” identifies a program as comparable in educational outcomes in all significant aspects, and indicates that it provides an educational experience meeting acceptable standards, even though such program may differ in format or method of delivery. Substantial equivalency is not accreditation.

NAAB SUBSTANTIAL EQUIVALENCY DOCUMENTS

The *NAAB Conditions for Substantial Equivalency* and the *NAAB Procedures for Substantial Equivalency* outline the requirements that 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 Substantial Equivalency*. 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 minimum requirement.

Areas and levels of excellence will vary among 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’s Substantial Equivalency Conditions. In addition, positive aspects of a degree program in one area cannot override deficiencies in another.

English is the official language of the NAAB. All documents prepared for the substantial equivalency process are to be submitted in English.

NAAB SUBSTANTIAL EQUIVALENCY

The *2012 Conditions for Substantial Equivalency* apply to all programs seeking continued substantial equivalency, candidacy, continuation of candidacy, or initial substantial equivalency beginning April 1, 2012. Program administrators and others are advised to review the *NAAB Procedures for Substantial Equivalency* currently in effect for information on terms of substantial equivalency as well as the sequence and other procedures that apply to each stage in the process.

Architecture Program Reports

The *Architecture Program Report (APR)* serves both as a self-study for the program and as the principal source document for the teams conducting visits 2 and 3.

1. **Content.** The *APR* is, largely, a narrative document that is comprehensive and self-analytical. It is expected to succinctly describe how a program meets each of the conditions for substantial equivalency. However, to the extent that photographs, tables, or other types of information support the program’s narrative, they should also be included, but not to the detriment of the narrative.
2. **Format.** Schools must use the prescribed format for the *APR*. Each part is intended to allow a school to describe how the program’s *unique qualities* and its students’ achievements satisfy the conditions that all substantially equivalent programs must meet. *APRs* must be submitted electronically. They are limited to 150 pages for Parts 1–3. Programs are further required to use the standard templates and matrices found in the appendices to this document for course descriptions and faculty credentials. Where appropriate, programs are encouraged to provide URLs for catalogs and other promotional materials.

Electronic versions of the *APR* are to be delivered either in Microsoft Word or Adobe PDF and, in addition to the page limit, are also limited to 7 MBs.

Every *APR* should have a cover page that identifies the institution, academic unit, program administrator (with email address), chief academic officer, president of the institution, and degree program(s) offered. Use the following headings to organize the table of contents in the *APR*.

- a. Part One – Institutional Support and Commitment to Continuous Improvement
 - i. 1.1 Identity & Self-Assessment
 - ii. 1.2 Resources
 - iii. 1.3 Institutional Characteristics
 1. Statistical Reports
 2. Faculty Credentials
- b. Part Two – Educational Outcomes and Curriculum
 - i. 2.1 Student Performance Criteria
 - ii. 2.2 Curricular Framework
 - iii. 2.3 Evaluation of Preparatory/Pre-professional Education
 - iv. 2.4 Public Information
- c. Part Three – Progress Since the Last Site Visit (not required for *APRs* prepared for visit two)
 - i. 3.1 Summary of Responses to the Team Findings
 1. Responses to Conditions Not Met
 2. Responses to Causes of Concern
 - ii. 3.2 Summary of Responses to Changes in the NAAB Conditions¹
- d. Part Four – Supplemental Information
 - i. 4.4 Course Descriptions (see Appendix 1 for format)
 - ii. 4.5 Faculty Résumés (see Appendix 2 for format)
 - iii. 4.6 Visiting Team Report (VTR) from the previous visit
 - iv. 4.7 Catalog (or URL for retrieving online catalogs and related materials)

The specific contents of the *APR* with respect to each element of Part One and Part Two are outlined in this document.

More information regarding the format for the *APR* and additional content for Parts Three and Four can be found in the *NAAB Procedures for Substantial Equivalency* (editions published in 2012 and later).

The NAAB may choose to modify file size, page limits, and format of *APRs* in succeeding editions of the *Procedures for Substantial Equivalency*. Please consult the current edition of the *Procedures* for the most current information before preparing or submitting an *APR*.

¹ This section is intended to give programs the opportunity to document how they have modified the program or resources in response to changes in the 2012 *Conditions* as compared to the *Conditions* in effect at the time of the last visit.

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.

This commitment shall be multi-faceted and must include a description of the program's identity, resources, and characteristics, but also clearly and succinctly to place the professional degree program within the context of the mission, history, and culture of the institution and the academic or administrative unit in which it is located.

Programs shall demonstrate that they are integral to the larger academic community through the program's mission and history and its responses to the NAAB Perspectives, long-range or multi-year planning, and self-assessment processes. This is expected to address both the contributions of the institution to the program and of the faculty, staff, and students to the institution.

Next, programs shall demonstrate that the human, financial, physical, and information resources available to support the program are appropriate to the program given its mission, history, and specific context.

Finally, programs must provide information demonstrating performance in certain areas through quantifiable measures.

Within the structure of Part One, institutions must demonstrate a long-term commitment to the maturation, development, and evolution of the program. The requirements within Part One are grouped into three sections:

- **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 access to the human, physical, financial, and information resources necessary to support student learning in a professional degree program in architecture.
- **PROGRAM AND INSTITUTIONAL CHARACTERISTICS:** The program must provide information not only about itself, but also in comparison to the administrative unit within which the program is located (e.g., school or college) and to the institution as a whole.

The information requested in the three sections described above is to be addressed in the *APR*. In addition, the program shall provide a number of documents in the team room for review by the visiting team. In the past, these documents were required in Section Four of the *APR* (Supplemental Information) and included items like the institution's policy on academic integrity (e.g., honor code).

Programs shall demonstrate their compliance with all sections through evidence and artifacts that will be reviewed and evaluated by the visiting team, as well as through interviews and observations conducted during the visit.

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 is expressed in a contemporary context. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that history, mission, and culture is expressed in a contemporary context.

The substantially equivalent degree program must describe and then provide evidence of the relationship between the program, the administrative unit that supports it (e.g., school or college), and the institution. This includes an explanation of the program’s benefits to the institutional setting, how the institution benefits from the program, and any unique synergies, events, or activities occurring as a result, etc.

Finally, the program must describe and then demonstrate how the course of study and learning experiences encourage the holistic, practical, and liberal arts–based education of architects.

The APR must include the following:

- *A brief history of the institution, its mission, and founding principles, and a description of how these are expressed in the context of 21st-century higher education*
- *A brief history of the program, its mission, and founding principles, and a description of how these are expressed in the context of 21st-century architecture education.*
- *A description of the activities and initiatives that demonstrate the program’s benefit to the institution through discovery, teaching, engagement, and service. Conversely, the APR should also include a description of the benefits derived to the program from the institutional setting.*
- *A description of the program and how its course of study encourages the holistic development of young professionals through both liberal arts and practicum-based learning.*

I.1.2 Learning Culture and Social Equity:

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

Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.

Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community—faculty, staff, and students—are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.

- **Social Equity:** The substantially equivalent degree program must first describe how social equity is defined within the context of the institution or the country in which it is located and then demonstrate how it provides faculty, students, and staff with a culturally rich educational environment in which each person is equitably able to learn, teach, and work.

The APR must include the following:

- *A copy of all policies related to learning culture (including the Learning Culture Policy)².*
- *Evidence that faculty, students, and staff have access to these policies and understand the purposes for which they were established.*
- *Evidence of plans for implementation of learning culture policies with measurable assessment of their effectiveness.*
- *Evidence that faculty, staff, and students have been able to participate in the development of these policies and their ongoing evolution.*
- *Evidence that the institution has established policies and procedures for grievances related to harassment and discrimination.*
- *Evidence that the institution has established policies for academic integrity (e.g., cheating, plagiarism).*

I.1.3 Response to the Five Perspectives: Programs must demonstrate through narrative and artifacts how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.

- A. Architectural Education and the Academic Community.** That the faculty, staff, and students in the substantially equivalent degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.³ In addition, the program must describe its commitment to the holistic, practical, and liberal arts–based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.
- B. Architectural Education and Students.** That students enrolled in the substantially equivalent degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices; and to develop the habit of lifelong learning.
- C. Architectural Education and the Regulatory Environment.** That students enrolled in the substantially equivalent degree program are provided with a sound preparation for the transition to licensure or registration. The school may choose to explain in the *APR* the degree program’s relationship with the

² For additional information on the development and assessment of studio culture in the U.S. context, see *Toward an Evolution of Studio Culture*, published by the American Institute of Architecture Students, 2008.

³ See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching, 1990.

process of becoming an architect in the country where the degree is offered, the exposure of students to possible internship requirements, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure or registration since the previous visit.

- D. Architectural Education and the Profession.** That students enrolled in the substantially equivalent degree program are prepared: to practice in a global economy; to recognize the positive impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diverse clients and populations, as well as the needs of communities; and to contribute to the growth and development of the profession.
- E. Architectural Education and the Public Good.** That students enrolled in the substantially equivalent degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation, and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

The APR must include the following:

- *A narrative description of the program's response to each of the five perspectives.*
- *A narrative description of the opportunities for student learning and development within the substantially equivalent degree program that are responsive to the five perspectives.*
- *A cross-reference to the five perspectives and the role they play in long-term planning (see Part I, Section 1.4) and self-assessment (see Section 1.5).*

I.1.4 Long-Range Planning: A substantially equivalent degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.

The APR must include the following:

- *A description of the process by which the program identifies its objectives for continuous improvement.*
- *A description of the data and information sources used to inform the development of these objectives.*
- *A description of the role of long-range planning in other programmatic and institutional planning initiatives.*
- *A description of the role the five perspectives play in long-range planning.*

I.1.5 Self-Assessment Procedures: The program must demonstrate that it regularly assesses the following:

- How the program is progressing toward its mission.
- Progress against its defined multiyear objectives (see I.1.4 Long-Range Planning) since the objectives were identified and since the last visit.
- Strengths, challenges, and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.
- Self-assessment procedures shall include, but are not limited to:
 - Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.
 - Individual course evaluations.
 - Review and assessment of the focus and pedagogy of the program.
 - Institutional self-assessment, as determined by the institution.

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

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, its multiyear objectives and how it relates to the five perspectives.*
- *A description of the results of faculty, students', and graduates' assessments of the substantially equivalent degree program's curriculum and learning context as outlined in the five perspectives.*
- *A description, if applicable, of institutional requirements for self-assessment.*
- *A description of the manner in which results from self-assessment activities are used to inform long-range planning, curriculum development, learning culture, and responses to external pressures or challenges to institutions (e.g., reduced funding for state support institutions or enrollment mandates).*
- *Any other pertinent information.*

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources & Human Resource Development

- Faculty and Staff:
 - A substantially equivalent degree program must have 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. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions⁴.
 - Substantially equivalent programs must document the policies they have in place to further social equity or diversity initiatives appropriate to the cultural context of the institution.
 - A substantially equivalent degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.
 - A substantially equivalent degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.
 - Substantially equivalent programs must document the criteria used for determining rank, reappointment, tenure, and promotion as well as eligibility requirements for professional development resources.
- Students:
 - A substantially equivalent program must document its student admissions policies and procedures. This documentation may include but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time, first-year students as well as transfers within and outside of the university.
 - A substantially equivalent degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.

The APR must include the following:

Faculty/Staff

- *A matrix for each of the two academic years prior to the preparation of the APR that identifies each faculty member, the courses he/she was assigned during that time, and the specific credentials, experience, and research that supports these assignments. In the case of adjuncts or visiting professors, only those individuals who taught in the two academic years prior to the visit should be identified. (NOTE 1: See Appendix 3 for a template for this matrix.) (NOTE 2: The faculty matrix should be updated for the current academic year and placed in the team room.)*
- *A résumé (see Appendix 2 for the format) for each faculty member, full-time and adjunct who taught in the program during the previous two academic years prior to the preparation of the APR.*
- *A description of the institution's policies and procedures relative to social equity or diversity initiatives, as appropriate.*

⁴ A list of the policies and other documents to be made available in the team room during a substantial equivalency visit is in Appendix 4.

- *The school's policy regarding human resource development opportunities, such as:*
 - *A description of the manner in which faculty members remain current in their knowledge of the changing demands of practice and licensure.*
 - *A description of the resources (including financial) available to faculty and the extent to which faculty teaching in the program are able to take advantage of these resources.*
 - *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.*
- *A description of the policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure.*
- *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.*

Students

- *A description of the process by which applicants to the substantially equivalent degree program are evaluated for admission (see also the requirements in Part II. Section 3).*
- *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.*
- *Evidence of the school's facilitation of student research, scholarship, and creative activities since the previous site visit, including research grants awarded to students in the substantially equivalent degree program, opportunities for students to work on faculty-led research, and opportunities for the acquisition of new skills and knowledge in settings outside the classroom or studio.*
- *Evidence of support to attend meetings of student organizations and honorary societies.*

I.2.2 Administrative Structure & Governance

- **Administrative Structure:** A substantially equivalent degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions for substantial equivalency. Substantially equivalent programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.
- **Governance:** The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance as appropriate to the context and culture of the institution.

The APR must include the following:

- *A description of the administrative structure for the program, the academic unit within which it is located, and the institution.*
- *A description of the program's administrative structure.*

- *A description of the opportunities for involvement in governance, including curriculum development, by faculty, staff, and students in the substantially equivalent degree program.*
- *A list of other degree programs, if any, offered in the same administrative unit as the substantially equivalent architecture degree program.*

I.2.3 Physical Resources: The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:

- *Space to support and encourage studio-based learning.*
- *Space to support and encourage didactic and interactive learning.*
- *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.*

The APR must include the following:

- *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.*
- *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 institution-wide to students and faculty including those resources dedicated to the professional architecture program.*
- *Identification of any significant problem that impacts the operation or services, with a brief explanation of plans by the program or institutional to address it.*

I.2.4 Financial Resources: A substantially equivalent degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.

The APR must include the following:

Program budgets:

- *Current fiscal year report(s) showing revenue and expenses from all sources.*
- *Forecasts for revenue from all sources and expenses for at least two years beyond the current fiscal year.*
- *Comparative reports that show revenue from all sources and expenditures for each year since the last substantial equivalency visit from all sources including endowments, scholarships, one-time capital expenditures, and development activities.*
- *Data on annual expenditures and total capital investment per student, both undergraduate and graduate, compared to the expenditures and investments by other professional degree programs in the institution.*

Institutional financial Issues:

- *A brief narrative describing:*
 - *Pending reductions or increases in enrollment and plans for addressing these changes.*
 - *Pending reductions or increases in funding and plans for addressing these changes.*

- *Changes in funding models for faculty, instruction, overhead, or facilities since the last visit and plans for addressing these changes (include tables if appropriate).*
- *Any other financial issues the program and/or the institution may be facing.*

I.2.5 Information Resources: The substantially equivalent program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.

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

The APR must include the following [NOTE: This section may best be prepared by the architecture librarian and professional in charge of visual resources]:

- *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:*
 - *Describes the content, extent, and formats represented in the current collection including number of titles and subject areas represented.*
 - *Evaluates the degree to which information resources and services support the mission, planning, curriculum, and research specialties of the program.*
 - *Assesses the quality, currency, suitability, range, and quantity of resources in all formats (traditional/print and electronic).*
 - *Demonstrates sufficient funding to enable continuous collection growth.*
 - *Identifies any significant problem that affects the operation or services of the libraries, visual resources collections, and other information resource facilities.*

PART ONE (I): SECTION 3 – INSTITUTIONAL AND PROGRAM CHARACTERISTICS

I.3.1 Statistical Reports

In this section of the APR, programs are asked to provide statistical data on the students and faculty.

- Program student characteristics
 - Number of students enrolled in the substantially equivalent degree program(s).
 - Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.
 - Time to graduation.
 - Percentage of matriculating students who complete the substantially equivalent degree program within the normal time to completion for each academic year since the previous visit.
 - Percentage that complete the substantially equivalent degree program within 150% of the normal time to completion for each academic year since the previous visit.
- Program faculty characteristics
 - Number of faculty by rank (e.g., assistant professor, associate professor)
 - Number of full-time faculty and part-time faculty
 - Number of faculty promoted each year since the last visit
 - Number of faculty maintaining licenses in the country of the program each year since the last visit, and where they are licensed

The information requested above should be presented quantitatively in the APR.

I.3.2 Faculty Credentials: The program must demonstrate that the instructional faculty is adequately prepared to provide an architecture education within the mission, history, and context of the institution.

In addition, the program must provide evidence through a faculty exhibit⁵ that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last substantial equivalency visit.

The APR must include the following information for each instructional faculty member who teaches in the professional degree program. [NOTE: This information may be cross-referenced to résumés prepared in response to I.2.1 using the template for faculty résumés in Appendix 2]

- *His/her academic credentials, noting how educational experience and recent scholarship support his/her qualifications for ensuring student achievement of student performance criteria.*

⁵ The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.

- *His/her professional architectural experience, if any, noting how this professional experience supports his/her qualifications for ensuring student achievement of student performance criteria.*

PART ONE (I): SECTION 4 – POLICY REVIEW

The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than being appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 4.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

The program must document its current performance relative to student learning and the curricular framework for learning and student achievement.

- Programs must demonstrate that graduates are learning at the level of achievement defined for each of the Student Performance Criteria (SPC) that will be listed in this Part. Compliance will be evaluated through the review of student work.
- Programs must also demonstrate their compliance with requirements that address the curricular framework for NAAB substantially equivalent degrees.
- Programs must document their processes for evaluating students admitted to the professional degree program.

This Part has four sections that address the following:

- Student Performance. This section includes the Student Performance Criteria (SPC).
- Curricular Framework. This section will address the program and institution relative to regional substantial equivalency, degree nomenclature, credit hour requirements, general education and access to elective study as well as accurate public information concerning the substantially equivalent and non-substantially equivalent architecture programs. In this section, programs are asked to describe the process by which curriculum is evaluated and how changes or modifications are proposed and implemented.
- Evaluation of Preparatory/Pre-professional Education. The NAAB recognizes that students entering a substantially equivalent program from a pre-professional program and those entering a substantially equivalent program from a non-pre-professional 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-substantially equivalent programs have indeed been met.
- Public Information. The NAAB expects substantially equivalent degree programs to provide information to the public regarding substantial equivalency activities and the relationship between the program and the NAAB, as well as career information for students and parents.

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE – EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA

The substantially equivalent degree program must demonstrate that each graduate possesses the knowledge and skills defined by the Student Performance 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 or online, evidence must be provided that the courses are comparable to those offered in the substantially equivalent degree program.

The criteria encompass two levels of accomplishment⁶:

- **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.

The NAAB establishes student performance criteria to help substantially equivalent 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 encourages innovative methods for satisfying the criteria, provided the school has a formal evaluation process for assessing student achievement of these criteria and documenting the results.

For the purpose of substantial equivalency, graduating students must demonstrate understanding or ability as defined below in the Student Performance Criteria (SPC):

II.1.1 Student Performance Criteria: The SPC are organized into realms to more easily understand the relationships between individual criteria.

Realm A: Critical Thinking and Representation

Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations include:

- Being broadly educated

⁶ See also *Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. L.W. Anderson & D.R. Krathwold, Eds. (New York: Longman 2001).

- Valuing lifelong inquisitiveness
 - Communicating graphically in a range of media
 - Recognizing the assessment of evidence
 - Comprehending people, place, and context
 - Recognizing the disparate needs of client, community, and society
-
- A. 1. Communication Skills: *Ability to read, write, speak and listen effectively.*
 - 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.*
 - A. 3. Visual Communication Skills: *Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.*
 - A. 4. Technical Documentation: *Ability to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.*
 - A.5. Investigative Skills: *Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.*
 - A. 6. Fundamental Design Skills: *Ability to effectively use basic architectural and environmental principles in design.*
 - A. 7. Use of Precedents: *Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.*
 - A. 8. Ordering Systems Skills: *Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.*
 - A. 9. Historical Traditions and Global Culture: *Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.*
 - A.10. Cultural Diversity: *Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.*
 - A.11. Applied Research: *Understanding the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.*

Realm B: Integrated Building Practices, Technical Skills, and Knowledge: Architects are called upon to comprehend the technical aspects of design, systems, and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and the impact of such decisions on the environment. Students' learning aspirations include:

- Creating building designs with well-integrated systems
- Comprehending constructability
- Incorporating life-safety systems
- Integrating accessibility
- Applying principles of sustainable design

- B. 1. Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.
- B. 2. Accessibility: *Ability* to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.
- B. 3. Sustainability: *Ability* to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.
- B. 4. Site Design: *Ability* to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.
- B. 5. Life Safety: *Ability* to apply the basic principles of life-safety systems with an emphasis on egress.
- B. 6. Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:

A.2. Design Thinking
Skills

A.4. Technical
Documentation

A.5. Investigative Skills

A.8. Ordering Systems

A.9. Historical Traditions
and Global Culture

B.2. Accessibility

B.3. Sustainability

B.4. Site Design

B.5. Life Safety

B.8. Environmental Systems

B.9. Structural Systems

- B. 7 Financial Considerations: *Understanding* of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.
- B. 8 Environmental Systems: *Understanding* the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.
- B. 9. Structural Systems: *Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.
- B. 10. Building Envelope Systems: *Understanding* of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.
- B. 11. Building Service Systems: *Understanding* of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems.
- B. 12. Building Materials and Assemblies: *Understanding* of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.

Realm C: Leadership and Practice

Architects need to manage, advocate, and act legally, ethically, and critically for the good of the client, society, and the public. This includes collaboration, business, and leadership skills. Students' learning aspirations include:

- Knowing societal and professional responsibilities
 - Comprehending the business of building
 - Collaborating and negotiating with clients and consultants in the design process
 - Discerning the diverse roles of architects and those in related disciplines
 - Integrating community service into the practice of architecture
- C. 1. Collaboration: *Ability* to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.
 - C. 2. Human Behavior: *Understanding* of the relationship between human behavior, the natural environment, and the design of the built environment.
 - C. 3 Client Role in Architecture: *Understanding* of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.
 - C. 4. Project Management: *Understanding* of the methods for competing for commissions, selecting consultants, and assembling teams, and recommending project delivery methods.
 - C. 5. Practice Management: *Understanding* of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, negotiation, mediation, and arbitration, and recognizing trends that affect practice.

- C. 6. Leadership: *Understanding* of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.
- C. 7. Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by local or national ordinances or laws regarding: registration or licensure, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and preservation and accessibility laws.
- C. 8. Ethics and Professional Judgment: *Understanding* of the ethical issues involved in the formation of professional judgment regarding social, political, and cultural issues in architectural design and practice.
- C.9. Community and Social Responsibility: *Understanding* of the architect's responsibility to work in the public interest and to improve the quality of life for local and global neighbors.

The APR must include:

- *A brief narrative or graphic overview of the curricular goals and content for each substantially equivalent degree program offered or each track for meeting the requirements of the professional degree program.*
- *A matrix for each substantially equivalent degree program offered or each track for meeting the requirements of the professional degree program, that identifies each required course with the SPC it fulfills.*
 - *Where appropriate, the top section of the matrix should indicate those SPC expected to have been met in preparatory education prior to admission to the NAAB substantially equivalent program (see also Part II, Section 3, p. 27).*
 - *The bottom section of the matrix should include only criteria that are demonstrated in the substantially equivalent degree program or track.*

In all cases, the program must highlight only the 1-2 cells on the matrix that point to the greatest evidence of student achievement. (For a sample matrix, see Appendix 5.)

[NOTE: Elective courses are not to be included on the matrix.]

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 National Authorization: The institution offering the substantially equivalent degree program must be or be part of an institution that has been duly authorized to offer higher education in the country in which it is located. Such authorization may come from a federal ministry or other type of agency.

The APR must include a copy of the most recent letter, certificate, or charter from the ministry/agency regarding the institution's authorization.

II.2.2 Professional Degrees and Curriculum: For substantial equivalency, the NAAB requires degree programs in architecture to demonstrate that the program is comparable in all significant aspects to a program offered by a U.S. institution. This includes a curricular requirement that substantially equivalent degree programs must include general studies, professional studies, and electives.

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 a course of study comparable to 1.5 years of study or 30% of the total number of credits for an undergraduate degree. These courses must be outside architectural studies either as general studies or as electives with content other than architecture.

This requirement must be met at the university or tertiary school level. Post-secondary education cannot be used to meet this requirement. At least 20% of the credits in the professional architecture degree must be outside architectural studies either as general studies or as electives with other than architectural content.

- **Professional Studies.** The core of a professional degree program consists of the required courses that satisfy the NAAB Student Performance Criteria (SPC). The professional degree program has the discretion 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.

The APR must include the following:

- *Title(s) of the degree(s) offered or degree sequence*
- *For each degree program offered, an outline of the curriculum showing the distribution of general studies, required professional courses (including prerequisites), required courses, professional electives, and other electives*
- *For each degree offered, examples of the minors or concentrations students may elect to pursue*
- *A list of the minimum number of credit hours required for each semester or term, 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 substantially equivalent degree program offered*
- *A list of off-campus programs, description of facilities and resources, course requirements, and length of stay*

II.2.3 Curriculum Review and Development

The program must describe the process by which the curriculum for the substantially equivalent degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that architects authorized to practice in the country where the program is located are included in the curriculum review and development process.

The APR must include a description of the composition of the program's curricular review process including membership of any committees or panels charged with responsibility for curriculum assessment, review, and development. This description should also address the role of the curriculum review process relative to long-range planning and self-assessment.

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION

Because of the expectation that all graduates meet the SPC (see Part Two, Section 1, above), the program must demonstrate that it is thorough in the evaluation of the preparatory education of individuals admitted to the NAAB substantially equivalent degree program.

In the event a program relies on the preparatory educational experience to ensure that 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. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the substantially equivalent degree program. This assessment should be documented in a student's admission and advising files.

The APR must include the following:

- *A description of the process by which the preparatory education of students admitted to the substantially equivalent program is evaluated. This description should include the process for verifying general education credits, professional credits, and, where appropriate, the basis for granting "advanced standing." These are to be documented in a student's admissions and advising record (see also I.2.1).*
- *If applicable, SPC that are expected to have been met in preparatory or pre-professional education are to be documented in the top line of the SPC matrix (see Part II, Section 1).*

[NOTE: A review of course titles and descriptions in and of itself is not considered sufficient for this activity.]

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on Substantially Equivalent Degrees

In order to promote an understanding of the substantially equivalent professional degree by prospective students, parents, and the public, all schools offering a substantially equivalent degree program or any candidacy program must include in catalogs and promotional media the *exact language* found in the *NAAB Conditions for Substantial Equivalency*, Appendix 6.

II.4.2 Access to NAAB Conditions and Procedures

In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents, and faculty:

The 2012 NAAB Conditions for Substantial Equivalency

The NAAB Procedures for Substantial Equivalency (edition currently in effect)

II.4.3 Access to Career Development Information

In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of substantially equivalent degree programs, the program must make appropriate resources related to a career in architecture available to all students, parents, staff, and faculty.

II.4.4 Public Access to APRs and VTRs

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

The final decision letter from the NAAB

The most recent *APR*

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

These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their websites.

LIST OF APPENDICES

- Appendix 1 Format for Course Descriptions for APRs
- Appendix 2 Format for Faculty Résumés for APRs
- Appendix 3 Matrix for Faculty Credentials
- Appendix 4 List of documents to be available in the team room (Part One: Section 2)
- Appendix 5 Matrix for SPC (Part Two: Section 1)
- Appendix 6 Required Texts for Catalogs and Promotional Material
- Appendix 7 Background and History of the National Architectural Accrediting Board

Appendix 1 – Format for Course Descriptions for APRs

Number & Title of Course (total credits awarded):

ARC 101, Principles of Design, 3 credits

Course Description (limit 25 words):

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.

Course Goals & Objectives (list):

- Students will explore all forms of visual communication from freehand drawing through building information modeling software.
- Students will learn presentation skills to be used throughout their academic careers.

Student Performance Criterion addressed (list number and title):

A.1. Communication Skills

A.3. Visual Communication Skills

Topical Outline (include percentage of time in course spent in each subject area):

Drawing and other representational techniques (60%)

Presentation skills (40%)

Prerequisites:

None

Textbooks/Learning Resources:

Gardner, Howard. *Frames of Mind* (Basic Books, 1983, 2004)

Offered (semester and year):

Fall only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

John Doe (adjunct)

Andrew Smith (F/T)

[limit 1 page per course]

Appendix 2 – Format for Faculty Résumés for APRs

Name: John Doe

Courses Taught (Two academic years prior to current visit):

ARC 101 Principles of Design
ARC 102 Principles of Practice
ARC 210 History of Architecture – Western Hemisphere
ARC 211 History of Architecture – Eastern Hemisphere
ARC 433 Design Studio III – Historic Structures
ARC 434 Design Studio IV – Affordable Housing

Educational Credentials:

B.Arch., Tulane University, 1988
M.S. E.D., University of New Mexico, 1992

Teaching Experience:

Assistant Professor, Arizona State University, 1993–1998
Associate Professor, University of Illinois, Chicago, 1998–2005
Professor, University of Illinois, Chicago, 2006–present

Professional Experience:

Intern, Smith, Howard, and Johnson, Phoenix, 1988–1991
Project Architect, Gensler, Chicago, 1992–present

Licenses/Registration:

Arizona
Illinois

Selected Publications and Recent Research:

Effect of Newton's Third Law of Thermodynamics on Straw, Twigs, and Brick: A study of three clients (John Wiley, 2008)

Professional Memberships:

The American Institute of Architects

[limit one page per faculty member]

Appendix 3 – Matrix for Faculty Credentials⁷

Term/Semester (e.g., Fall 2011)

Faculty member (alpha order)	Summary of expertise, recent research, or experience (limit 25 words)	ARC 101	ARC 202	ARC 210	ACR 211	ARC 301	ARC 400	ARC 433	ARC 434	ARC 509
John Doe	Designs affordable housing for Chicago Habitat for Humanity; M.S. thesis on adaptive use of historic structures in urban core.	X		X				X	X	
Andrew Smith	Recent research on Meso-American structures and building materials.			X	X		X			X

⁷ This matrix is offered as a sample.

Appendix 4 – List of Documents to Be Available in the Team Room (Part I: Policy Review)

The information requested in Part I, Sections 1-3 of the APR, is to be addressed in the APR. In addition, the program is expected to provide a number of documents for review by the visiting team. Rather than being appended to the APR, they are to be provided in the team room during the visit. These include but are not limited to:

- Learning Culture and Social Equity Policy
- Self-Assessment Policies and Objectives
- Personnel Policies including:
 - Position descriptions for all faculty and staff
 - Rank, Tenure, and Promotion
 - Reappointment
 - Social Equity or Diversity, as appropriate
 - Faculty Development, including but not limited to, research, scholarship, creative activity, or sabbatical
- Student-to-faculty ratios for all components of the curriculum (i.e., studio, classroom/lecture, seminar)
- Square feet per student for space designated for studio-based learning
- Square feet per faculty member for space designated for support of all faculty activities and responsibilities
- Admissions requirements
- Advising policies; including policies for evaluation of students admitted from preparatory programs where SPC are expected to have been met in educational experiences in non-substantially equivalent programs
- Policies on use and integration of digital media in architecture curriculum
- Policies on academic integrity for students (e.g., cheating and plagiarism)
- Policies on library and information resources collection development

Appendix 5 – Sample SPC Matrix⁸

An SPC matrix must be completed for each substantially equivalent degree program offered or each track for meeting the requirements of the professional degree program.

- Where appropriate, the top section of the matrix should indicate those SPCs expected to have been met in preparatory education prior to admission to the NAAB substantially equivalent program (see also Part II, Section 3).
- The bottom section of the matrix should include only criteria that are demonstrated in the substantially equivalent degree program or track.

In all cases, the program must highlight only the 1-2 cells on the matrix that point to the greatest evidence of student achievement. (For a sample matrix, see Appendix 4.)

NOTE: Elective courses are not to be included on the matrix.

	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	B.11	B.12	C.1	C.2	C.3	C.4	C.5	C.6	C.7	C.8	C.9	
SPC expected to have been met in preparatory or pre-professional education, if applicable																																
	Realm A										Realm B										Realm C											
	X	X	X	X					X		X	X	X																			
SPC met in NAAB substantially equivalent program																																
	Realm A										Realm B										Realm C											
ARC 211	X																															
ARC 311		X																														
ARC 334				X																												
ARC 411							X	X																								

⁸ This matrix is offered as an example and therefore does not include all SPC.

Appendix 6 – Required Text for Catalogs and Promotional Materials

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

The term “substantial equivalency” identifies a program as comparable in educational outcomes in all significant aspects, and indicates that it provides an educational experience meeting acceptable standards, even though such program may differ in format or method of delivery. The designation is valid for six years beginning 1 January of the year in which the final visit (Visit 3) took place. In order to maintain the designation, the program must be visited again in the sixth year of the designation.

[Name of university, name of academic unit] has received the substantial equivalency designation from the National Architectural Accrediting Board for the following professional degree program or sequence:

[Name of degree] Year substantial equivalency designation was awarded.

SAMPLE:

Any University, College of Art and Design, Department of Architecture has received the substantial equivalency designation for the following degree program:

Bachelor of Science in Architecture – 2009

Appendix 7 – Background and History of the National Architectural Accrediting Board

History of Accreditation in Architecture Education

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, in 1898 the Illinois Board of Examiners and Regulators of Architects gave its first examination. By 1902 they 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 demonstrated 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 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 substantial equivalency.

In 1932, the ACSA abandoned the standard minima, causing an 8-year hiatus in the profession's national system of professional architecture education—a hiatus brought to an end when the ACSA, The 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.

In 1972, the membership of the NAAB Board of Directors was expanded to include one student representative nominated by "the Association of Student Chapters/AIA⁹" and one graduate student nominated by schools accredited by the NAAB. In 1999, this representation was further refined to be two individuals nominated by the American Institute of Architecture Students.

The foundation for the system, or model, for substantial equivalency in architecture education that many know today was first outlined in an inter-collateral report, *The Restructuring of the NAAB*, which was completed in 1975. In that report, the collateral organizations identified two overarching goals for the NAAB:

- Advancement of all phases of architecture education, with a view toward the promotion of public welfare.
- Provide guidance, encourage improvement and innovation in the architecture system process, program experience, and product with a view toward serving the public interest and meeting societal needs.

The report also identified three objectives for the accreditation process:

⁹ The Association of Students Chapters/AIA was later renamed The American Institute of Architecture Students (AIAS).

- To hold a school accountable to its own stated objectives to the student, the profession, the institution, and the public community.
- To improve educational programs in schools of architecture by continuing a systematic review and assessment of education programs and resources through the self-evaluation process.
- To identify to prospective students, the public community, the profession, educational institutions, governmental agencies and state registration boards and to grant public recognition to those architecture education programs which meet and maintain established qualifications.

Finally, the report identified 13 policies; of which many remain central to the process. Among the 13, the following four relate to the continuous review and evaluation of the *Conditions for Accreditation*. The NAAB will:

- Accredit professional degree programs in architecture rather than institutions, colleges, departments, or schools.
- Accredit only the first professional degree program in architecture.
- Avoid rigid standards of curriculum content as a basis for accreditation in order to prevent standardization of programs and support well-planned experimentation.
- Establish and maintain procedures for reviewing and evaluating programs and informing schools of their accreditation status and for appeals by schools.

Today, the NAAB's accreditation system for *professional degree programs* within schools requires a self-assessment by the substantially equivalent degree program, an evaluation of that assessment by the NAAB, and a site visit by a NAAB team that concludes with a recommendation to the NAAB as to the term of substantial equivalency. The decision regarding the term of substantial equivalency is then made by the NAAB Directors.

The Members of the NAAB

The members of the NAAB bring varied insight and concerns to the substantial equivalency process and provide 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 American Institute of Architects. Since 1857, the AIA has represented the professional interests of America's architects. The AIA numbers more than 79,000 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 American Institute of Architecture Students. Founded in 1956, the AIAS serves architecture and design students throughout North America by promoting and complementing architectural education and by representing the concerns of students to the profession and the public.
- 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.
- 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.