2013

National Architectural
Accrediting Board, Inc.

[PROCEDURES FOR SUBSTANTIAL EQUIVALENCY]

The 2013 Procedures for Substantial Equivalency define the processes to be used by programs and teams for evaluating professional degree programs in architecture that are not otherwise eligible for accreditation by the NAAB.

1101 Connecticut Avenue, NW
Suite 410
Washington, DC 20036

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SECTION 1. OVERVIEW

About the National Architectural Accrediting Board

The National Architectural Accrediting Board (NAAB) is both a decision-making and policy-generating body composed of a 13-member Board of Directors. The American Institute of Architects (AIA), the Association of Collegiate Schools of Architecture (ACSA), and the National Council of Architectural Registration Boards (NCARB) each nominate three directors for three-year terms, which are staggered at one-year intervals. The American Institute of Architecture Students (AIAS) nominates two directors for staggered two-year terms. The directors, collateral organizations, and interested members of the public at large propose candidates for two public directors, who serve three-year terms and are elected by the Board of Directors. In addition, the executive director serves *ex officio.*

The NAAB was founded in 1940 to "produce and maintain current a list of accredited schools of architecture in the United States and its possessions, with the general objective that a well integrated and coordinated program of architectural education be developed that is national in scope and afford opportunity for architectural schools with varying resources and operating conditions to find places appropriate to their objectives and do high class work therein."

Since 1975, the NAAB has accredited professional degree programs rather than schools or universities and only accredits the first professional degree program offered by any school or university. As such, the NAAB does not accredit preprofessional degrees or other preparatory education that may serve as a prerequisite for admission to a professional degree program.

The NAAB is the only agency recognized by registration boards in U.S. jurisdictions 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 Board elects an executive committee that includes at least one representative each from the AIA, ACSA, and NCARB, to serve as president, president-elect, secretary, and treasurer for a period of one year. At the discretion of the president, the most senior director nominated by the AIAS may be invited to participate in the deliberations of the executive committee.

The Board of Directors holds three regular meetings per year: winter, summer, and autumn. Substantial equivalency decisions rest solely with the NAAB Board of Directors.

The NAAB reserves the right to vary from these published procedures if such an action is in the best interests of a program or programs. The Board of Directors has delegated responsibility for establishing and maintaining the operating procedures that support accreditation activities, including the implementation of these *Procedures,* to the executive director.

The NAAB is an independent nonprofit 501(c) 3 corporation with an office in Washington, D.C. It adheres to nondiscriminatory practices and is funded equally by the AIA, ACSA, and NCARB, with a contribution by the AIAS. Directors and visiting team members are not compensated, but are reimbursed for expenses.

Vision, Mission, and Values

From the 1940 Founding Agreement:

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

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

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

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

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

1. ***Shared Responsibility*****.** The education of an architect is a responsibility shared by the academy and the profession in trust for the broader society and the public good.
2. ***Best Practices.*** The NAAB's accreditation processes are based on best practices in professional and specialized accreditation.
3. ***Program Accountability****.* Architecture degree programs are accountable for the learning of their students. Thus, accreditation by the NAAB is based both on educational outcomes and institutional commitment to continuous improvement.
4. ***Preparing Graduates for Practice.*** A NAAB-accredited degree prepares students to live and work in a diverse world; to think critically; to make informed decisions; to communicate effectively; to engage in life-long learning; and to exercise the unique knowledge and skills required to work and develop as professionals. Graduates are prepared for architectural internship, set on the pathway to examination and licensure, and equipped to engage in related fields.
5. ***Constant Conditions for Diverse Contexts*****.** The *NAAB Conditions for Accreditation* are broadly defined and achievement-oriented so that programs may meet these standards within the framework of their mission and vision, allowing for initiative and innovation. This imposes conditions on both the NAAB and on architecture programs. The NAAB assumes the responsibility for undertaking a fair, thorough, and holistic evaluation process, relying essentially on the program's ability to demonstrate how, within their institutional context, they meet all evaluative criteria. The process relies on evaluation and judgment that, being rendered on the basis of qualitative factors, may defy precise substantiation.
6. ***Continuous Improvement through Regular Review*****.** The *NAAB Conditions for Accreditation* are developed through an iterative process that acknowledges and values the contributions of educators, professionals in traditional and non-traditional practice, and students. The NAAB regularly convenes conversations on critical issues (e.g., studio culture) and challenges the other four collateral partners to acknowledge and respect the perspectives of the others.

For additional information about the NAAB and accreditation of professional degree programs in architecture, please refer to the 2009 *NAAB Conditions for Accreditation* and the *NAAB Procedures for Accreditation*. These documents are available at www.naab.org.

International Activities
The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architecture profession. Given the increasing globalization of the profession, the number of American architects practicing throughout the world, the number of architects from other countries seeking to work in the United States, and professional organizations from a number of countries seeking advice and counsel from the NAAB in developing their own educational standards, the following are some of the ways in which the NAAB provides services internationally:

- Architecture programs (outside the United States and Canada) that can meet the *NAAB Conditions for Accreditation* are eligible for full accreditation under the terms of the 2009 *Conditions for Accreditation* and related procedures.
- Architecture programs (outside the U.S. and Canada) that cannot meet the NAAB *Conditions* largely because they are not regionally accredited as required by Condition II.2.1 are eligible to be evaluated for substantial equivalency (SE). The NAAB occasionally evaluates programs outside the U.S., ineligible for NAAB accreditation, to determine if they are "substantially equivalent" to NAAB-accredited programs. The term "substantial equivalency" identifies a program as having met the *Conditions for Substantial Equivalency*. These criteria are comparable to the *Conditions for Accreditation* in all significant aspects. Receiving the SE designation from the NAAB indicates that a program of professional study provides an educational experience that meets the local requirements for registration or professional practice, even though such program may differ in format or method of delivery. ***Substantial equivalency is not accreditation.*** Graduates of programs that have been designated as SE may not meet the education requirement for registration in a U.S. jurisdiction.
- The NAAB can provide advice and consultation to organizations in other countries that are developing accreditation standards and procedures. Such consulting is provided for a fee.
- The Education Evaluation Service for Architects (EESA) provides assistance to individuals who do not have a professional degree in architecture from a NAAB-accredited program and who wish to either apply for an NCARB Certificate or for registration by an NCARB member board. EESA works with both internationally educated architects and applicants in the NCARB Broadly Experienced Architect program. For additional information go to www.eesa-naab.org.
- Finally, the NAAB serves as the Secretariat for the Canberra Accord (CA). The CA is a multi-lateral agreement between accrediting agencies acknowledging the substantial equivalency of their systems of accreditation/validation/recognition in architecture education.

Conditions for Substantial Equivalency (2012 ed.)
The 2012 *Conditions for Substantial Equivalency,* published separately, are the minimum standards professional degree programs in architecture are expected to meet in order to achieve and maintain substantial equivalency by the NAAB.

SECTION 2. SUBSTANTIAL EQUIVALENCY

Types/Terms of Substantial Equivalency

Although there are minor distinctions among the procedures that apply to each stage in achieving and maintaining substantial equivalency (SE), the sequence is essentially the same for all institutions seeking NAAB action.

Actions on terms of substantial equivalency are made at regularly scheduled meetings of the Board of Directors, except where noted. In all cases any motion regarding a SE action must have at least 8 votes in favor to pass.

Programs seeking continuing substantial equivalency may receive the following terms of substantial equivalency:

> **Six-Year Term.** This term indicates that deficiencies, if any, are minor, and the intent to correct them is ensured. The program is granted substantial equivalency for a six-year period.

SECTION 3. PROCEDURES FOR VISIT ONE

The designation of substantial equivalency of degree programs in architecture requires the completion of three important steps. Generally, the steps are as follows:

- Application to establish substantial equivalency eligibility
- Determination of eligibility
- Visit One

Throughout the process, there are points of review by the NAAB staff and the NAAB Board of Directors.

Institutions interested in having a degree program in architecture designated as substantially equivalent are encouraged to seek guidance from the NAAB before beginning the process.

1. **Application.** Institutions seeking the substantial equivalency designation for a professional degree program or degree sequence in architecture must first be granted eligibility status by the NAAB. The first step in achieving eligibility status is to submit an application to the NAAB. Expectations for a complete application include:
    a) A written announcement from the institution's chief academic officer of the intention to seek substantial equivalency for a degree program or degree sequence in architecture. The letter should include the specific degree name (e.g., Bachelor of Architecture, Diploma, or Master of Architecture).
    b) Institutional Overview (see 2.c below).
    c) Applications must be submitted in electronic format.
        i. Applications are to be sent either in Microsoft Word or Adobe PDF and are limited to 3 MBs.
        ii. Applications are to be addressed to info@naab.org. Please include "Application for Substantial Equivalency" and the name of the institution in the subject line.

2. **Determination of Eligibility.** Next, the NAAB determines whether the proposed degree program is eligible.
    a) **Review.** The application will be reviewed by the staff to determine whether it is complete or whether additional information is needed.
        i. If the application is accepted in full, Visit One will be scheduled.
        ii. If the application is accepted provisionally, additional information will be requested. Once the additional information is received and determined to be sufficient to proceed, Visit One will be scheduled.
        iii. If the application is rejected, the chief academic officer will be notified and advised as to the deficiencies or concerns and asked to submit a new application.
    b) **Visit One**
        i. **Purpose.** There are three purposes of Visit One:
            1. To review the *Conditions* and *Procedures* for substantial equivalency
            2. To confirm the institutional commitment; and
            3. To review the physical, financial, human, and information resources committed to the program.
        ii. **Format**
            1. Visit One is not to last more than two days.

2. It will be undertaken by any one of the following individuals: a current or former NAAB officer, executive director, or another individual identified by the NAAB.
3. The visit will be scheduled on two consecutive weekdays during the regular academic year.
4. The visit should include the following:
    a. Presentation by the program on the history and mission of the institution, academic/administrative unit, and proposed degree program.
    b. Discussion between the reviewer and the program administrator to review the *NAAB Conditions* and *Procedures.*
    c. Separate meetings with faculty, staff, and students.
    d. Meetings with the division administrators (e.g., department chair and dean) and chief academic officer.
    e. Opportunities to observe classes and studios.
    f. A tour of the learning facilities that are or will be designated for the program (studios, classrooms, seminar rooms, shops, and laboratories).
    g. A tour of the library or other information resource center(s) that support the program.
    h. Optional: a meeting with alumni of the institution and local architects.

iii. **Report from Visit One**. The reviewer completing Visit One must submit a memorandum to the NAAB Board of Directors that documents his/her observations and conclusions. The report must include the following:
1. A review of the resources committed to the program.
2. Commitment of the institution to achieving the designation.
3. Assessment of the readiness of the program to complete Visit Two.
4. Recommendation to the NAAB Board to schedule Visit Two. The recommendation may also identify the length of time that should elapse before scheduling Visit Two and whether a representative from the program should complete any specific training or other learning experiences.

iv. **Action on Visit One Report**
1. The Board will review the report and take action at the next regularly scheduled meeting.
2. If the Board accepts the report and advances the program to Visit Two, the NAAB staff will select a visiting team chair and advise the program to compile an *Architecture Program Report (APR)* and prepare for Visit Two.
3. If the Board does not accept the report or advance the program to Visit Two., a new application will have to be submitted.

c) **Institutional Overview**

i. **Content.** The Institutional Overview should include the following:
1. Cover Page. This page should include the following information:
    a. Name of institution.
    b. Degree program proposed for the SE designation (e.g., Bachelor of Architecture, Diploma, or Master of Architecture), with prerequisites as appropriate (e.g., M. Arch., preprofessional degree plus 42 graduate credits).

   c. Name, address, email, and telephone contact information for the following individuals:
      i. Program administrator
      ii. Head of academic unit in which the program will be located
      iii. Chief academic officer
      iv. President of the institution
2. Part One – Analysis of the extent to which the proposed program already complies with the following Conditions for Substantial Equivalency:
   a. Part I: Sections 1-3
   b. Part II: Sections 2-3
3. Part Two – Timeline for Achieving Substantial Equivalency
4. Part Three – Supplemental Information
   a. 3.1 Course Descriptions (see *2012 Conditions,* Appendix 1)
   b. 3.2 Faculty Résumés (see *2012 Conditions,* Appendix 2)

SECTION 4. PROCEDURES FOR VISIT TWO

Once a program has been advanced to Visit Two, the visit will be scheduled for the next academic year, generally in the fall. The first step is the preparation of an *Architecture Program Report (APR)* and preparation for a visiting team. The *APR*, selection of the visiting team, and other elements of the site visit are described below.

1. ***Architecture Program Report* Submitted for Visit Two**
    a. **Purpose**. The *Architecture Program Report (APR)* serves both as a self-study for the program and as the principal source document for conducting the visit.
    b. **Content**. Present complete and accurate information to demonstrate the extent to which the program is already in compliance with each of the *NAAB Conditions for Substantial Equivalency*. Areas and levels of excellence will vary among degree programs as will approaches to meeting the *Conditions*. While programs are encouraged to identify those areas in which they believe they excel, positive aspects of a degree program in one area cannot override deficiencies in another.
    c. **Format**. Schools must use the following format for the *APR* for substantial equivalency. Each part should be used to describe how the program's *unique* qualities and its students' achievements satisfy (or will) the conditions that all programs must meet in order to be designated as substantially equivalent. For additional information on the contents of the *APR*, see the 2012 *NAAB Conditions for Substantial Equivalency*.
        1. Part One – Institutional Support and Commitment to Continuous Improvement
            a. 1.1 Identity & Self-Assessment
            b. 1.2 Resources
            c. 1.3 Institutional and Program Characteristics
                i. Statistical Reports (comparative data not required for this *APR)*
                ii. Faculty Credentials
        2. Part Two – Educational Outcomes and Curriculum
            a. 2.1 Student Performance Criteria
            b. 2.2 Curricular Framework
            c. 2.3 Evaluation of Preparatory/Preprofessional Education
            d. 2.4 Public Information
        3. Part Three – Supplemental Information
            a. 3.1 Course Descriptions (see 2012 *Conditions,* Appendix 1, for format)
            b. 3.2 Faculty Résumés (see 2012 *Conditions, A*ppendix 2, for format)
            c. 3.3 Visit One Memorandum
            d. 3.4 Catalog (or URL for retrieving online catalogs and related materials)
    d. **Submission.** *APRs* for Visit Two may be submitted in electronic format only.
        The *APR* should be sent either in Microsoft Word or Adobe PDF and is limited to 7 MBs. The *APR* should be sent to info@naab.org with "SE Visit 2 APR" and the name of the institution in the subject line.
    e. **Review and acceptance**
        i. The *APR* is first reviewed by the NAAB staff to ensure it is complete.
        ii. The *APR* is then reviewed by the team chair for completeness and clarity, to discern the complexity of the program's structure, and to identify issues that may

affect the duration and agenda for Visit Two. The visiting team chair's review results in a recommendation to the Board to do one of the following:

1. Accept the *APR* and set the agenda for Visit Two.
2. Accept the *APR,* set the agenda for Visit Two, and request additional information before the visit.
3. Require additional information to be submitted not less than 60 days before the scheduled visit date. The date will be confirmed after the additional information is received, reviewed, and determined to be acceptable.
4. Reject the *APR* and require a new report be submitted for review not less than 45 days before the date of the visit. If the new *APR* is considered acceptable, the visit will take place.
   a. Should the chair recommend the *APR* be rejected, the *APR* and the chair's review are brought before the NAAB Board of Directors for review and action.
   b. Should the school fail to deliver an acceptable amended or replacement *APR*, the chief academic officer of the institution is notified that the visit will have to be postponed until the next semester. A new chair will be appointed and a new team assembled.

iii. **Dates/Deadlines**
   1. *APRs* are due in the NAAB offices 120 days before the date of the visit.
   2. New *APRs* (if they are requested) are due not less than 45 days before the date of the visit.

iv. **Dissemination of the *APR* to the Public before the Visit**. To stimulate broad-based participation, the program is encouraged to distribute the *APR* within the program community before and during the site visit. However, the *APR* is not to be shared with the public until after the final decision is communicated by the NAAB (see Section 6 Conflicts of Interest).

2. **Visiting Teams**
   a. **Composition of Teams**
      i. Teams for Visit Two are composed of two individuals: an educator and a practitioner.
      ii. Teams are composed by the NAAB staff after the date for the visit has been set by the team chair and the program administrator. The NAAB makes every effort to ensure the team is balanced for geography, gender, race/ethnicity, and international experience. In addition, the staff makes every effort to ensure that no one proposed as a member of a visiting team has a real or perceived conflict of interest as defined below. To maintain uniform quality of visits and *Visiting Team Reports* (*VTR*s), teams are selected so that not more than one person is on his or her first visit.
      iii. Team members are advised of their preliminary selection for a specific visit with the understanding that final approval of the team is the responsibility of the program.
   b. **Team Chair**
      i. **Role.** The team chair is responsible for the following:
         1. Negotiating the date for the visit with the program administrator.
         2. Reviewing the *APR* and identifying needs for additional information or requesting changes to the report.
         3. Developing the agenda for the visit with the program administrator.

4. Communicating with the team before the visit to establish expectations and special requirements or circumstances.
5. Preparing the final draft of the *Visiting Team Report* (see below) and sending it to the NAAB offices within 30 days of the visit.
6. Securing the signatures of all team members on the report, including the local facilitator.
7. Securing the signatures of the team on the confidential recommendation.
8. Approving corrections of fact submitted by the program after reviewing the draft *VTR*.
9. Ensuring the team's compliance with the *Procedures for Substantial Equivalency* and appropriate standards of conduct during the visit.

c. **Selection**. Visiting team chairs are nominated by the staff before the site visit. The selection is based on a review of the résumés of former visiting team chairs and experienced visiting team members. Visiting team chairs may also be selected from among former directors of the NAAB. NAAB staff notifies program administrators once a chair has been nominated. The administrator may challenge the nomination on the basis of potential conflicts of interest. Once the chair has been confirmed, the administrator and the chair work together to select a date for the visit.

d. **Notification to Program**. The NAAB staff notifies the program administrator when a full team has been assembled. The program administrator is responsible for determining whether any member of the team poses a real or potential conflict of interest.

e. **Conflicts of Interest**. The NAAB seeks to avoid any real or perceived conflict of interest in its procedures, deliberations, and decisions. See Section 6 for additional information.

f. **Challenges to Team Members**. Programs may challenge one member of a proposed Visit Two visiting team under the terms of Section 6, Conflicts of Interest only. Such challenges are to be made in writing within 10 days of receiving notice of the membership of a visiting team. Challenges will be reviewed by the NAAB executive director. Where challenges are permitted to stand, a new team member will be assigned. Challenges will not be accepted less than 21 days before the start of a visit.

3. **Site Visits**

a. **Scheduling the Dates for the Visit**

i. The dates for Visit Two are set by the team chair and the program administrator in consultation.

ii. Generally, these visits take place between the last week of August and the last week of December each year.

iii. Length of the visit:

1. Visits begin on Saturday evening (or its equivalent) and end the following Wednesday at noon. The visit is approximately four days in length.
2. Depending on the amount of student work to be reviewed, the visit may begin on Sunday (or its equivalent) evening and end the following Wednesday at noon.

iv. All members of the team are expected to participate in the visit the entire time.

v. If the program seeking substantial equivalency is offered at more than one site, the team chair may arrive early in order to visit other locations for the program. These exceptions are agreed to by the team chair and the program administrator with advice from the NAAB staff.

b. **Schedule/Agenda for the Visit**

vi. Each visit must include, at a minimum:

1. **Team Orientation**. Team members attend a mandatory meeting in which the visiting team chair reviews the *Conditions* and the *Procedures*,

discusses visit protocols, and establishes expectations for how the team will work.

2. **Review of the *APR*** (team only). This review allows team members to discuss their initial reactions to the *APR*, to raise any initial concerns, and to identify and prioritize the questions to be addressed during the visit. In light of this discussion, the visiting team chair outlines team assignments and may revise details of the agenda.
3. **Tours**
    a. **Physical Resources.** The school conducts a tour of the physical resources that support the professional degree program. This tour should include an explanation of how the team room is organized, the facilities the program uses, and meetings with the personnel of media centers, workshops, and laboratories.
    b. **Library/Information Resources**. The library tour includes a meeting with the architecture librarian and visual resources professional to discuss their assessment of those components.
4. **Meetings**
    a. **Staff**. This is a meeting with key staff of the academic unit without the presence of any administrators. Staff that attends this meeting should include but not be limited to administrative assistants, shop personnel, librarian, career placement, and advisors.
    b. **Program Head**. This includes a discussion of issues arising from the *APR*, the program's strategic plan and self-assessment procedures, any changes required to the visit agenda, and any requests for additional materials the team may need.
    c. **Entrance Meetings with the School or College Administrator, Chief Academic Officer, Faculty, and Students**. These are separate meetings and allow comparison of the views held by each constituency on the program's strengths and causes for concern or any issue raised by the visiting team, the program, or the institution.
        i. Meetings with faculty must be open to all ranks from the various curricular areas, including those from other disciplines supporting the program.
        ii. Meetings with students without the presence of any administrators, staff, or faculty should be arranged so that all students can attend.
    d. **Meeting with Student Representatives**. This is an informal gathering of a small group of students, without the presence of any administrators, staff, or faculty, who may be officers in student organizations or elected to attend by their peers. All meetings are confidential informal discussions, not presentations.
    e. **Contact with Graduates and Local Practitioners**. This is generally a social event that may include recent and past graduates.
    f. **Review of Student and Faculty Exhibits**. Team members are individually and jointly responsible for assessing work in the team room and elsewhere.

g. **Observation of Studios, Lectures, and Seminars**. The team may attend scheduled classes and may use evenings to observe unscheduled studio activity.
h. **Review of General Studies, Electives, and Related Programs**. This review includes meetings with faculty or administrators to discuss prerequisite general studies courses, minors or concentrations that students may pursue, and any programs or groups that have a significant relationship with the accredited degree program.
i. **Review of School Records and Transfer Credit Assessment**. The visiting team chair may request school and student records, which should be presented with names removed.
j. **Debriefing Sessions**. Each evening, the team meets to evaluate its progress, adjust assignments, and assess the need for additional information.
k. **Deliberation and Drafting the *VTR***. The last afternoon and evening of the site visit are devoted to developing the team's consensus on whether the program has met each of the NAAB *Conditions for Substantial Equivalency*, drafting an assessment of the latter, and agreeing on the confidential recommendation to the NAAB Directors. By the end of the last work session, the *VTR* should be in a draft form and ready for editing by the visiting team chair.

5. **Sequence of Exit Interviews**. The sequence of exit interviews is prescribed in order to ensure the team delivers its initial information to key leaders within the institution and the program before addressing the faculty, staff, and students in the program. These interviews are not to take place until the team has finished its deliberations. Therefore, the recommended sequence of exit interviews on the final morning of the visit is as follows:
   a. Exit interview with the program administrator, one hour. Questions and answers are permitted.
   b. Exit interview with the leadership of the academic unit in which the program is located (e.g., director, chair, dean), 30 minutes. Questions and answers are permitted. NOTE: this may be broken down into more than one meeting.
   c. Exit interview with the administrators responsible for oversight of the academic unit (e.g., provost, vice president for academic affairs, president), 30 minutes. Questions and answers are permitted.
   d. Exit interview with the students, faculty, and staff of the program, 30 minutes. Questions and answers are not permitted.
   e. The team is expected to leave the institution as soon as the last interview is completed.

vii. **Team Room**

1. **Purpose**. The team room is a securable, reasonably soundproof room accessible only to the team. It should be located within the building that is the primary physical resource for the program. It is to be designated for the exclusive use of the team to evaluate the program in confidence.
2. **Contents**. Before the site visit, the program head and visiting team chair discuss the content and organization of the team room. The team room

must contain fully labeled and easily accessible exhibits of student work. Materials used as exhibits must:

a. Include examples of both the minimum passing grade and high achievement
b. Be of sufficient quantity to ensure that all graduates are meeting the performance criteria
c. Have been executed since the previous site visit
d. Span no less than a single previous academic year
e. The team room must also contain the following:
    i. **Student Studio Work**. The majority of the visual material should be mounted on vertical surfaces; not placed in stacks. The presentation of studio work must represent the full range of approaches taken and assignments made by various studio critics, and must include project assignments, handouts, bibliographies, and corresponding samples of student drawings and models. In addition to final projects, in-progress work and student journals may be included, or the progress of one group of students may be illustrated. Student design work may be presented digitally only if it was presented digitally when it was graded or assessed by the instructor.
    ii. **Student Course Work**. A notebook should be provided for each required and elective course. The presentation of course work must contain a syllabus showing weekly activities and assignments; a bibliography; quizzes and examinations, where applicable; and corresponding samples of student work. Course notebooks may be presented in digital format only after discussion and approval by the team chair.
    iii. **Team Work Area**. The room must contain a conference table, with enough seating to accommodate the entire team.
    iv. **Visit Agenda and Résumés**. The visit agenda and résumés of the team should be posted in the vicinity of the room.
    v. **Faculty Photos**. Faculty photos should be posted in the team room.
    vi. **Matrix.** A large copy of the matrix, described in Part II.1, Student Performance Criteria, of the *Conditions for Substantial Equivalency*, should be posted in the team room.

While a range of work must be displayed for each required course, it is not necessary to present the complete output of a studio, lecture, or seminar.

The organization of student work is left to the discretion of the program, but each piece must cross-reference the course matrix and criteria it addresses, be dated, and indicate its assessment from minimum to high achievement. Ideally, examples by several different students or teams should be furnished.

Exhibits in spaces outside the team room can augment, but not substitute for, team room exhibits. Such exhibits should be identified in a manner consistent with team room displays, except that indications of minimum to high pass may be omitted in public displays. Class assignments must be available for all projects presented.

3. **Access**. The team room must be lockable; the only keys are to be given to the members of the team. No one other than the team is to be in the room, except at the team's invitation.
4. **Equipment**. The room must contain the following:
    a. a telephone for local calls
    b. document shredder
    c. computer equipment as requested by the visiting team chair
    d. Internet access
    e. printer
    f. LCD projector
    g. A sufficient number and type of electrical outlets and adapters

viii. **Faculty Exhibits**. An exhibition of faculty work is useful for assessing the perspectives of the program and its growth opportunities. Faculty work must illustrate the range of research, scholarship, and creative activity carried out over the previous five years. Specify faculty rank and appointment status and, if the program has multiple sites, the location of each faculty member. Include a short summary of the projects and, if applicable, indicate the faculty member's contribution. This exhibit may be included in the team room, but can also be housed elsewhere in the same building as the team room.

4. **Visit Two *Visiting Team Report* (*VTR*)**

i. **Purpose**. The *VTR* serves multiple purposes. It is essential to the NAAB in making its decision regarding substantial equivalency; it may serve to strengthen the program and its position within the institution; and it may inform current and prospective students about the nature and quality of the program. *VTRs* are considered nonbinding and advisory to the NAAB Directors.

ii. **Contents**

a. The *VTR* conveys the visiting team's assessment of whether the program's progress toward achieving the designation is reasonable and capable of being implemented, and to what extent the program meets or is likely to meet the 2012 *Conditions for Substantial Equivalency*, as measured by the following:
    1. Evidence of student learning
    2. The overall capacity of the program to fulfill its obligations to ensure student achievement
    3. The overall learning environment

b. It establishes the degree to which the program is functioning in the manner described in the *APR.* Therefore, the *VTR* must be concise and consistent and include documentation of the following:
    1. The program's noteworthy qualities with respect to the *Conditions*.
    2. The program's progress toward identifying and eliminating deficiencies with respect to the *Conditions*, especially the Student Performance Criteria.

3. Concerns about the program's future performance and/or capacity to achieve initial accreditation.
4. Comments that may be helpful in preparing for future candidacy reviews or initial accreditation visits.

iii. **Format**. The Visit Two *VTR*, generally speaking, includes the following:

i. **Section I – Summary of Team Findings**

1. **Team Comments**. This is a narrative in which the team makes its general comments on the program, the *APR*, and its observations and assessments with special attention to the items listed in 4.ii.b above.
2. **Conditions Not Met/Not-Yet Met**. This is a list of the Conditions and Student Performance Criteria that the team determines are either not met or not-yet met.
3. **Causes for Concern**. This is an enumerated list that describes specific concerns of the team relative to not-yet-met Conditions or to Conditions that may have been met within the strict definition of the condition/criterion but for which the team has concerns or questions. This should be a numbered list, and each item should have a title. It is not necessary for a not-yet-met Condition to generate a cause for concern; likewise, conditions/criteria that are determined to be met may have also generated concerns within the team. All of these should be documented in this section of the report.
4. **Progress since Visit One.** In the case of the VTR for Visit Two, this section is left blank.

ii. **Section II – Compliance with the *Conditions for Substantial Equivalency***

iii. **Section III – Appendices**

i. Appendix A. Program and institutional information from Part I of the *APR*.

ii. Appendix B. Conditions Met with Distinction. This is a list of the Conditions and Student Performance Criteria for which the team wishes to commend the program. The team is encouraged to include a brief narrative for each one of the Conditions or criteria listed here.

iii. Appendix C. The team roster.

iv. **Section IV—Report Signatures.** This page includes the signatures of all team members.

v. **Confidential Recommendation**. In a separate document, the team transmits a recommendation on Visit Two to the NAAB Board of Directors. This recommendation is signed by both members of the team. The recommendation will also include a recommendation as to the length of time until Visit Three and may also recommend other activities that may aid the program. This document is considered confidential in perpetuity and is non-binding on the Board. This document is to be transmitted not later than 30 calendar days after the visit ends.

iv. **Review/Acceptance/Transmittal by the team**. The team chair must transmit a final draft of the *VTR* to the NAAB office not later than 30 calendar days after the visit ends. During the interim, the team chair is responsible for completing the draft and collecting additional input or suggested text from the other member of the team.

v. **Review by NAAB Staff**. Upon receiving the draft from the team chair, the NAAB staff reviews the draft report and makes corrections for grammar, spelling, and punctuation. In addition the report is reviewed for completeness and comprehension and to ensure the team has not offered advice or recommendations for changes or modifications to the program. This draft, without the confidential recommendation, is then sent to the program administrator.

vi. **Corrections of Fact**. The program administrator is then asked to review the draft *VTR* to make corrections of fact only. These corrections are to be transmitted to the NAAB staff, who, in turn will submit the corrections of fact to the team chair. The team chair has ten calendar days to accept the corrections of fact and resubmit a final *VTR*.

vii. **Optional Response**. The final *VTR* is transmitted to the program administrator who has the option to write a response.

viii. **Dates and Deadlines**.

1. 30 days after the visit ends, the team chair sends the draft V*TR* to NAAB staff.
2. NAAB staff completes the initial edits and corrections and sends draft VTR to the program administrator.
3. Within 10 calendar days of receiving the draft *VTR*, program submits corrections of fact.
4. Within 10 calendar days of receiving the corrections of fact, the team chair accepts or rejects corrections and submits final *VTR* to NAAB staff.
5. NAAB staff transmits the final *VTR* to program administrator for optional response.
6. Within 10 calendar days of receiving the final *VTR*, the program sends its optional response to NAAB offices.
7. Not later than 21 calendar days before the next meeting of the NAAB Directors, NAAB staff prepares the final report package for Board of Directors review. This package contains the following:
    a. Final *VTR*
    b. Optional program response
    c. Confidential recommendation

5. **Confidentiality.** The team and any local facilitators must maintain strict confidence with respect to materials reviewed, interviews conducted, and team deliberations, including the team's recommendation at the end of Visit Two. The team bases its assessment of the program, in part, on interviews with various constituencies of the program. All individual and group interviews are confidential, and the information obtained from them is for the exclusive use of the team in preparing its report and recommendation.

   Before the decision, both the NAAB and the program are prohibited from making either the *APR* or the *VTR* available to the collateral organizations or the public.

6. **Public Disclosure of Outcomes**
    a. After the decision, the program is required to disseminate the *APR*, the final *VTR* and pertinent attachments, the current editions of the *Conditions* and the *Procedures*, and any addenda. These documents must be housed together in the architecture library and be freely accessible to all.
    b. Unless written permission is obtained from the NAAB, the program may disseminate only complete copies of the *Conditions* and the *Procedures* and any addenda and the *VTR*.
    c. The NAAB makes available in its office the *APRs* and the *VTRs* of all programs that have achieved the designation and those in the process of achieving the designation.
    d. The substantial equivalency decisions for a given year are published by the NAAB.

SECTION 5. PROCEDURES FOR VISIT THREE

Once a program has completed Visit Two, it is eligible to apply for Visit Three to review its degree program. Generally, the steps are as follows:

- Request for Visit Three
- Visit Three

Throughout the process, there are points of review by the NAAB staff and the NAAB Board of Directors.

1. **Eligibility for Initial Substantial Equivalency**
    a. Completion of Visit Two
    b. One year has elapsed since Visit Two
2. **Official Request for Visit Three.** Institutions requesting Visit Three must first notify the NAAB of their desire to be granted substantial equivalency. To initiate the process the request must include and be submitted as follows:
    i. A written request from the institution's chief academic officer to schedule Visit Three to review the degree program in architecture. The letter should include the specific degree name.
    ii. A copy of the most recent decision letter from the NAAB
    iii. The *APR* for Visit Three
    iv. Applications may be submitted in electronic format only.
        1. Electronic versions are to be sent either in Microsoft Word or Adobe PDF and are limited to 7 MBs.
        2. Send applications via email to info@naab.org. Please include "Application for SE Visit Three" and the name of the institution in the subject line.
3. **Visit Three.** Once the application has been reviewed for completeness, the program will be added to the annual visit schedule for the next academic year. Visit Three is similar to an accreditation visit to a U.S. architecture program. The first step is the preparation of an *Architecture Program Report (APR)* and preparation for a visiting team. The *APR*, selection of the visiting team, and other elements of the site visit are described below.
    a. ***Architecture Program Report***
    i. **Purpose.** The *Architecture Program Report (APR)* serves both as a self-study for the program and as the principal source document for the team conducting the visit.
    ii. **Content**. For programs seeking substantial equivalency for the first time, the *APR* should:
        1. Present complete and accurate information to demonstrate the extent to which the program complies with each of the NAAB Conditions for SE.
        2. Present complete and accurate information to demonstrate how the program has responded to comments in the Visit Two *VTR* and used other training or preparatory experience to achieve compliance with the NAAB *Conditions for Substantial Equivalency*.
        3. Present areas and levels of excellence; although these will vary among degree programs as will approaches to meeting the conditions and reporting requirements. While programs are encouraged to identify those areas in which they believe they excel, positive aspects of a degree program in one area cannot override deficiencies in another.

iii. **Format**. Programs must use the following format for the Visit Three *APR*. Each part should be used to describe how the program's unique qualities and its students' achievements satisfy the conditions that all programs must meet in order to achieve the SE designation. For additional information on the contents of the *APR,* see *NAAB Conditions for Substantial Equivalency*, 2012 edition.

1. Part One – Institutional Support and Commitment to Continuous Improvement
    a. 1.1 Identity & Self-Assessment
    b. 1.2 Resources
    c. 1.3 Institutional Characteristics
        i. Statistical Reports
        ii. Faculty Credentials
2. Part Two – Educational Outcomes and Curriculum
    a. 2.1 Student Performance Criteria
    b. 2.2 Curricular Framework
    c. 2.3 Evaluation of Preparatory/Pre-professional Education
    d. 2.4 Public Information
3. Part Three – Summary of Responses to the Team Findings from Visit Two.
    a. 3.1 Responses to Conditions Not Met
    b. 3.2 Responses to Causes of Concern
    c. 3.3 Summary of Responses to Changes in the NAAB Conditions[*]
4. Part Four – Supplemental Information
    a. 4.1 Course Descriptions (see Appendix 1 for format)
    b. 4.2 Faculty Résumés (see Appendix 2 for format)
    c. 4.3 Visiting Team Report (VTR) from the previous visit
    d. 4.4 Catalog (or URL for retrieving online catalogs and related materials)
5. *APRs* may only be submitted in electronic format (see below).
6. *APR*s are limited to 150 pages for Parts 1–3 and 100 pages for Part 4. The page limit does not include the memorandum from Visit Two or the institution's catalog.
7. The APR is to be prepared in Microsoft Word or Adobe PDF and is limited to 7 MGs. Send the *APR* via email to info@naab.org and include "Application for SE Visit Three" and the name of the institution on the subject line.

iv. **Review and acceptance**

1. The *APR* is first reviewed by the NAAB staff to ensure it is complete.
2. The *APR* is then reviewed by the team chair for completeness and clarity, to discern the complexity of the program's structure, and to identify issues that may affect the duration and agenda for the site visit. The visiting team chair's review results in a recommendation to the Board to do one of the following:
    a. Accept the *APR* and set the agenda for Visit Three.
    b. Accept the *APR,* set the agenda for Visit Three, and request additional information before the visit.

[*] 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 Visit Two.

c. Require additional information to be submitted not less than 60 days before the scheduled visit date. The date will be confirmed after the additional information is received, reviewed, and determined to be acceptable.
d. Reject the *APR* and require a new report be submitted for review not less than 45 days before the date for the visit. If the new *APR* is considered acceptable, the visit will take place.
    i. Should the chair recommend the *APR* be rejected, the *APR* and the chair's review are brought before the NAAB Board of Directors for review and action.
    ii. Should the school fail to deliver an acceptable amended or replacement *APR*, the chief academic officer of the institution is notified that the visit will have to be postponed until the next academic year. A new chair will be appointed and a new team assembled.

v. **Dates/Deadlines**
    1. *APRs* are due in the NAAB offices 120 days before Visit Three.
    2. New *APRs* (if they are requested) are due not less than 45 days before the date of the visit.

vi. **Dissemination of the *APR* to the public before the visit**. To stimulate broad-based participation, the program is encouraged to distribute the *APR* within the school community before and during the site visit. However, the APR is not to be shared with the public until after the final decision is communicated by the NAAB.

b. **Visiting Teams**
  i. **Composition of teams**
    1. Teams are composed of an educator, practitioner, regulator, and student.
    2. Teams are composed by the NAAB staff after the date for the visit has been set by the team chair and the program administrator. The NAAB makes every effort to ensure the team is balanced for geography, gender, race/ethnicity, and accreditation experience. In addition, the staff makes every effort to ensure that no one proposed as a member of a visiting team has a real or perceived conflict of interest as defined below. To maintain uniform quality of visits and *Visiting Team Reports* (*VTR*s), teams are selected so that not more than one person, excluding the AIAS representative, is on his or her first visit.
    3. Team members are advised of their preliminary selection for a specific visit with the understanding that final approval of the team is the responsibility of the program.
  ii. **Team chair**
    1. **Role.** The team chair is responsible for the following:
        a. Negotiating the date for the visit with the program administrator.
        b. Reviewing the *APR* and identifying needs for additional information or requesting changes to the report.
        c. Developing the agenda for the visit with the program administrator.
        d. Approving proposed local facilitator for the team. Note, team chairs may also revoke this approval if they determine the individual has a real or potential conflict of interest or is not prepared to fully participate in the visit.

e. Communicating with the team before the visit to establish expectations and special requirements or circumstances.
f. Preparing the final draft of the *Visiting Team Report* (see below) and sending it to the NAAB offices within 30 days of the visit.
g. Securing the signatures of all team members on the report.
h. Securing the signatures of the team on the confidential recommendation, excluding the local facilitator (see more below).
i. Approving corrections of fact submitted by the program after reviewing the draft *VTR*.
j. Ensuring the team's compliance with the *Procedures for Substantial Equivalency* and appropriate standards of conduct during the visit.

2. **Selection**. Visit Three team chairs are nominated by the executive director. The selection is based on a review of the résumés of former visiting team chairs and experienced visiting team members. Visit Three team chairs may also be selected from among former directors of the NAAB. NAAB staff notifies program administrators once a chair has been nominated. The administrator may challenge the nomination for potential conflicts of interest. Once the chair has been confirmed, the administrator and the chair work together to select a date for the visit.

iii. **Local Facilitator**

1. **Role.** To facilitate communication and foster a spirit of collaboration, the program is encouraged to nominate one local facilitator to participate in the site visit.
2. **Selection and approval**
   a. The program may volunteer one local facilitator for Visit Three. The selection must be mutually agreed upon by the program and the visiting team chair to be part of the team.
   b. A local facilitator is a volunteer. He/she may be a member of the architecture community nominated by the program to offer insight into its cultural context, unique qualities, or history.
3. **Participation**
   a. The facilitator must participate throughout the entire site visit including orientation, entry meetings, evidence confirmation, and exit meetings. He/she is encouraged to offer comments and advice to the visiting team chair or team members. He/she may also be called upon to serve as a translator, if necessary.
   b. The local facilitator does not participate in the formal team decisions concerning the recommendation on substantial equivalency.
   c. The chair reserves the right to excuse the local facilitator from any team work session.
   d. The local facilitator must agree in advance to observe the principles of confidentiality as outlined below.
   e. The program is responsible for the expenses of the local facilitator.

iv. **Notification to Program**. The NAAB staff notifies the program administrator when a full team has been assembled. The program administrator is responsible for determining whether any member of the team poses a real or potential conflict of interest.

v. **Conflicts of Interest**. The NAAB seeks to avoid any real or perceived conflict of interest in its procedures, deliberations, and accrediting decisions. See Section 6 for additional information.

vi. **Challenges to Team Members**. Programs may challenge up to two members of a proposed Visit Three team under the terms of Section 6, Conflicts of Interest, only. Such challenges are to be made in writing within 10 days of receiving notice of the membership of a visiting team. Challenges will be reviewed by the NAAB executive director. Where challenges are permitted to stand, a new team member will be assigned. Challenges will not be accepted less than 21 days prior to the start of Visit Three

c. **Site Visits**

i. **Scheduling the Dates for the Visit**

1. The dates for Visit Three are set by the team chair and the program administrator in consultation.
2. Generally, these visits take place between the last week of August and the last week of December each year.
3. Visits for substantial equivalency begin on Saturday evening (or its equivalent) and end the following Wednesday at noon.
4. All members of the team are expected to participate in the visit the entire time.
5. If the program seeking substantial equivalency is offered in more than one site, the team chair may be scheduled to arrive early in order to visit other locations for the program. These exceptions are agreed to by the team chair and the program administrator with advice from the NAAB staff.

ii. **Schedule/Agenda for the Visit**

1. Each visit must include, at a minimum:

a. **Team orientation**. Team members and observers attend a mandatory meeting in which the visiting team chair reviews the *Conditions* and the *Procedures*, discusses visit protocols, and establishes expectations for each team member for how the team will work.

b. **Review of the *APR*** (team only). This review allows team members to discuss their initial reactions to the *APR*, to raise any initial concerns, and to identify and prioritize the questions to be addressed during the visit. In light of this discussion, the visiting team chair outlines team assignments and may revise details of the agenda.

c. **Tours**

i. **Physical Resources.** The school conducts a tour of the physical resources that support the professional degree program. This tour should include an explanation of how the team room is organized, the facilities the program uses, and meetings with the personnel of media centers, workshops, and laboratories.

ii. **Information Resources**. The tour includes a meeting with the architecture librarian and visual resources professional to discuss their assessment of those components.

d. **Meetings**

i. **Staff**. This is a meeting with key staff of the academic unit and without the presence of any administrators. Staff that attends this meeting should include but not be limited to administrative assistants, shop personnel, librarian, career placement, advising, etc.

ii. **Program Head**. These include a discussion of issues arising from the *APR*, the program's strategic plan and self-assessment procedures, progress made since the previous site visit, any changes required to the visit agenda, and any requests for additional materials the team may need.

iii. **Entrance Meetings with the School or College Administrator, Chief Academic Officer, Faculty, and Students**. These are separate meetings and allow comparison of the views held by each constituency on the program's strengths and causes for concern or any issue raised by the visiting team, the program, or the institution.

   1. Meetings with faculty must be open to all ranks from the various curricular areas, including those from other disciplines supporting the program.
   2. Meetings with students should be arranged so that all students can attend without the presence of any administrators, staff, or faculty.

iv. **Meeting with Student Representatives.** This is an informal gathering of a small group of students, without the presence of any administrators, staff, or faculty, who may be officers in student organizations or elected to attend by their peers. All meetings are confidential informal discussions, not presentations.

e. **Contact with Graduates and Local Practitioners**. This is generally a social event that may include recent and past graduates.

f. **Review of Student and Faculty Exhibits**. Team members are individually and jointly responsible for assessing work in the team room and elsewhere.

g. **Observation of Studios, Lectures, and Seminars**. The team may divide to attend scheduled classes and may use evenings to observe unscheduled studio activity.

h. **Review of General Studies, Electives, and Related Programs**. This review includes meetings with faculty or administrators to discuss prerequisite general studies courses, minors or concentrations that students may pursue, and any programs or groups that have a significant relationship with the accredited degree program.

i. **Review of School Records and Transfer Credit Assessment**. The visiting team chair may request school and student records, which should be presented with names removed.

j. **Debriefing Sessions**. Each evening, the team meets to evaluate its progress, adjust assignments, and assess the need for additional information.

k. **Decision Deliberation and Drafting the *VTR***. The last afternoon and evening of the site visit are devoted to developing the team's consensus on whether the program has met each of the NAAB conditions, drafting an assessment of the latter, and agreeing on the confidential recommendation to the NAAB Directors on a term of substantial equivalency. By the end of the last work session, the *VTR* should be in draft form and ready for editing by the visiting team chair.

2. **Sequence of Exit Interviews**. The sequence of exit interviews is proscribed in order to ensure the team delivers its initial information to key leaders within the institution and the program before addressing the faculty, staff, and students in the program. These interviews are not to take place until the team has finished its deliberations, usually on Tuesday evening. Therefore, the recommended sequence of exit interviews on Wednesday morning is as follows:
    a. Exit interview with the program administrator, 1 hour. Questions and answers are permitted.
    b. Exit interview with the leadership of the academic unit in which the program is located (e.g., director, chair, dean), 30 minutes. Questions and answers are permitted. NOTE: this may be broken down into more than one meeting.
    c. Exit interview with the central administrators responsible for oversight of the academic unit (e.g., provost, vice president for academic affairs, president), 30 minutes. Questions and answers are permitted.
    d. Exit interview with the students, faculty, and staff of the program, 30 minutes. Questions and answers are not permitted.
    e. The team is expected to leave the institution as soon as the last interview is completed.

iii. **Team Room**

1. **Purpose**. The team room is a securable, reasonably soundproof room accessible only to the team. It should be located within the building that is the primary physical resource for the program. It is to be designated for the exclusive use of the team to evaluate the program in confidence.
2. **Contents**. Before the site visit, the program head and visiting team chair discuss the content and organization of the team room. The team room must contain fully labeled and easily accessible exhibits of student work. Materials used as exhibits must:
    a. Include examples of both the minimum passing grade and high achievement
    b. Be of sufficient quantity to ensure that all graduates are meeting the performance criteria
    c. Have been executed over at least the two previous academic years
    d. Span no less than a single previous academic year
    e. The team room must contain the following:
        i. **Student Studio Work**. The majority of the visual material should be mounted on vertical surfaces, not placed in stacks. The presentation of studio work must represent the full range of approaches taken and assignments made by various studio critics, and must

include project assignments, handouts, bibliographies, and corresponding samples of student drawings and models. In addition to final projects, in-progress work and student journals may be included, or the progress of one group of students may be illustrated. Work that was completed in digital form and assessed in digital format may be presented in the team room in digital format. The program is responsible for providing appropriate resources for reviewing the work.

ii. **Student Course Work**. A notebook should be provided for each required and elective course. The presentation of course work must contain a syllabus showing weekly activities and assignments; a bibliography; quizzes and examinations, where applicable; and corresponding samples of student work. Notebooks should be provided for courses that have not yet been offered, but for which syllabi and other materials have been prepared. In such cases, the notebook should also contain information as to when the course will be offered for the first time. Notebooks may be presented electronically but only after consulting with the team chair. In the event a program chooses to present course notebooks electronically, it is the responsibility of the program to make this material available to the team in the team room.

iii. **Team Work Area**. The room must contain a conference table, with enough seating to accommodate the entire team.

iv. **Visit Agenda and Résumés**. The visit agenda and résumés of the team should be posted in the vicinity of the room.

v. **Faculty Photos**. Faculty photos should be posted in the team room.

vi. **Matrix.** A large copy of the matrix, described in Part II, Section 1, Student Performance Criteria, of the *Conditions*, should be posted in the team room.

While a range of work must be displayed for each required course, it is not necessary to present the complete output of a studio, lecture, or seminar.

The organization of the student work as presented is at the program's discretion, but each piece must cross-reference the course matrix and criteria it addresses, be dated, and indicate its assessment from minimum to high achievement. Ideally, examples by several different students or teams should be furnished.

Exhibits in spaces outside the team room can augment, but not substitute for, team room exhibits. Such exhibits should be identified in a manner consistent with team room displays, except that indications of minimum to high pass may be omitted in public displays. Class assignments must be available for all projects presented.

3. **Access**. The team room must be lockable; the only keys are to be given to the members of the team. No one other than the team is to be in the room, except at the team's invitation.
4. **Equipment**. The room must contain the following:
    a. a telephone for local calls
    b. document shredder
    c. computer equipment as requested by the visiting team chair
    d. Internet access
    e. printer
    f. LCD projector
    g. A sufficient number and type of electrical outlets and adapters

iv. **Faculty Exhibits**. An exhibition of faculty work is essential for assessing the quality of the program and its growth opportunities. Faculty work must illustrate the range of research, scholarship, and creative activity carried out since the previous site visit. Specify faculty rank and appointment status and, if the program has multiple sites, the location of each faculty member. Include a short summary of the projects and, if applicable, indicate the faculty member's contribution. This exhibit may be included in the team room, but can also be housed elsewhere in the same building as the team room.

d. ***Visiting Team Report* (*VTR*)**

i. **Purpose.** The *VTR* serves multiple purposes. It is essential to the NAAB in making its SE decision; it may serve to strengthen the program and its position within the institution; and it may inform current and prospective students about the nature and quality of the program. *VTRs* are considered advisory to the NAAB Board of Directors.

ii. **Contents**. The *VTR* conveys the visiting team's assessment of whether the program meets the *Conditions for Substantial Equivalency*, as measured by evidence of student learning, the overall capacity of the program to fulfill its obligations to ensure student achievement, and the overall learning environment. It establishes the degree to which the program is functioning in the manner described in the *APR.* Therefore, the *VTR* must be concise and consistent and include documentation of the following:

1. The program's noteworthy qualities with respect to the *Conditions*.
2. The program's deficiencies with respect to the *Conditions*, especially the Student Performance Criteria.
3. Concerns about the program's future performance and/or capacity to meet its long-term strategic objectives.
4. Comments that may be helpful in preparing for future visits.

ix. **Format**. The Visit Three *VTR*, generally speaking, includes the following:

i. **Section I – Summary of Team Findings**

1. **Team Comments**. This is a narrative in which the team makes its general comments on the program, the *APR*, and its observations and assessments.
2. **Conditions Not Met**. This is a list of the Conditions and Student Performance Criteria that the team determines are not met.
3. **Causes for Concern**. This is a narrative that describes specific concerns of the team relative to not-met conditions or to conditions that may have been met within the strict definition of the condition/criterion, but for which the team has concerns or questions. This should be a

numbered list, and each item should have a title. It is not necessary for a not-met condition to generate a cause for concern; likewise, conditions/criteria that are determined to be met may have also generated concerns within the team. All of these should be documented in this section of the report.

4. **Progress since the Previous Visit.** This is a narrative in which the current team reviews the program's progress against each of the not-met conditions and causes of concern from the previous visit and *VTR*. It is the responsibility of the current team to determine, based on their review, whether previously not-met conditions are now met and whether the causes of concern have been addressed.

ii. **Section II – Compliance with the Conditions for Substantial Equivalency**

iii. **Section III – Appendices**

Appendix A. Program and institutional information from Part I of the *APR*

Appendix B. Conditions Met with Distinction. This is a list of the Conditions and Student Performance Criteria for which the team wishes to commend the program. The team is encouraged to include a brief narrative for each one of the conditions or criteria listed here.

Appendix C. The team roster

iv. **Section IV—Report Signatures.** This page includes the signatures of all team members.

x. **Confidential Recommendation**. In a separate document, the team transmits a recommendation on substantial equivalency to the NAAB Board of Directors. This recommendation is signed by all members of the team, except the local facilitator. This document is considered confidential in perpetuity and is non-binding on the Board. This document is to be transmitted not later than 30 calendar days after the visit ends.

iii. **Review/Acceptance/Transmittal by the Team**. The team chair must transmit a final draft of the *VTR* to the NAAB office not later than 30 calendar days after the visit ends. During the interim, the team chair is responsible for completing the draft and collecting additional input or suggested text from the other members of the team.

iv. **Review by NAAB Staff**. Upon receiving the draft from the team chair, the NAAB staff reviews the draft report and makes corrections for grammar, spelling, and punctuation. In addition the report is reviewed for completeness and comprehension and to ensure the team has not offered advice or recommendations for changes or modifications to the program. This draft is then sent to the program administrator.

v. **Corrections of fact**. The program administrator is then asked to review the draft *VTR* to make corrections of fact only. These corrections are to be transmitted to the NAAB staff, who in turn will submit the corrections of fact to the team chair. The team chair has 10 calendar days to accept the corrections of fact and resubmit a final *VTR*.

vi. **Optional Response**. The final *VTR* is transmitted to the program administrator who may choose to write an optional response.

vii. **Dates and Deadlines**

1. 30 days after the visit ends the team chair sends the draft *VTR* to NAAB staff.
2. NAAB staff completes the initial edits and corrections and sends the draft *VTR* to the program administrator.

3. Within 10 calendar days of receiving the draft *VTR*, program submits corrections of fact.
4. Within 10 calendar days of receiving the corrections of fact, the team chair accepts or rejects corrections and submits final *VTR* to NAAB staff.
5. NAAB staff transmits the final *VTR* to program administrator for optional response.
6. Within 10 calendar days of receiving the final *VTR*, the program sends its optional response to NAAB offices.
7. Not later than 21 calendar days before the next meeting of the NAAB Board of Directors, NAAB staff prepares the final report package for Board of Directors review. This package contains the following:
    a. Final *VTR*
    b. Optional program response
    c. Confidential recommendation

e. **Confidentiality**. The team and the local facilitator must maintain strict confidence with respect to materials reviewed, interviews conducted, and team deliberations, including the team's recommendation on substantial equivalency. The team bases its assessment of the program, in part, on interviews with various constituencies of the program. All individual and group interviews are confidential, and the information obtained from them is for the exclusive use of the team in preparing its report and recommendation.

   Before the decision, both the NAAB and the program are prohibited from making either the *APR* or the *VTR* available to the collateral organizations or the public.

4. **Public Disclosure of Outcomes**
    a. After the decision, the program is required to disseminate the *APR*, the final *VTR* and pertinent attachments, the current editions of the *Conditions* and the *Procedures* and any addenda. These documents must be housed together in the architecture library and be freely accessible to all.
    b. Unless written permission is obtained from the NAAB, the program may disseminate only complete copies of the *Conditions* and the *Procedures* and any addenda and the *VTR*.
    c. The program is required to inform faculty and incoming students that access to the current student performance criteria and any addenda may be read or downloaded from the NAAB web site.
    d. The NAAB makes available in its office the *APRs* and the *VTRs* of all SE programs.
    e. The SE decisions for a given year are made available to the collateral organizations—to be published in their entirety in each organization's newsletter—and to other organizations and the public upon request.
    f. Within 30 calendar days of a decision to place a program on probation or revoke SE, the NAAB will notify the collateral organizations.
5. **Subsequent evaluations for substantial equivalency**
    a) At the end of the fifth year for which the designation is valid, the program must submit an application to renew the designation for another six-year period. The process for reviewing the program for subsequent periods is the same as for Visit Three.

SECTION 6. CONFLICTS OF INTEREST

The NAAB and its volunteer leaders are dedicated to serving the interests of the NAAB's constituencies and collateral partners in the most honorable and ethical manner possible. Among the NAAB's duties is the responsibility to provide assurance to its constituencies and partners that debates, decision making, and all governance at the NAAB is conducted in an objective and bias-free context. Thus, the NAAB seeks to avoid any real or perceived conflict of interest in its procedures, deliberations, and accrediting or substantial equivalency decisions.[*]

No person shall take part as a visiting team member and no Board member shall participate in a substantial equivalency decision or the deliberations leading thereto if he/she cannot evaluate a program objectively and without bias even if none of the categories for automatic disqualification set forth below apply. The term "program" shall include, in addition to the program specifically to be evaluated, any previous program, substitute program, or other program at the institution regardless of its degree title, that has received or is seeking the SE designation from the NAAB.

The NAAB shall not assign an individual to serve on a visiting team to evaluate a program if it appears that the individual has a real or perceived conflict of interest that would raise a question as to that individual's objectivity regarding the evaluation.

All conflicts, real or potential, must be disclosed to the program administrator, the visiting team chair, and the NAAB staff at least 21 days before the visit begins in order to determine whether specific action should be taken.

1. Except as set forth below, no individual shall be assigned more than once to serve as a member of a visiting team for the same program. This provision shall also apply to local facilitators on a visiting team.

2. Directors and potential team members, including local facilitators, are responsible for determining and reporting whenever they have a conflict of interest, or appearance of a conflict of interest, with regard to a particular matter[†]. Before serving as a team member or participating in any decision on the matter, an individual shall inform the NAAB if such a conflict or the appearance of a conflict exists.

3. An individual, in determining whether he or she should be disqualified from participation shall consider, even in the absence of a true conflict of interest, whether the potential appearance of a conflict of interest is sufficiently serious to dictate the individual's withdrawal from the team.

4. When considering whether he or she has a conflict of interest or an apparent conflict of interest that would prevent the individual from taking part in the evaluation of a program, the individual should take into account such matters (nonexclusive) as these:
   a. Graduation from the institution in which the program being evaluated is located.
   b. Close association with administrative or faculty personnel in the program or at the institution at which the program is located.

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[*] The policy on conflict of interest was approved by the NAAB Board of Directors on July 20, 2008.

[†] Local facilitators are likely to be alumni or individuals otherwise considered "friends" of the program. These relationships do not necessarily preclude an individual from serving as a local facilitator; however, he or she must be identified and reported to the team chair prior to being accepted by the chair as a local facilitator on the team. These relationships are to be documented in the *VTR* under Team Comments.

   c. Having relatives or close friends who are associated with the program or the institution at which it is located.
   d. Being a donor or providing other resources and support to the program or institution at which it is located.
   e. Demonstrating that he/she holds a preconceived opinion based on the type of program to be evaluated, its reputation, the underlying philosophy of the program, the extent of expected faculty research, or the extent to which it is an undergraduate or graduate program.

5. No person shall serve as a visiting team member and no director shall take part in the deliberations or decision regarding the substantial equivalency of a program under the following circumstances:
   a. The individual has, or has had, a direct relationship to the program being evaluated, as an employee, current or former student, or graduate of this program.
   b. Within the 10 years prior to the visit the individual, whether paid or unpaid, has had a limited relationship with the program being evaluated as a temporary employee, visiting faculty member, recipient of an honor, speaker on more than a single occasion, volunteer teacher or mentor, consultant, or financial supporter.
   c. The individual is currently seeking, or at any time in the 10 years prior to the visit has unsuccessfully sought permanent employment or a relationship of the types set forth in paragraph 5.b. above.
   d. The individual or a member of the individual's immediate family (including the individual's spouse, child, parent, or sibling and the immediate family of the spouse, child, or sibling) is an employee of, or is currently seeking employment with, the institution in which the program is located.

6. Exceptions to the above policy may be made if approved by an administrator of the program in writing or if the program fails to make a timely objection to a substitution necessary on short notice.

SECTION 7. ADMINISTRATIVE/OPERATIONAL

1. **Responsibilities of the NAAB office**
   a. The NAAB staff is responsible for ensuring that the visiting team chair, team members, and observers are informed of their responsibilities.
   b. Providing the team chair and team members with the *Conditions* and *Procedures*, and a template for completion of the *VTR* not less than four weeks before the visit.
   c. Stewarding the resources of the NAAB and the programs by approving all airline reservations with an estimated fare above $750.00.
   d. Communicating with team members on behalf of the program; team members are advised not to communicate with the program directly; this is the responsibility of the NAAB staff and the team chair.
   e. Billing programs for the expenses of the visiting team.
      i. Invoices for transportation will be sent as soon as the tickets are issued.
      ii. Invoices for other expenses will be sent as soon as all team members have submitted reimbursement requests.
      iii. The NAAB will provide the following supporting documentation:
         1. Copies of invoices or itineraries for airfare or other transportation.
         2. Copies of receipts for ground transportation, including rental cars.
         3. Copies of receipts for meals and other expenses over US$25.00.
2. **Responsibilities of Team Members**
   a. Contacting the NAAB office to confirm their participation in an SE visit at least *four weeks before the visit.*
   b. After the visit, each team member must promptly suggest any revisions to the visiting team chair on the draft *VTR*.
   c. Reviewing Section 6, Conflict of Interest, and verifying to the NAAB office that no conflict of interest exists.
   d. Making air travel arrangements at least 4 weeks in advance to secure economical fares. NOTE: Business-class travel is authorized for travel in excess of nine hours duration.
   e. Before the visit, reviewing the *Conditions* and the *Procedures*, the program's *APR*, the format for the *VTR*, and the visiting team members' résumés
   f. Thoroughly examining documentation in the team room as assigned by the visiting team chair.
   g. Actively participating or observing, as applicable, in all aspects of the visit and carrying out all tasks assigned by the visiting team chair with integrity and timeliness
   h. Participating in writing the draft of the *VTR*, which should reflect the team's consensus on all matters of substance, by the last night of the visit before the exit interviews.
   i. Holding information in strictest confidence as specified in these *Procedures*.
   j. Notifying the NAAB office immediately in the event of a personal emergency that renders the team member unable to fulfill his/her responsibilities.
   k. Completing and submitting his/her reimbursement requests in a timely manner.
      i. A copy of the reimbursement form can be found on the NAAB web site at www.naab.org.
      ii. Requests for reimbursement must be submitted not later than 60 days after the visit. Requests for reimbursement must include:
         1. Invoice/itinerary for transportation (air or rail).
         2. Receipts for ground transportation, including rental cars.
         3. Receipts for meals and incidental expenses over US$25.00.
      iii. Any reimbursement item in excess of US$25.00 that does not have an accompanying receipt or explanation (e.g., "3 of us shared the check for dinner;

my share was US$30.00") will not be honored and the total amount of the reimbursement will be adjusted accordingly.

iv. Requests for reimbursement submitted more than 60 days after the visit ends will not be honored.

3. **Responsibilities of the School/Program**
    a. The program is responsible for making all hotel and lodging arrangements for the team. This includes ensuring that reasonable accommodation has been made for persons with disabilities.
    b. The program is responsible for notifying the NAAB staff not less than 30 days prior to the visit if there are visit-related expenses that cannot be reimbursed according to institution policy (e.g., alcohol served at meals).
    c. Unless otherwise agreed to by the program administrator and the team chair, the program is responsible for all ground transportation during the visit. This includes transportation to and from the airport and all local transportation.
    d. The program is responsible for providing team members with copies of the *APR* not less than 45 days prior to the first day of the visit.

Appendix 1: Suggested Site Visit Agenda for Visit 3

Day 1
P.M.
Team arrival and check-in at the hotel
Team introductions and orientation

Day 2
A.M.
Team-only breakfast
Architecture Program Report (*APR*) review and assembly of issues and questions
Overview of the team room by the program head
Initial review of exhibits and records
Team lunch with program administrators

P.M.
Tour of the facilities
Entrance meeting with the faculty
Continued review of exhibits and records
Team-only dinner
Debriefing session

Day 3
A.M.
Team breakfast with the program head
Entrance meeting with the chief academic officers of the institution
Entrance meeting with the school or college administrator(s)
Continued review of exhibits and records
Lunch with selected faculty members

P.M.
Observations of studios
Continued review of exhibits and records
School-wide entrance meeting with students
Optional reception with faculty, administrators, alumni/ae, and local practitioners
Team-only dinner
Continued review of exhibits and records
Debriefing session

Day 4
A.M.
Team breakfast with the program head
Review of general studies, electives, and related programs
Observation of lectures and seminars
Continued review of exhibits and records
Team lunch with student representatives

P.M.
Meeting with faculty
Complete review of exhibits and records
Team-only dinner

Accreditation deliberations and drafting the *Visiting Team Report* (*VTR*)

Day 5
A.M.
Check-out of the hotel
Team breakfast with the program head
Exit meeting with the school or college administrator(s)
Exit meeting with the chief academic officers of the institution
School-wide exit meeting with the faculty and students
Team departures

Appendix 2: Site Visit Protocols

Do not publicly divulge insider information.

All the information obtained by a team member in the course of a site visit is privileged and confidential. It is a breach of trust to disclose any aspect of this information outside the institution and the NAAB.

Do not privately divulge insider information.

A visiting team's sole assignment is to assess a program's compliance with the conditions for substantial equivalency. It is improper to disclose any information that is not pertinent to this assignment within the program or the institution.

Do not recruit personnel.

It is inappropriate to solicit potential personnel for your own school or office during a site visit.

Do not accept institutional gifts.

It is inappropriate to accept any institutional gifts, favors, or services during a site visit. Please note, within certain cultures, the exchange of modest gifts is considered a cultural norm. The team chair should consult with the NAAB office regarding this matter before departure.

Do not engage in self-promotion.

It is inappropriate to indicate your interest in being employed by an institution in any capacity until after the institution has received its decision.

Do not offer personal solutions.

It is inappropriate to suggest how a program might meet the NAAB *Conditions for Substantial Equivalency* or to in any way impose your personal views on program structure, administration, or pedagogy.

Do not overreact to or ignore deficiencies.

Continually bear in mind that the process includes a structured method by which a program can improve and correct its deficiencies. It is inappropriate to react to deficiencies in a punitive, threatening manner or, conversely, to ignore them based on unfounded optimism.

Do not be overwhelmed by stature.

Deficiencies encountered at a prestigious institution should be provided with the same objective assessment offered to programs in less prestigious institutions. It is inappropriate to minimize or turn a blind eye to deficiencies or concerns out of deference to an institution's reputation.

Appendix 3: Expense Reimbursement

All programs will be invoiced by the NAAB for all team travel expenses.

The program is responsible for notifying the NAAB staff not less than 30 days prior to the visit if there are visit-related expenses that cannot be reimbursed according to institution policy (e.g., alcohol served at meals).

The NAAB reimburses each team member for expenses related to a site visit. This includes visits for continuing accreditation, eligibility for candidacy, initial candidacy, initial accreditation, focused evaluations, nomenclature changes, and extensions of term.

The NAAB subsequently invoices the program for these expenses. Reimbursable expenses are hotel and subsistence, local travel to and from the airport and during the visit, and expenses incurred in planning the visit or preparing the report, as well as expenses for parking, tips, and food en route. The program is directly responsible for expenses incurred by its local facilitators. If it wishes, the program may provide direct hotel subsistence and other team necessities on-site; such expenses are not reported to the NAAB by team members and are neither reimbursed by the NAAB nor invoiced to the program by the NAAB.

The program is responsible for all expenses for visiting teams. This includes visits for continuing accreditation, eligibility for candidacy, initial candidacy, initial accreditation, focused evaluations, nomenclature changes, and extensions of term.

Immediately following the visit, team members should complete a reimbursement form and submit original receipts for transportation, meals, hotel, and miscellaneous expenses to the NAAB office. Reimbursement for air travel is for economy coach-class only; car rental requires prior approval from the program. The program's local facilitators should make arrangements for reimbursement directly with the program. All reimbursements should be submitted to the NAAB office within 60 days of the visit. Please submit expenses for reimbursement only when you can include original receipts. Attach the receipts for all expenses (except mileage) to the form. Requests for reimbursement submitted after August 15 for spring visits and after January 15 for fall visits will not be honored.

When you have filled out the Expense Reimbursement form, please send it to:

Ms. Ziti Sherman, Financial Manager
NAAB
1101 Connecticut Avenue, NW, Suite 410
Washington, DC 20036

Appendix 3 – Format for Course Descriptions for SE Applications and *APRs*

Number & Title of Course (total credits awarded):

Course Description (limit 25 words):

Course Goals & Objectives (list):

Student Performance Criterion addressed (list number and title):

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

Prerequisites:

Textbooks/Learning Resources:

Offered (semester and year):

Faculty assigned (list all faculty assigned during the four semesters prior to the visit):

[limit 1 page per course]

Appendix 4 – Format for Faculty Résumés for SE Applications and *APRs*

Name:

Courses Taught (four semesters prior to current visit):

Education Credentials:

Teaching Experience:

Professional Experience:

Licenses/Registration:

Selected Publications and Recent Research:

Professional Memberships:

[limit one page per faculty member]