Professional Qualifications Committee

February 28, 2011
Ontario, California

California Architects Board

Edmund G. Brown Jr.
GOVERNOR

CALIFORNIA ARCHITECTS BOARD

PUBLIC PROTECTION THROUGH EXAMINATION, LICENSURE, AND REGULATION

NOTICE OF MEETING

PROFESSIONAL QUALIFICATIONS COMMITTEE

February 28, 2011
10:00 a.m. to 2:00 p.m.
HMC Architects
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The California Architects Board (CAB) will hold a Professional Qualifications Committee meeting, as noted above, and via telephone conference at the following locations:

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The agenda items may not be addressed in the order noted below. The meeting is open to the public and is accessible to the physically disabled. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by contacting Timothy Rodda at (916) 575-7217, emailing *timothy.rodda@dca.ca.gov*, or sending a written request to the Board at the address below. Providing your request at least five business days before the meeting will help to ensure availability of the requested accommodation.

AGENDA

A. National Council of Architectural Registration Boards' (NCARB) Intern Development Program (IDP) 2.0 Presentation

B. Discuss and Possible Action Regarding the Comprehensive Intern Development Program

C. Review and Approve the May 22, 2009 Professional Qualifications Committee Summary Report

(Continued on the Reverse)

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D. Update on The American Institute of Architects, California Council's Academy for Emerging Professionals' 2011 Architectural Education Summit

E. Update on the California Supplemental Examination

F. Update on California's Continuing Education (CE) Requirement

G. Update on NCARB Actions with Regard to CE

The notice and agenda for this meeting and other meetings of the Board can be found at *www.cab.ca.gov*. Any other requests relating to the Professional Qualifications Committee meeting should be directed to Mr. Rodda at (916) 575-7217.

AGENDA
ITEM A

NATIONAL COUNCIL OF ARCHITECTURAL REGISTRATION BOARDS' (NCARB) INTERN DEVELOPMENT PROGRAM (IDP) 2.0 PRESENTATION

The new version of IDP (IDP 2.0) was developed in response to the NCARB's *2007 Practice Analysis of Architecture* to more closely align the program with the current practice of architecture. Additionally, the new program requirements help ensure that interns acquire the comprehensive training that is essential for competent practice and make reporting experience fundamentally easier. IDP 2.0 contains the most significant updates to the program since its inception over 30 years ago. Beginning in July 2009, the first phase of IDP 2.0 was implemented; phase two was implemented in January 2010; and the third and final phase is being implemented this year.

Harry Falconer, NCARB Director, IDP, will provide the Professional Qualifications Committee with a presentation on the significant updates to IDP.

AGENDA
ITEM B

DISCUSS AND POSSIBLE ACTION REGARDING THE COMPREHENSIVE INTERN DEVELOPEMENT PROGRAM

The California Architects Board (Board) implemented a structured internship requirement for all candidates establishing eligibility to take the Architect Registration Examination (ARE) beginning January 1, 2005. The structured internship requirement must be fulfilled by completion of the Intern Development Program (IDP) developed by the National Council of Architectural Registration Boards (NCARB) and the Board's evidence-based overlay, the Comprehensive Intern Development Program (CIDP), prior to becoming eligible to take the California Supplemental Examination and obtaining licensure in California.

During discussions regarding the implementation of IDP in California, the Professional Qualifications Committee (PQC) raised concerns about IDP including: the limited role of the IDP supervisor and mentor; competency assessment; experience alternatives; training areas and settings; IDP entry point; duration requirements; and IDP reporting. Based on these concerns, CIDP was developed to enhance and strengthen the internship experience and improve the intern/supervisor relationship through discussions about the evidence documentation. At its March 17, 2004, meeting, the Board approved the regulations which implemented the structured internship requirement.

CIDP consists of 44 IDP Skills and Application Activities (SAA) that were specifically selected for CIDP and require candidates to complete either a written narrative or work sample. At the time, the SAAs were selected from the *2003-2004 IDP Guidelines*. Since the release of that edition of the *IDP Guidelines*, NCARB has released several editions of the guidelines that included changes to the wording of the SAAs, removed or combined several SAAs, or moved the placement of SAAs within a given Training Category or Training Area.

During the May 15, 2007 PQC meeting, staff recommended that a CIDP/IDP Correlation Task Force be established to review and compare the two programs to identify necessary changes and make recommendations. This Task Force met on August 20, 2008 and reviewed the current CIDP training areas and correlated them with the IDP training areas contained in the *2007-2008 IDP Guidelines*. The Task Force determined it should postpone any changes to the CIDP evidence requirements and any correlating of CIDP to the IDP SAAs until after NCARB released its next version of the *IDP Guidelines* in January 2009.

At the Board's strategic planning session in December 2008, the Board added an objective to its Strategic Plan to continue analyzing the potential for an update to CIDP based on NCARB's annual changes to IDP. In May 2009, staff completed the comparison of the *2003-2004 IDP Guidelines*, on which CIDP was originally based, with the *January 2009 IDP Guidelines* and CIDP SAAs.

At its meeting on May 22, 2009, the PQC discussed the NCARB annual changes to IDP and compared the changes with the current CIDP format. With the implementation of IDP 2.0 and the many positive changes to IDP, such as the enhanced role of the supervisor and mentor, the *IDP Supervisor Guidelines* (attached), new experience alternatives (i.e., the Emerging Professional's Companion, etc.), the mapping of IDP to the *2007 Practice Analysis*, more flexible duration requirements, enhanced IDP reporting (e-EVR and Six Month Rule), etc., there was much discussion on how to continue with CIDP. It was noted that the current version of CIDP was not aligned with the current *IDP Guidelines*.

The PQC's recommendation, which was approved by the Board at its September 17, 2009 meeting, was that CIDP should remain as it is in its current format, but that an alignment document be created for candidate clarity that cross links the CIDP SAAs and evidence required with the revised and/or new IDP SAAs.

At the 2010 NCARB Annual Meeting and Conference, members were updated on IDP 2.0. It was determined by the delegates at the meeting that IDP had progressed to the point that the future of CIDP needed to be further discussed. Similar discussions took place at the Board's September 2010 meeting and the December 2010 strategic planning session, where it was recommended that the continuance of CIDP be considered given the changes to IDP.

Staff has prepared a comparison document (attached) that provides a snapshot of what IDP looked like at the time the Board adopted IDP/CIDP and what IDP will look like this year with IDP 2.0 fully implemented.

Given the Board's discussions regarding the future of CIDP, the PQC is asked to consider the improvements made to IDP (culminating in IDP 2.0) and make a recommendation to the Board.

Attachments:
1) IDP Comparison Document
2) *IDP Guidelines October 2010*
3) *The IDP Supervisor Guidelines October 2010*

Comparison of IDP at the time of Board Adoption vs. IDP 2.0 (2011)

IDP (2003-2004)	IDP 2.0 (2011)
Duration Requirements: Interns must work full-time (35 hours per week) for a minimum of 10 consecutive weeks or part-time (20 hours per week) for a minimum of six consecutive months	**More Flexible Duration Requirements** (introduced 2008): Interns must work full time (32 hours per week) for a minimum of eight consecutive weeks or part-time (15 hours per week) for a minimum of eight consecutive weeks
IDP Training Areas: 16 areas; same since 2000	**Updated Training Areas & Mapped to 2007 Practice Analysis**; for the first time, the findings from this study were used to determine the requirements for IDP (rolled out as IDP 2.0) to help ensure interns acquire comprehensive training
Training Settings: Seven, including three different levels of architectural practice	**Updated/Simplified Experience (Work) Settings – IDP 2.0 (Phase 3)**: Three new Experience Settings to replace the current seven Work Settings
Experience Alternatives (Supplementary Education): • AIA Supplementary Education Handbook activities • AIA-approved continuing education resources and programs • Post-professional degree in architecture after earning a professional degree in architecture from a program accredited by NAAB or CACB	**New Experience Alternatives:** **Supplementary Education (Core)**: • The Emerging Professional's Companion (EPC)*: Activities - must be reviewed and approved by IDP supervisor or mentor • NCARB's Professional Conduct Monograph • CSI Certifications: Certified Construction Specifier (CCS) & Certified Construction Contract Administrator (CCCA)** • Community-Based Design Center/Collaborative (volunteer service) - experience must be approved by "designated IDP supervisor" • Design Competitions - must be completed under the supervision of a mentor • Site Visit With Mentor **Supplementary Education (Elective)**: • The Emerging Professional's Companion (EPC)*: Exercises - must be reviewed and approved by IDP supervisor or mentor • Green Building Certification Institute (GBCI) LEED AP Credential** • Advanced Degrees • AIA Continuing Education (and NCARB Monographs and Mini-monographs)** • CSI Continuing Education Network Approved Program • CSI Certificate Program: Construction Documents Technologist (CDT) * Earn core/elective hours for completing EPC activities/exercises whether or not employed (introduced 2010) **Earn elective units whether or not employed (introduced 2009)

IDP (2003-2004)	IDP 2.0 (2011)
Supervisor Roles and Responsibilities: Limited description	**More Defined Supervisor Roles and Responsibilities:** i.e., *IDP Supervisor Guidelines* (introduced 2008) - developed in conjunction with the *IDP Guidelines* to assist the IDP supervisor in their critical role
IDP Training/Experience Assessment: Supervisor verifies IDP training - "seat time" (quantitative)	**Improved Assessment:** Enhanced role of supervisor, including: adhering to core guidelines and supervisor expectations in *IDP Supervisor Guidelines*; regular meetings with intern; providing constructive feedback; reviewing and discussing work samples; providing feedback between scheduled meetings; maximizing all learning possibilities for intern; providing timely and fair assessment of intern's work; fostering leadership opportunities, etc.
Direct Supervision Training Requirement	**Modified "Direct Supervision" Definition:** To allow IDP supervisors to supervise their interns through a mix of personal contact and remote communication (2010)
Mentor Role: Limited	**Enhanced Mentor Role:** i.e., Certifying supplementary education opportunities (site visits, design competitions, Emerging Professional's Companion)
IDP Eligibility Dates: Must have completed part of a NAAB/CACB accredited program, or for CAB, three years of work experience	**New IDP Eligibility Dates** (for experience earned on or after October 1, 2010): Enrollment in a NAAB/CACB accredited program, or employed in work setting A after obtaining a high school diploma, GED, or comparable foreign degree
IDP Reporting: • Periodic submittal of IDP training reports; personal record-keeping system or NCARB's Excel Workbook; retroactive record-keeping acceptable, but discouraged • Paper-based reporting	**Enhanced IDP Reporting:** • **Six-Month Rule:** Reporting periods limited to six-months duration and submittals must be with two months of completion of each reporting period – to encourage timely and accurate reporting of experience; facilitate better communication; receive timely feedback on IDP progress; and identify and target training areas deficiencies early (introduced 2009) • **Electronic Experience Verification Reporting (e-EVR) System:** Electronic submission of IDP experience reports and supervisor approval (introduced 2008)
IDP Experience: Measured in training units (one training unit equals eight hours of acceptable experience)	**Improved Measuring of IDP Experience:** Measured in training hours (instead of training units) for simpler reporting - no hour to unit converting required (introduced 2010)

NCARB

INTERN DEVELOPMENT PROGRAM GUIDELINES

October 2010

IDP GUIDELINES

This document, effective October 2010, supersedes all previous editions of the *IDP Guidelines* and provides a general overview of policies and procedures of the IDP.

Please check NCARB's web site, www.ncarb.org, regularly for updates to this publication and for the most current information regarding the IDP. © October 2010

The October 2010 guidelines publish the implementation dates that apply to interns currently completing IDP. For architects documenting IDP for the purpose of certification, please refer to the appendices for historical implementation dates.

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IDP OVERVIEW

The Intern Development Program (IDP) is a comprehensive training program created to ensure that interns in the architecture profession gain the knowledge and skills required for the independent practice of architecture.

The IDP was created jointly in the 1970s by the National Council of Architectural Registration Boards (NCARB) and the American Institute of Architects (AIA) and is administered by NCARB.

As a professional membership organization, the AIA supports emerging professionals by facilitating a mentorship program and providing supplementary education opportunities.

What is an Intern?

Webster's New Collegiate Dictionary defines an intern as: "an advanced student or graduate in a professional field." In the architecture profession, an "intern" is any person who by means of their education or experience has qualified to enter the Intern Development Program.

In this document, the term intern refers to any individual in the process of satisfying a registration board's training requirements. This includes graduates from NAAB-accredited programs, architecture students who acquire acceptable training prior to graduation, and other qualified individuals identified by a registration board.

NCARB *Model Law* allows the use of the terms Intern Architect or Architectural Intern.

Only individuals who are licensed by a board of architecture may call themselves architects.

What is IDP?

The Intern Development Program is an essential step in the path to become an architect. Your journey typically begins in a school of architecture; however, it does not end there. Ultimately, through the IDP you will apply your formal education to the daily realities of architectural practice, acquire comprehensive experience in basic practice areas, explore specialized areas of practice, develop professional judgment, and refine your career goals. IDP is designed to help you realize those goals.

State registration requirements establish the criteria for legally practicing architecture independently. In most jurisdictions, completion of the IDP is a requirement for initial registration. Participation in the IDP targets the comprehensive training that is essential for competent practice. The Intern Development Program is structured to prepare you to practice architecture independently upon initial registration. Make your IDP experience work for you!

What is NCARB?

The National Council of Architectural Registration Boards, a nonprofit organization, is a federation of the architectural licensing boards in each of the 50 states, the District of Columbia, Guam, Puerto Rico, and the U.S. Virgin Islands. These 54 boards constitute NCARB's membership.

The National Council of Architectural Registration Boards protects the public health, safety, and welfare by leading the regulation of the practice of architecture through the development and application of standards for licensure and credentialing of architects. NCARB is responsible for establishing, interpreting, and enforcing national standards for architectural licensure.

The U.S. Constitution has established that the individual states have the actual power to regulate the profession of architecture, including the registration of practitioners. Each of NCARB's 54 Member Boards has instituted a set of registration requirements that, when satisfied, results in the granting of a license to practice architecture within their jurisdiction.

NOTE: The term "licensure" is often used to denote the actual issuance and maintenance of an architectural license. Since licensure is part of the registration process, this document will primarily use the terms "registration" and "registered" in lieu of "licensure" and "licensed."

Online Resources:

- Handbook for Interns & Architects (www.ncarb.org/forms/handbook.pdf)
- IDP Workbook
- My NCARB Record (https://app.ncarb.org/recordsvc/logon.asp)
- IDP section on the web site (www.ncarb.org/idp/)

Know Your Jurisdictional Requirements

Each Member Board sets its own education, training, and examination requirements for initial and reciprocal registration in their jurisdiction. Most Member Boards have adopted the standards specified in NCARB's *Legislative Guidelines and Model Law/Model Regulations*. You can get an overview of each jurisdiction's registration requirements on the NCARB web site at www.ncarb.org/Reg-Board-Requirements. However, since each jurisdiction may change its rules, statutes, and regulations at any time, it is always advisable to check with the individual board to verify registration and practice requirements.

Education Requirement

Most of NCARB's Member Boards have established as their education requirement a professional degree in architecture from a program accredited by the National Architectural Accrediting Board (NAAB) or a professional degree in architecture from a Canadian program accredited by the Canadian Architectural Certification Board (CACB).

NAAB- and CACB-accredited professional degree programs include Bachelor of Architecture (B.Arch), Master of Architecture (M.Arch), and Doctor of Architecture (D.Arch). NAAB and CACB do not accredit four-year "pre-professional" degree programs in architecture (e.g., Bachelor of Arts in Architecture, Bachelor of Science in Architecture, Bachelor of Environmental Design, etc.).

Pre-professional degree programs are typically components of Bachelor of Architecture and Master of Architecture programs. Not all Master of Architecture programs offered within a school are accredited by NAAB or CACB. For a list of NAAB-accredited programs, go to http://naab.org/architecture_programs/

Some registration boards requiring a professional degree in architecture from a NAAB-accredited program also accept other education assessed as equivalent. For a guide to equivalency requirements, refer to NCARB's Education Standard. The Education Standard is available in the *Education Guidelines* at www.ncarb.org.

Training Requirement

Every jurisdiction requires that interns acquire experience under a registered architect's direct supervision for some period of time.

Most of NCARB's 54 jurisdictions have adopted the IDP as their training requirement for initial registration.

Compare the IDP training requirements with any additional specific training your board may require. Where differences exist, you must first comply with your jurisdiction's requirement; however, satisfaction of the IDP training requirement may be required to facilitate future registration in other jurisdictions. Some jurisdictions also have employment duration requirements.

Many jurisdictions accept some experience acquired under the direct supervision of other professionals (e.g., professional engineer, interior designer, landscape architect, planner, or general contractor).

You can view your board requirements at www.ncarb.org/Reg-Board-Requirements.

Examination Requirement

Every jurisdiction requires interns to pass the Architect Registration Examination® (ARE®) to satisfy its examination requirement.

The ARE is a practice-based exam administered on a year-round basis that covers:

- Programming, Planning & Practice
- Site Planning & Design
- Building Design & Construction Systems
- Schematic Design
- Structural Systems
- Building Systems
- Construction Documents & Services

The content of the ARE is based on the knowledge and skills required of a recently licensed architect, practicing independently, to provide architectural services.

The ARE evaluates an applicant's competence in the provision of architectural services to protect the public health, safety, and welfare.

For more information concerning the ARE, refer to the "Next Steps" in this publication, or NCARB's *ARE Guidelines*, available at www.ncarb.org.

Verify that you are enrolled in a NAAB-accredited program

A list of NAAB-accredited programs can be found at www.naab.org.

- Individual degree *programs* are accredited by NAAB and CACB.
- Universities, colleges, and schools/colleges of architecture are not accredited by NAAB and CACB.

What does IDP do for me?

The IDP has six objectives:

1. Maintain a relevance to current architectural practice;
2. Define areas of architectural practice in which interns should acquire basic knowledge and skills;
3. Encourage additional training in the broad aspects of architectural practice;
4. Provide the highest quality information and advice about educational, internship, and professional issues and opportunities;
5. Provide a uniform system for documentation and periodic assessment of internship activity; and
6. Provide greater access to educational opportunities designed to enrich training.

The IDP is designed to make your internship a meaningful experience by exposing you to many aspects of the profession so that you are prepared to practice architecture independently.

What does it cost?

TOTAL INTERN APPLICATION
FEE: $350
Includes three years of service and one free transmittal of your Record.

STUDENT or RECENT GRADUATE (within six months): $100 to start.

If you are a student or have graduated within six months of when you establish an NCARB Record, you may split the $350 into two payments. You may pay $100 when you start your Record and wait to pay the rest ($250) when you are ready to have your Record transmitted to a jurisdiction or when you request an Authorization to Test for the Architect Registration Examination (ARE).

ANNUAL MAINTENANCE FEE: $75

There is an annual maintenance fee assessed after the first three years of service. It costs $75 each year to maintain your Record until you become registered.

Fees subject to change, please refer to the *current fees* on NCARB's web site.

When can I start?

Your **"IDP eligibility date"** is the date after which you are able to earn IDP experience. Qualifying experience must be earned on or after your IDP eligibility date. Once your IDP eligibility date has been established, it is set for all experience earned on or after that date.

Under the IDP eligibility dates effective 1 October 2010, the earliest eligibility date you can obtain is 1 October 2010. For experience earned prior to 1 October 2010, you must comply with the eligibility dates in effect prior to 1 October 2010.

For experience earned prior to 1 October 2010:
For experience earned prior to 1 October 2010, you must comply with the IDP eligibility dates and documentation outlined in Appendix A.

For experience earned on or after 1 October 2010:
For experience earned on or after 1 October 2010, you can earn IDP experience[1] once you have successfully established:

1. Enrollment in a NAAB/CACB-accredited degree program. [link to form1]
2. Enrollment in a pre-professional architecture degree program at a school that offers a NAAB/CACB-accredited degree program. [link to form 2]
3. Employment in work setting A after obtaining a U.S. high school diploma, General Education Degree (GED) equivalent, or comparable foreign degree. [link to form 3]

[1] *No experience used to meet your academic program's graduation requirement may be used to earn IDP experience.*

To start your NCARB Record, log on to www.ncarb.org and click on Start Your Career, Start Your NCARB Record.

Effective 1 October 2010
Documenting your IDP eligibility date:

To establish your IDP eligibility date, you must determine which eligibility date you are documenting and then complete the following steps:

- Download the related form.
- Fill out your name and your NCARB Record number.
- Submit the form for completion by the responsible party.

  IDP Eligibility Date 1 will be submitted to your IDP educator coordinator

  If you graduated from a NAAB-accredited degree program, your final transcript can be used as documentation of your IDP eligibility date. Please refer to "Step 6: Document Your Education."

  IDP Eligibility Date 2 will be submitted to your IDP educator coordinator.

  IDP Eligibility Date 3 will be submitted to your IDP supervisor in work setting A. You will need to provide proof of your high school diploma or equivalent.

The completed form must be returned directly to NCARB by the responsible party identified on the form. All signatures as indicated on the form are required. NCARB will not accept IDP eligibility date forms submitted by an intern.

IDP STEPS

This section outlines the steps you must take to participate in IDP.

1. Establish Your NCARB Record
2. Document Your IDP Eligibility Date
3. Identify Your IDP Supervisor
4. Identify Your Mentor
5. Document Your Experience
6. Document Your Education

Step 1: Establish Your NCARB Record

Go to www.ncarb.org and click "Start Your Career, Start your NCARB Record." Fill out all of the requested information, including the payment method.

If you are interrupted or need additional information to complete the application, you can save the information and return later to complete the process. You will receive an e-mail containing your login and password to confirm that your profile has been created.

Once you click on "Submit" you will receive two e-mails. The first e-mail will confirm acceptance of your payment. The second e-mail will assign your NCARB Record number and provide further instructions.

In order to establish an NCARB Record, you must complete the application and submit payment. You will not receive your NCARB Record number until you have completed the application including payment.

Step 2: Document Your IDP Eligibility Date

Your "IDP eligibility date" is the date after which you are able to earn IDP experience.

Refer to the "When Can I Start?" section of these guidelines to understand how your IDP eligibility date is determined and documented.

Step 3: Identify Your IDP Supervisor

Your IDP supervisor is the individual who supervises you on a daily basis and has control over and professional knowledge of your work. Your IDP supervisor is required to certify that the information you submit on your experience report is true and correct.

Your IDP supervisor is responsible for:

- providing reasonable opportunities for you to gain adequate experience in each IDP training area;
- meeting regularly with you to review progress and verify your IDP experience report;
- encouraging you to participate in seminars and utilize other supplementary education resources; and
- conferring, if needed, with your mentor.

IDP supervisors are usually registered architects; however, in certain work settings your IDP supervisor may be a professional from another discipline.

What is Direct Supervision?

- Your IDP supervisor must have control over and detailed professional knowledge of the work you prepare under his or her direct supervision.
- Your IDP supervisor must hold a current license in the jurisdiction where their office is located.

Managing Expectations

- You are the prime beneficiary of the IDP. To gain the greatest benefit from participation, you should pursue it as a cooperative arrangement with your employer.
- Recognize that your employer cannot charge clients for IDP training costs.

Note: Many supervisors have not participated in the IDP, and may need some help understanding the process. To learn more about this crucial role in an intern's career, read the *IDP Supervisor Guidelines*.

Step 4: Identify Your Mentor

A mentor is defined as a loyal advisor, teacher, or coach. You should select an IDP mentor who you feel will make a long-term commitment to your professional growth. You should choose a mentor outside of your office so that you can gain insight and perspective independent of your daily work experience.

Your mentor must be a licensed architect; however, your mentor does not have to be registered in the jurisdiction where you are located.

The mentor's role includes:

- certifying supplementary education opportunities you may complete including site visits, design competitions, and the Emerging Professionals Companion (EPC);
- meeting periodically with you to review training progress;
- suggesting additional training and supplementary education activities;
- providing guidance to enhance your professional growth; and
- conferring, if needed, with your IDP supervisor.

Managing Expectations

- You and your mentor should discuss expectations and come to an agreement on such issues as: the length of the relationship, frequency and types of meetings and other activities, and how to give each other feedback.
- Confidentiality is an absolute requirement, for both mentor and intern, with regard to personal and professional issues.

Refer to www.aia.org for more information about the AIA mentorship program.

Step 5: Document Your Experience

The electronic Experience Verification Reporting (e-EVR) system allows you to document your experience in various training areas directly into your online NCARB Record.

Log into your NCARB Record to document your experience regularly.

In IDP, your experience is measured in training hours. One training hour equals one hour of acceptable work experience in an acceptable work setting.

Effective 1 July 2008:
To earn training hours in most work settings, you must meet the following requirements:

FULL TIME:
32 hours per week for a minimum period of eight consecutive weeks

PART TIME:
At least 15 hours per week for a minimum period of eight consecutive weeks

Verify Your Experience

Upon submission of your experience report through the e-EVR, your supervisor will receive an e-mail notification that you have submitted an experience report for review.

You and your supervisor should meet to review your experience.

Your supervisor must approve your experience report, thereby certifying the information furnished by you is true and correct.* Under no circumstances can you verify your own experience.

All training experience is subject to review and evaluation by NCARB for compliance with the program.

Remember: You can monitor your NCARB Record status at www.ncarb.org by clicking on "My NCARB Record."

* Mentors may certify experience earned through some supplementary education opportunities. Please see the supplementary education sections for more information.

Review Your Experience

Review your work experience with your mentor. Within the e-EVR, you may e-mail your mentor copies of submitted experience for review.

REPEAT STEP 5 OFTEN

You must submit your experience report to NCARB at intervals no longer than every six months. Maintaining your documentation:

- assures you know where you stand in the program and which training areas you need to focus on;
- guides your IDP supervisor in providing training opportunities;
- identifies areas where supplementary education may enhance training; and most importantly
- allows you to get more out of your internship.

Step 6: Document Your Education

Upon graduation, you must provide a copy of your final transcript to NCARB.

Download and mail the transcript request forms and any associated fee to your school(s).

Each transcript must be returned directly to NCARB by the school. NCARB will only accept official transcripts submitted by the school.

You can monitor your NCARB Record status at www.ncarb.org by clicking on "My NCARB Record."

Helpful Hints

- Fill out your forms completely and accurately.
- Know your work setting.
- Make sure you're working under "direct supervision."
- Document your experience often.
- Be aware of your current tally.
- Ask for what you need, as soon as you need it.

IDP REPORTING

An essential part of the program requires interns to complete experience reports that document their experience in specific training areas and have them certified by their supervisors. This section explains how and when you should submit your experience reports.

1. The Six-Month Rule
2. Changing Employment
3. The e-EVR

The Six-Month Rule

NCARB's Member Boards passed a rule requiring interns to submit their experience in reporting periods of no longer than six months and within two months of completion of each reporting period.

Effective 1 July 2010
All interns must comply with the Six-Month Rule when reporting work experience or supplementary education.

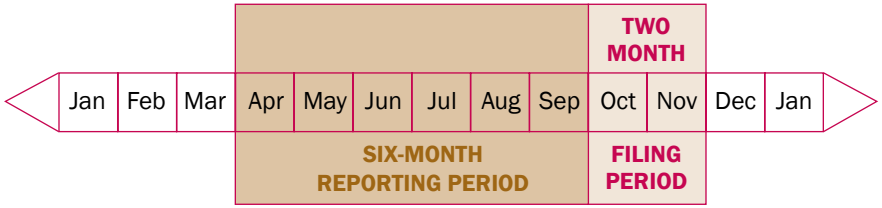
Clarification 1 October 2010
The word "interns" as used herein applies to anyone not registered to practice architecture in a U.S. or Canadian jurisdiction. Architects registered in a U.S. or Canadian jurisdiction documenting experience for the purpose of obtaining the NCARB Certificate are not subject to the Six-Month Rule.

Why is there a Six-Month Rule?

- To facilitate better and more frequent communication between interns and IDP supervisors.
- To receive timely feedback on the progress being made toward professional development.
- To identify and target training area deficiencies as early as possible so that the intern can request exposure to such experience promptly.

How does the Six-Month Rule work?

- Each reporting period can be no longer than six-months duration.
- The report to NCARB must be entered no later than two months after the end of the period being reported.
- For each day past the two-month filing period, a day of acceptable experience will be lost at the beginning of the reporting period.
- A provision has been made to accommodate a reasonable extension of the two-month filing period in circumstances where filing is prevented by a serious medical condition, military service, or the birth or adoption of a child. Exceptional circumstances may be considered on a case-by-case basis. For more information on extensions: www.ncarb.org/idp/SixMonRul.html.



Reporting

- All experience reports must be submitted electronically through the e-EVR system.
- Once interns have **submitted** their training hours to their supervisor through the electronic Experience Verification Reporting (e-EVR) system in My NCARB Record, those hours are protected while under review.
- To be protected, an experience report must be "submitted," "pending," or "approved."
- A report that has a "saved" status is not protected.
- You must click "submit" at the bottom of the e-EVR to protect your report.
- A supervisor can return a report for edits and still have the report be safe from the Six-Month Rule.
- Submitted training hours can be lost if they are deemed invalid by a supervisor, or if they are not earned in accordance with the rules of the IDP.

For more information on the Six-Month Rule, go to:
www.ncarb.org/idp/SixMonRul.html

The Six-Month Rule: Examples

The following examples are provided to illustrate some of the basic methodology of the Six-Month Rule, to outline some extensions that might be requested, and to describe how these would be handled.

Example 1

Standard

An intern taking maximum advantage of the reporting and filing periods would have through August 31 to report experience earned during the six-month period starting January 1 and ending June 30. While the reporting period is a maximum of six months, the filing period could be any time on or after June 30 through August 31.

Example 2

Administrator or Supervisor Delay

Same example as above, but there is an incidental problem with the report or supplementary information is required and it takes additional time for NCARB and the intern to resolve. The intern may still count the time between January 1 and June 30 once the problem is resolved and accepted by NCARB.

Example 3

Reporting Period Less Than Six Months

An intern chooses to report every three months, rather than every six months. Therefore, experience earned between January 15 and April 14 must be reported by June 14, two months after the end of the period being reported.

If, for any reason, the intern missed his or her intended filing date of June 14, the intern could extend the reporting period to anytime up until July 14 (the full six months available) and not lose any experience.

The new filing deadline will be two months from the new end date selected.

Example 4

Missed Filing Deadline for Reporting Period of Six Months

If an intern attempts to file an experience report on October 3 for a period covering January 15 through July 14, the report will not be accepted. The intern must recalculate and resubmit the report.

In this example, February 4 is the earliest possible start date for an experience report submitted on October 3 and any experience accumulated from January 15 through February 3 would be lost. If February 4 was used as the start date, then the reporting period would end on August 3, six months later, and the intern could file his or her report on October 3.

Example 5

Birth or Adoption of a Child

An intern has become a new parent or adopted a child on January 15. Before taking a leave of absence on January 1, the intern had completed six months of work (July 1 through December 31). Whereas the intern would normally be expected to file the experience report by February 28, following a documented and approved request the intern would be given until August 31 to file this report.

Example 6

Active Military Duty

An intern has been called to active military duty on January 15. Before this event, the intern had worked until December 31, having completed six months of work (July I through December 31) that could be reported. Whereas the intern would normally be expected to submit the experience report by February 28, following a documented and approved request, the intern would be given a reasonable extension for filing this report following the end of the intern's active military duty.

Example 7

Serious Medical Condition

Similar to Example 6, an intern who has experienced a serious medical condition could, with appropriate and approved documentation from a licensed medical doctor overseeing the intern's care, be allowed a reasonable extension of the two-month filing period.

Extensions

Extensions apply only to the experience filing period. There are no exceptions or extensions granted for missing the deadline to establish an NCARB Record in accordance with the requirements of the Six-Month Rule.

Changing Employment

During the course of IDP participation, personal circumstances or external factors can result in new employment opportunities. If you change employers, the following procedures apply:

1. Record all activity occurring prior to leaving your current employer on an IDP experience report—your report for training hours earned at your current employer must be certified by that IDP supervisor.

2. Identify your IDP supervisor at your new employer.

3. Record your next reporting period at your new employer (after meeting the **minimum duration** requirements) on a new IDP experience report—this report must be certified by your new IDP supervisor.

The e-EVR

The electronic Experience Verification Reporting (e-EVR) system was developed to enhance the delivery of experience reports to NCARB in support of the IDP. This system allows interns to document their experience in various training areas directly into their online NCARB Record. In this system, an intern will identify his/her supervisor in each report. When a report is submitted, a notification will be sent to the supervisor at the e-mail address provided by the intern.*

1. Click the orange "My NCARB Record" button on NCARB's home page.

2. If you do not have an online account, select one of the options under "New Users." If you already have an NCARB Record number, click "Create an Online Account." If you do not have an NCARB Record, click "Start Your NCARB Record."

3. If you have an NCARB Record, enter your Record number or your e-mail address and password.

4. Click on "e-EVR, the electronic Experience Verification Reporting system."

5. Read and agree to the terms in the disclaimer.

6. Click the "My Experience" section. There you will see a list of all the experiences currently entered in your NCARB Record, including past paper submissions.

7. To add a new experience, click the "add new experience" button.

8. Enter your employment and training information for the reporting period on the following pages. Each time you select "continue," the information on that page will be saved.

9. Read all warnings and correct errors. Click "submit" to send the report to your supervisor or "Return to My Experience" to submit the report at a later date.

* Mentors may certify experience earned through some supplementary education opportunities. Please see the supplementary education sections for more information.

IDP BASICS

The IDP is designed to help you achieve comprehensive exposure to architectural practice. To understand how the IDP works, it is important to be familiar with the program's work settings, training requirements, and supplementary education activities.

1. Definitions
2. Work Settings
3. Training Requirements

Definitions

The IDP Training Requirement

In order to satisfy the IDP training requirement, you must earn 5,600 hours of experience. You earn training hours when you are employed in **work settings** recognized by your state registration board. Of the 5,600 hours required for completion of IDP, 3,720 hours are considered core minimum hours. Core minimum hours are earned in four training categories that include 16 training areas. The additional 1,880 hours required are considered elective hours.

Core Hours

Experience earned in IDP training categories and areas. **Core minimum hours** are the minimum number of hours you must earn in a given training category or area.

Elective Hours

Experience earned through core hours or supplementary education to satisfy the elective training requirement of 1,880 elective hours.

Supplementary Education

Opportunities to earn training hours outside of a traditional work setting, whether or not employed.

Supplementary Education for Core Hours

You may earn a maximum of 40 core hours in each of the IDP training areas 1-16 by completing any combination of qualifying supplementary education opportunities.

You may not earn more than 600 core hours through any combination of qualifying supplementary education opportunities.

Supplementary education activities that qualify as core minimum hours are not considered in the maximum 1,880 training hours allowed in supplementary education.

You may earn core hours through the following NCARB-recognized supplementary education opportunities:

Emerging Professional's Companion (EPC): Activities
NCARB's *Professional Conduct* Monograph
CSI Certification: CCS & CCCA
Community-Based Design Center/Collaborative
Design Competitions
Site Visit With Mentor

Supplementary Education for Elective Hours

You may earn a maximum of 1,880 elective hours through supplementary education opportunities.

Elective hours earned through supplementary education are not applied to any specific IDP training area.

You may earn elective hours through the following NCARB-recognized supplementary education opportunities:

Emerging Professional's Companion (EPC): Exercises
GBCI LEED AP Certification
Advanced Degrees
AIA Continuing Education
CSI Certificate Program: CDT
CSI CEN Education Program

Professional and Community Service

You must complete 80 core minimum hours in Professional and Community Service. Qualifying professional and community service is performed pro bono in support of an organized activity or organization. There must be an individual who can certify to NCARB that you have performed services in support of the organization.

You may satisfy your professional and community service requirement in any combination of the following categories:

- Design Industry related (construction, arch services, planning & development)
  ex: Habitat for Humanity, mediator at City Planning charrettes
- Education related
  ex: critic at design review, ESOL teacher, participation in high school career day
- Strengthening of community
  ex: volunteering for food drives or soup kitchens
- Regulatory or professional organization
  ex: volunteering for AIA or USGBC, Boy/Girl Scouts

Reporting for Professional and Community Service

If you are employed in work settings A-F and your IDP supervisor is willing to certify your professional and community service, then you may include your hours on an experience report to be certified by your IDP supervisor.

Or you may report your professional and community service in work setting FF and have an individual at the organization certify your experience.

Work Settings:

Maximum Training Hours Allowed & Conditions Affecting IDP Training

You earn training hours when you are employed[1] in work settings recognized by your state registration board. The following table sets forth those work settings recognized by NCARB, the maximum number of training hours that can be acquired in each setting, and the related IDP training conditions.

WORK SETTING		MAXIMUM TRAINING HOURS ALLOWED
A	Training under the direct supervision[2] of a registered architect[3], and when the organization's practice (a) is in the charge of a person practicing as a principal[5] and (b) encompasses the comprehensive practice of architecture, including each of the training areas found in the IDP Training Requirements. **You must earn at least 1,880 training hours in Work Setting A.**	No limit
B	Training under the direct supervision[2] of a registered architect[3], but when the organization's practice does not encompass the comprehensive practice of architecture, including each of the training areas found in the IDP Training Requirements.	3,720 training hours
C	Training in a firm engaged in the practice of architecture outside the United States or Canada, under the direct supervision[2] of a person credentialed[4] to practice architecture who is not registered in a U.S. or a Canadian jurisdiction.	1,880 training hours
D	Experience directly related to architecture under the direct supervision[2] of a registered engineer (practicing as a structural, civil, mechanical, or electrical engineer in the field of building construction) or a registered landscape architect.	1,880 training hours in Training Categories B, C, and D
E	Experience (other than that noted above) in activities involving the design and construction of the built environment (such as analysis of existing buildings, planning, programming, design of interior space, review of technical submissions, engaging in building construction activities, and the like) when under the direct supervision[2] of a person experienced in the activity.	936 training hours in Training Categories C and D
F	Full-time teaching or research in a NAAB-accredited or CACB-accredited professional degree program.	1,960 training hours in Training Category D
FF	Performing professional and community service when not in settings described in A through F.	80 training hours in Training Area 16

[1] Unpaid internships are not eligible to earn experience hours with the exception of the approved community-based design center/collaborative as defined in Supplementary Education.

[2] **"Direct supervision"** of interns shall occur either through personal contact or through a mix of personal contact and remote communication (e.g. e-mail, online markups, webinars, internet) such that the IDP supervisor has control over the work of the intern and has sufficient professional knowledge of the supervised work so that the IDP supervisor can determine that the intern understands and is performing his or her work experience within the professional standard of care.

To earn training hours in workplace settings described in this document, the intern must work under the direct supervision of an IDP supervisor. The supervisor shall verify the training activities of the intern and foster a professional relationship that is grounded in a direct professional association between the intern and the supervisor.

[3] A **"registered architect"** is a person registered to practice architecture in the jurisdiction in which they practice.

[4] A **"person credentialed"** is a person credentialed to practice architecture in the country in which they practice.

[5] A person practices as a **"principal"** by being (a) a registered architect as defined above and (b) the person in charge of the organization's architectural practice, either alone or with other registered architects.

Note: No experience may be earned for foreign training in work settings B, D, E, and F.

IDP Training Requirements

Interns must acquire 5,600 training hours to satisfy the IDP Training Requirement. One training hour equals one hour of acceptable training in an acceptable work setting. The following chart lists the IDP training categories and areas and the required training hours for each.

Category A: Design and Construction Documents

Training Area		Minimum Training Hours Required
1.	Programming	80
2.	Site and Environmental Analysis	80
3.	Schematic Design	120
4.	Engineering Systems Coordination	120
5.	Building Cost Analysis	80
6.	Code Research	120
7.	Design Development	320
8.	Construction Documents	1,080
9.	Specifications and Materials Research	120
10.	Document Checking and Coordination	80
Core Minimum Hours Required		**2,200**
Additional Core Hours required in Training Areas 1-10		600
Core Minimum Hours Required		**2,800**

Category B: Construction Contract Administration

Training Area		Minimum Training Hours Required
11.	Bidding and Contract Negotiation	80
12.	Construction Phase—Office	120
13.	Construction Phase—Observation	120
Core Minimum Hours Required		**320**
Additional Core Hours required in Training Areas 11-13		240
Core Minimum Hours Required		**560**

Note: Prior to 1 January 2010, IDP experience was documented in training units. Eight training hours equal one training unit. Some jurisdictions may still reference training units in their requirements.

Category C: Management

Training Area		Minimum Training Hours Required
14.	Project Management	120
15.	Office Management	80
Core Minimum Hours Required		**200**
Additional Core Hours required in Training Areas 14-15		80
Core Minimum Hours Required		**280**

Category D: Related Activities

Training Area		Minimum Training Hours Required
16.	Professional and Community Service	80
Core Minimum Hours Required		**80**
Additional Core Hours required in Training Area 16		0
Core Minimum Hours Required		**80**

Category A: Design and Construction Documents	2,800
Category B: Construction Contract Administration	560
Category C: Management	280
Category D: Related Activities	80
Total Core Minimum Hours Required from Categories A, B, C, and D	**3,720**
Elective Hours From Any Category (including supplementary education hours)	1,880
TOTAL IDP TRAINING HOURS REQUIRED	**5,600**

For a detailed description of IDP training categories and supplementary education criteria, see the Core Competencies section on page 40.

Note: The required minimum in Categories A, B, C, and D totals 3,720 hours. The additional 1,880 training hours may be acquired in any of the listed categories or supplementary education.

SUPPLEMENTARY EDUCATION (CORE)

1. The Emerging Professional's Companion (EPC): Activities
2. NCARB's *Professional Conduct* Monograph
3. CSI Certification: CCS & CCCA
4. Community-Based Design Center/Collaborative
5. Design Competitions
6. Site Visit With Mentor

You may earn a maximum of 40 core hours in each of the IDP training areas 1-16 by completing any combination of qualifying supplementary education opportunities.

You may not earn more than 600 core hours through any combination of qualifying supplementary education opportunities.

The Emerging Professional's Companion (EPC): Activities

Completing activities provided in the Emerging Professional's Companion (EPC), located at www.epcompanion.org. An IDP training enrichment resource, the EPC provides free web-based training opportunities outside of the studio environment.

- The EPC chapters are aligned with the IDP training areas 1-16.
- Each chapter includes practice exercises and application activities.
- Each activity is worth eight training hours.
- Only activities can be applied to your core minimum hours required.
- Interns can earn a maximum of 600 core minimum hours through EPC with no more than 40 core minimum hours earned in any one of the IDP training areas 1–16.
- If an intern has already completed the maximum allowable of 40 core minimum hours in a given training area through any combination of supplementary education, than EPC activities completed in that training area will be credited as elective hours.
- A maximum of 1,800 training hours may be earned through the EPC in any combination of core minimum and elective hours.
- EPC activities completed for IDP credit may not receive academic credit.

Effective 1 January 2010

Interns whether or not employed in qualified work settings can earn up to 40 training hours toward the core minimum hours in each training area by completing qualified activities in the Emerging Professional's Companion 2009 (EPC 2009).

Interns whether or not employed, can complete EPC activities for IDP credit under the supervision of their mentor. Interns who are employed in a qualified work setting may have either their IDP supervisor or their mentor review and certify satisfactory completion of EPC activities.

Work Product

It is recommended that interns retain copies of all documentation related to EPC activities completed for IDP credit for a period of at least three years beyond the date the experience is approved by their mentor or IDP supervisor.

Reporting EPC

- Interns must have an AIA or AIAS number to report EPC activities. Interns may contact the AIA at idp@aia.org to obtain an AIA customer number at no charge.
- EPC activities must be reviewed by your IDP supervisor or mentor.
- Report completed activities through the e-EVR in "My Supplementary Education."
- The e-EVR will apply the credits automatically to either your core minimum hours or elective hours as appropriate.
- Each completed activity must be submitted as a separate report in the e-EVR.
- Your IDP supervisor or mentor must certify and approve each activity through the e-EVR.

NCARB's *Professional Conduct* Monograph

NCARB monographs are written by experts in their fields and explore topics relevant to architectural practice. NCARB monographs may be completed by architects to satisfy their continuing education requirements, or by interns for IDP credit. Interns completing NCARB monographs for IDP training hours will not be eligible to repeat the monograph for continuing education credit.

Effective 1 July 2009

Interns, whether or not employed in a qualified work setting, may earn 16 core minimum hours in "Training Area 15 – Office Management" by reading the NCARB *Professional Conduct* Monograph and passing the related quiz.

Access to the NCARB *Professional Conduct* Monograph

Interns may access a downloadable version of the NCARB *Professional Conduct* Monograph at no charge through "My NCARB Record."

How to Take the Quiz

- Log on to "My NCARB Record" to request a quiz password.
- Click "Get Your Quiz Password!" Your password will be e-mailed to you.
- Click "Take Your Quiz" in My NCARB Record when you are ready to take the quiz.
- Interns who do not pass the quiz may repeat the quiz as necessary.
- Upon passing the quiz, "My Supplementary Education" in the e-EVR will be updated immediately to reflect the training hours earned.

CSI Certification: CCS & CCCA

Information regarding the Construction Specifications Institute Certificate Programs is available at www.csinet.org.

Effective 1 July 2009

Interns, whether or not employed in a qualified work setting, may earn core minimum hours for completing the following CSI certifications:

- CSI Certified Construction Specifier (CCS): 40 core minimum hours in "Training Area 9 - Specifications & Materials Research" for passing the CCS certification.
- CSI Certified Construction Contract Administrator (CCCA): 40 core minimum hours in "Training Area 12 - Construction Phase—Office" for passing the CCCA certification.

Reporting CSI Certification

- Passage of the certification shall be reported through the e-EVR in "My Supplementary Education."
- The CSI certificate documenting completion of the program must be uploaded into the e-EVR.
- Once reported through the e-EVR, CSI certification is reviewed and approved by NCARB.

Community-Based Design Center/Collaborative

Effective 1 October 2010
Interns may earn up to 40 core hours in each IDP training area 1-15 for volunteer service in support of a pre-approved charitable organization outside of a recognized work setting or academic requirement.

Community-Based Design Center/Collaborative organizations must apply to NCARB to be recognized for the purpose of IDP credit.

The organization must be pre-approved by NCARB before the experience occurs.
For the list of qualifying Community-Based Design Center/Collaborative organizations currently recognized by NCARB, please check our web site.

Organizations interested in applying to NCARB should contact idp@ncarb.org.

To be considered as a recognized organization, the Community-Based Design Center/Collaborative must meet the following criteria:

- The organization must have 501(c)(3) status as a charitable organization.
- The work must be in support of "building" or "planning" projects.
- The organization must have an established ongoing relationship with an architect who can exercise "direct supervision" over the work of the intern. This individual will be considered the "designated IDP supervisor" for the organization.
- The work performed by the organization must be documented as related to the IDP training areas and certified by the "designated IDP supervisor" as directly related to the practice of architecture.

To qualify for IDP credit, the experience must:

- Not receive academic credit
- Be completed outside of a recognized work setting

Reporting Community-Based Design Center/Collaborative Experience:

- Experience earned shall be reported through the e-EVR in "My Supplementary Education."
- You must create a profile for the Community-Based Design Center/Collaborative under the "My Employer " tab in the e-EVR.
- Experience earned in each training area shall be reported as separate reports.
- The "designated IDP supervisor" for the organization must approve your experience.

Design Competitions

Effective 1 October 2010

Interns may earn up to 40 core hours in each IDP training area 1-15 for completion and submission of a design competition entry outside of a recognized work setting or academic requirement. Competitions completed for a firm while employed count for IDP credit under the related work setting.

The design competition must be completed under the supervision of a mentor and meet the following criteria:

- Align to at least one of the IDP training areas 1-15
- Be for a "building" or "planning" project
- Be a formally structured competition with specified submission requirements
- Sponsored by a recognized business entity, governmental agency, or professional association
- The intern must be appropriately credited on the competition entry.
- Not receive academic credit
- Be completed outside of a recognized work setting

Work Product

It is recommended that interns retain copies of all documentation related to design competitions completed for IDP credit for a period of at least three years beyond the date the experience is approved by their mentor.

Required Documentation

- You must complete a Design Competition Verification Form.
- To qualify for IDP credit, the competition entry must be completed and submitted in compliance with the published design competition requirements.

Reporting Design Competitions:

- Completion and submission of a design competition shall be reported through the e-EVR in "My Supplementary Education."
- Experience earned in each training area shall be reported as separate reports.
- Upload your completed Design Competition Verification Form to the e-EVR.

Expectations

Intern

- Research and identify possible design competitions
- Select appropriate competition with mentor approval
- Determine and document a schedule for the work
- Develop competition entry
- Review work with mentor on a regular basis
- Submit competition entry
- Complete the verification form
- Document experience through the e-EVR and upload the verification form

Mentor

- Review possible competitions with intern
- Approve competition selection
- Review proposed schedule of work
- Review competition work with intern on a regular basis
- Review final competition entry prior to submission
- Review and certify experience through the e-EVR including the verification form

Site Visit With Mentor

Effective 1 October 2010
Interns may earn up to 40 core hours in "Training Area 13 - Construction Phase—Observation" for visiting construction sites with their mentor.

- The site visit must be outside of a recognized work setting.
- May not received academic credit.

Reporting Site Visit With Mentor:
- Completion of a site visit with a mentor shall be reported through the e-EVR in "My Supplementary Education."
- Each day of a site visit shall be a separate report.

Expectations
- Opportunities where an intern can see the progress of a job over time are ideal; however, single visits to a site are acceptable.
- It is beneficial to be able to review and discuss the project relative to the drawings
- The experience should be interactive with opportunities to discuss how issues related to the specific project were resolved.
- The discussion should include why particular design decisions were made.
- Interaction with members of the design and construction industry involved in the project is encouraged.
- The site visit should include a level of learning consistent with what an intern could expect to learn if their firm was working on the project.

SUPPLEMENTARY EDUCATION (ELECTIVE)

1. The Emerging Professional's Companion (EPC): Exercises
2. GBCI LEED AP Credential
3. Advanced Degrees
4. AIA Continuing Education
5. CSI Education Network Approved Program
6. CSI Certificate Program: CDT

You may earn a maximum of 1,880 elective hours through supplementary education opportunities. Elective hours earned through supplementary education are not applied to any specific training area.

The Emerging Professional's Companion (EPC): Exercises

Completing exercises provided in the Emerging Professional's Companion (EPC), located at www.epcompanion.org. An IDP training enrichment resource, the EPC provides free web-based training opportunities outside of the studio environment.

- The EPC chapters are aligned with the IDP training areas 1-16.
- Each chapter includes practice exercises and application activities.
- Completion of exercises will be credited as elective hours in supplementary education.
- Exercises are not applied to any specific training area.
- Each exercise is worth eight training hours.
- A maximum of 1,800 training hours may be earned through the EPC in any combination of core minimum and elective hours.
- EPC exercises completed for IDP credit may not receive academic credit.

Effective 1 January 2010

Interns, whether or not employed in a qualified work setting, can earn elective hours through completion of EPC exercises under the supervision of their mentor. Interns who are employed in a qualified work setting may have either their IDP supervisor or their mentor review and certify satisfactory completion of EPC exercises.

Work Product

It is recommended that interns retain copies of all documentation related to EPC exercises completed for IDP credit for a period of at least three years beyond the date the experience is approved by their mentor or IDP supervisor.

Reporting EPC

- Interns must have an AIA or AIAS number to report EPC exercises. Interns may contact the AIA at idp@aia.org to obtain an AIA customer number at no charge.
- EPC exercises must be reviewed by your IDP supervisor or mentor.
- Report completed exercises through the e-EVR in "My Supplementary Education."
- Each completed exercise must be submitted as a separate report in the e-EVR.
- Your IDP supervisor or mentor must certify and approve each exercise through the e-EVR.

GBCI LEED AP Credential

Information regarding the Green Building Certification Institute (GBCI) LEED AP Credential is available at www.gbci.org.

Effective 1 July 2009*

**Clarifications added 1 October 2010 to align with GBCI credentialing program*

Interns, whether or not employed in a qualified work setting, may earn 40 elective hours by obtaining the GBCI LEED AP credential on or after 1 July 2009.

- Obtaining the GBCI LEED AP credential with or without specialization qualifies for IDP credit.
- Obtaining the GBCI LEED Green Associate credential does not qualify for IDP credit.
- An intern may only receive IDP credit for one GBCI LEED AP credential.

Reporting GBCI LEED AP Credential

- Obtaining the GBCI LEED AP credential shall be reported through the e-EVR in "My Supplementary Education."
- The GBCI LEED AP Certificate or a passing score report confirming the credential must be uploaded into the e-EVR.
- Once reported through the e-EVR, the GBCI LEED AP Credential is reviewed and approved by NCARB.

Advanced Degrees

Interns may earn IDP credit for advanced degrees in architecture that meet the following criteria:

- The advanced degree must be conferred after the first professional degree (dual degrees do not qualify)
- The conferring institution must have a college/school of architecture/design that has a NAAB/CACB-accredited program.
- The advanced degree must be conferred within the college/school of architecture/design.
- The advanced degree must be documented as related to the IDP training areas and certified by the institution as directly related to the practice of architecture.

NCARB publishes a list of acceptable degrees on its web site. Programs identified by NAAB as "post-professional" degrees are automatically included on the list.

The advanced degree must be on the list at the time the degree is conferred. For a list of degrees currently recognized by NCARB as qualifying advanced degrees, please check our web site.

Qualifying advanced degrees are submitted directly to NCARB by the school in order to be on the list.

Effective 1 July 2002
Interns may earn 936 elective hours in IDP training category D for earning an advanced degree in architecture after earning a professional degree in architecture from a program accredited by NAAB or CACB.

Reporting Advanced Degrees

- Download and mail the transcript request forms and any fee to your school(s).
- Each transcript must be returned directly to NCARB by the school. NCARB will only accept official transcripts submitted by the school.
- In addition to requesting an official transcript, you are required to report your advanced degree through the e-EVR in "My Supplementary Education" by selecting "Post-Professional Degree."
- You will be required to upload a copy of your transcript or diploma to the e-EVR.
- NCARB will not be able to approve your advanced degree until after the official transcript from your school has been received.
- You can monitor your NCARB Record status at www.ncarb.org by clicking on "My NCARB Record." You will also receive an e-mail notification confirming receipt of your official transcript from your school.

AIA Continuing Education

Information regarding the American Institute of Architects (AIA) continuing education programs is available at www.aia.org.

Effective 1 January 2010
Interns, whether or not employed in a qualified work setting, may earn elective hours by completing AIA-approved continuing education resources and programs. Self-reported continuing education is not eligible for IDP credit.

- One AIA learning unit earns one elective IDP hour.

Required Documentation

- Interns must have an AIA or AIAS number to report AIA continuing education. Interns may contact the AIA at idp@aia.org to obtain an AIA customer number at no charge.
- Completion of AIA continuing education must be reflected on your AIA transcript.
- Your AIA transcript is available at www.aia.org.

Reporting AIA Continuing Education

- Report completed AIA continuing education programs through the e-EVR in "My Supplementary Education."
- Upload a copy of your AIA transcript documenting completion of AIA continuing education into the e-EVR.
- Each completed AIA continuing education program must be submitted as a separate report in the e-EVR.
- Once reported through the e-EVR, AIA continuing education is reviewed and approved by NCARB.

NCARB'S Monographs and Mini-monographs

NCARB monographs are written by experts in their fields and explore topics relevant to architectural practice. NCARB monographs may be completed by architects to satisfy their continuing education requirements or by interns for IDP credit. Interns completing NCARB monographs for IDP training hours will not be eligible to repeat the monograph for continuing education credit. NCARB monographs are available at www.ncarb.org. Interns, whether or not employed, may earn elective hours by completing NCARB monographs and mini-monographs.

- Completion of the monographs must be documented on an AIA transcript, and reported through "My Supplementary Education" as AIA continuing education.
- All applicable fees for monographs and quizzes apply.

CSI Continuing Education Network Approved Program

Information regarding the Construction Specifications Institute (CSI) Construction Education Network (CEN) is available at www.csinet.org.

Effective 1 October 2010
Interns, whether or not employed in a qualified work setting, may earn elective hours by completing CSI CEN approved programs.

- One CSI CEN hour earns one elective IDP hour.

Required Documentation

- You must have an established CSI CEN learner profile to document CSI CEN approved programs.
- To establish a CSI CEN learner profile, go to www.csinet.org.
- A CSI member number is optional.
- Completion of CSI CEN approved programs must be reflected on your CEN transcript.
- Your CEN transcript is available through your CEN learner profile.

Reporting CSI CEN Approved Programs

- Completion of CSI CEN approved programs shall be reported through the e-EVR in "My Supplementary Education."
- Your CSI CEN transcript documenting completion of the program must be uploaded into the e-EVR.
- Each completed CSI CEN approved program must be submitted as a separate report in the e-EVR.
- Once reported through the e-EVR, CSI CEN approved programs are reviewed and approved by NCARB.

CSI Certificate Program: CDT

Information regarding the Construction Specifications Institute certificate programs is available at www.csinet.org.

Effective 1 July 2009
Interns, whether or not employed in a qualified work setting, may earn elective hours for completing the following CSI certificate program:

- CSI Certified Construction Documents Technologist (CDT): 40 elective hours for passing the CDT certificate program.

Reporting CSI Certificate Programs

- Passage of the certificate program shall be reported through the e-EVR in "My Supplementary Education."
- The CSI certificate documenting completion of the program must be uploaded into the e-EVR.
- Once reported through the e-EVR, CSI certificate programs are reviewed and approved by NCARB.

CORE COMPETENCIES

The activities in this section enable you to acquire the knowl edge, understanding, and skills that form core competencies related to architectural practice. You should use the activities as a tool to enhance the quality of your training.

Don't forget to check out the Supplementary Education section for opportunities to earn credit outside of a recognized work setting.

1. Programming

CATEGORY A: Design and Construction Documents — Core Minimum Hours Required: 80

Definition

Programming is the process of discovering the owner/client's requirements and desires for a project and setting them down in written, numerical, and graphic form. For a project to be successful, all participants, including the owner/client, must understand and agree on the program at the outset.

Core Competencies

At the completion of your internship, you should be able to:

- use information gathering and data collection techniques to organize and evaluate programming data
- establish the scope, design objectives, limitations, and criteria that reflect the owner/client's requirements and needs for a project
- set forth the program requirements in written, numerical, and graphic form
- research and assess information from postoccupancy evaluations of similar building types
- assess a project's feasibility

Skills and Application Activities

- Identify the qualitative and quantitative requirements for the project, and develop questions and a checklist for an owner/user survey including sustainability issues.
- Investigate and document the work process for a particular user.
- Prepare functional relationship/adjacency diagrams.
- Calculate net and gross area requirements.
- Relate the budget and schedule to the program.
- Determine owner/client needs for phasing the project and for future growth and development.
- Analyze owner-supplied data and document programmatic implications.

2. Site & Environment Analysis

CATEGORY A: Design and Construction Documents — Core Minimum Hours Required: 80

Definition

Site and environmental analysis involves research and evaluation of a project's context and may include environmental evaluation, land planning or design, and urban planning.

Core Competencies

At the completion of your internship, you should be able to:

- provide a coherent, logical, well-designed site plan for a specific program
- demonstrate the ability to integrate elements that influence the site's design
- justify the site plan design based on your research

Skills and Application Activities

- Building location options on the site including efforts to minimize site impact and energy consumption.
- Regulatory restrictions (e.g., parking, zoning, building codes, ADA) for the site.
- Natural conditions (e.g., topography, vegetation, climate considerations, orientation, ecology, energy) on the site.
- Constructed conditions (e.g., infrastructure, building foundation).
- Access to utilities.
- Environmental hazards.
- Input from consultants (e.g., landscape architect, geotechnical engineer).
- Input from groups with community interest (e.g., community organizations, historic preservation organizations).
- Information from public agencies with jurisdictional authority (e.g., zoning, planning, building, fire).
- Feasibility of alternate sites.

3. Schematic Design

CATEGORY A: Design and Construction Documents — Core Minimum Hours Required: 120

Definition

Schematic design is the development of graphic and written conceptual design solutions to the program for the owner/client's approval.

Core Competencies

At the completion of your internship, you should be able to:

- develop alternative solutions to a specific program
- document and present your solutions to an owner/client for selection and approval

Skills and Application Activities

- Develop alternative conceptual design proposals that address the program and minimize long-term impact on the environment.
- Evaluate engineering systems appropriate to the project and their environmental impact.
- Prepare volume and area calculations and evaluate the cost of alternative design proposals.
- Prepare a presentation package, including drawings and models, to show the owner/client.
- Prepare verbal and graphic presentation to communicate the intent of the designs to the owner/client.
- Review the selected schematic design with the owner/client and revise the design based on the owner/client's feedback.
- Coordinate consultants' activities in an integrated and collaborative design process relative to the schematic design.
- Incorporate relevant code requirements into the schematic design.

4. Engineering Systems Coordination

CATEGORY A: Design and Construction Documents — Core Minimum Hours Required: 120

Definition

Engineering systems coordination involves selecting and specifying structural, mechanical, electrical, and other systems, and integrating them into the building design. These systems are normally designed by consultants in accordance with the client's needs.

Core Competencies

At the completion of your internship, you should be able to:

- work with consultants to incorporate engineering systems into building designs and resolve any building system conflicts
- coordinate inclusion of engineering systems design in all project documents

Skills and Application Activities

- Research and assist in the selection of appropriate engineering systems.
- Assess sustainability issues.
- Evaluate the types of consultants required.
- Coordinate and verify the availability of adequate utilities.
- Evaluate engineering proposals and fee structures.
- Coordinate project information with consultants.
- Coordinate engineering system documents.
- Evaluate space requirements and costs for engineered systems.

5. Building Cost Analysis

CATEGORY A: Design and Construction Documents — Core Minimum Hours Required: 80

Definition

Building cost analysis involves estimating the probable construction cost of a project.

Core Competencies

At the completion of your internship, you should be able to:

- analyze and evaluate site and building construction costs
- prepare a building cost analysis that meets the program's requirements and provides alternatives for the owner/client

Skills and Application Activities

- Prepare preliminary cost analysis using:
  - unit cost/building type basis (cost/square foot),
  - unit cost basis (material labor), and
  - standard references such as RSMeans Construction Cost Estimating Guides and Cost Data.
- Investigate and prepare quantity calculations for selected materials
- Evaluate life-cycle cost information in relation to specifications and sustainability.
- Research value analysis opportunities.
- Evaluate and document scope/quantity/cost in comparison to materials selection and the preparation of specifications.
- Factor the current inflation rated and other economic variables into the cost estimates.
- Understand non-construction project costs, including land acquisition, design, government approvals, project financing, and marketing, and how they impact building cost.

6. Code Research

CATEGORY A: Design and Construction Documents — Core Minimum Hours Required: 120

Definition

Code research involves evaluating a specific project in the context of relevant local, state, and federal regulations that protect public health, safety, and welfare.

Core Competencies

At the completion of your internship, you should be able to:

- provide the owner/client with an analysis of how a project will respond to local, state, and federal regulations and other relevant code issues
- develop a code compliance plan

Skills and Application Activities

- Evaluate design alternatives based on code requirements.
- Research all applicable codes.
- Participate in preliminary meetings with code officials and make design adjustments to reflect compliance with relevant codes.
- Develop a list of required agency approvals during final project reviews.

7. Design Development

CATEGORY A: Design and Construction Documents — Core Minimum Hours Required: 320

Definition

In design development, a project's schematic design is refined, including designing details and selecting materials. This step occurs after the owner/client has approved the schematic design.

Core Competencies

At the completion of your internship, you should be able to:

- provide drawings and documents for the owner/client that detail the project's scope, quality, and cost
- select and develop details for specific materials, components, and systems to be incorporated into the design

Skills and Application Activities

- Prepare design development documents from the approved schematic design, incorporating appropriate levels of detail in drawings and outline specifications. Be sure to coordinate and cross-reference documents.
- Participate in discussions with the owner/client regarding project scope, quality, sustainability, and life-cycle cost. It would be desirable to have the Design Development section include appropriate material and system selections based on the environmental impact as well as to include Energy Modeling and embodied energy as a basis for material and system choices.
- Document decisions reached during owner/client meetings and evaluate their impact on the design program.
- Review the design development documents for conflicts between building systems. If any are identified, coordinate the work of consultants to resolve them.
- Review the design development documents to ensure they conform to previously established requirements and meet applicable codes.

8. Construction Documents

CATEGORY A: Design and Construction Documents — Core Minimum Hours Required: 1,080

Definition

Construction documents are the written and graphic instructions used for construction of the project. These documents must be accurate, consistent, complete, and understandable.

Core Competencies

At the completion of your internship, you should be able to:

- prepare an accurate, consistent, and complete set of architectural construction documents for a project
- explain construction documents to a client
- check and coordinate the integration of structural, mechanical, electrical, and plumbing systems with the building and site
- based on the specifications, prepare a production sequence flow chart to illustrate the relationship between construction documents and the construction process
- when applicable, prepare phasing documents to illustrate the construction sequence

Skills and Application Activities

- Create mock-ups of project drawing sets.
- Prepare a schedule for preparation of construction documents that includes milestone markers and reviews as appropriate.
- Prepare plan, elevation, and section drawings that clearly convey the design development documents. Coordinate and cross-reference the documents, including the work of consultants.
- Document decisions reached, including sustainability issues, at relevant project team meetings, and evaluate their impact on the development and production of the construction documents.
- Review the program to check for discrepancies between the design development and construction documents.
- Help the owner/client obtain required approvals and permits.
- Using the owner/client's operational requirements, develop a construction phasing plan.

9. Specifications & Material Research

CATEGORY A: Design and Construction Documents — Core Minimum Hours Required: 120

Definition

Specifications and materials research leads to analysis and selection of building materials and systems for a project. The materials specified for a particular project communicate the requirements and quality expected during construction. Specifications are included in a project manual that is used during bidding and construction.

Core Competencies

At the completion of your internship, you should be able to:

- prepare specifications in accordance with CSI standards by translating the construction requirements into a specifications format
- research and select appropriate building materials based on performance criteria and program requirements

Skills and Application Activities

- Investigate product literature or question manufacturers' representatives to acquire information about materials for use in preparing specifications.
- Prepare specifications for a project.
- Document how energy modeling and sustainability issues influence specifications and material choices.

10. Document Checking & Coordination

CATEGORY A: Design and Construction Documents — Core Minimum Hours Required: 80

Definition

Document checking and coordination is the means by which quality assurance is established and maintained throughout a project's development.

Core Competencies

At the completion of your internship, you should be able to:

- verify that information produced by the various disciplines involved in the design/construction process is coordinated throughout the project documents
- apply standard document-checking procedures for a project, and revise and correct construction documents, as required

Skills and Application Activities

- Develop a list of all drawings and other documents required for the project, including brief descriptions of their contents.
- Assist in cross-checking products and materials called for in the specifications for consistency with corresponding terminology and descriptions in the construction documents.
- Coordinate all project drawings for accuracy of dimensions, notes, and abbreviations.
- Assist in developing a schedule of lead times required for proper coordination with other disciplines.
- Cross-check all consultants' drawings with architectural drawings for possible conflicts and interference of plumbing lines, ductwork, electrical fixtures, etc.
- Assist in final documents review for compliance with applicable codes, regulations, building rating systems, etc.
- Make revisions and corrections to project documents based on the results of project document checks.

11. Bidding & Contract Negotiation

CATEGORY B: Construction Contract Administration — Core Minimum Hours Required: 80

Definition

Bidding and contract negotiation involves the establishment and administration of the bidding process, issuance of addenda, evaluation of proposed substitutions, review of bidder qualifications, analysis of bids, and selection of the contractor(s).

Core Competencies

At the completion of your internship, you should be able to:

- understand the difference between the bidding and contract negotiation processes
- follow appropriate procedures during the bidding process
- complete bidding and contract forms

Skills and Application Activities

- Prepare bidding documents and maintain the distribution register.
- Research and prepare an addendum to the bidding documents and write a notice announcing the change.
- Attend a bid opening and observe the bidding process.
- Assess requests for substitutions.
- Develop and illustrate a comparative analysis of bids.
- Compare bids with final project estimate.

12. Construction Phase - Office

CATEGORY B: Construction Contract Administration — Core Minimum Hours Required: 120

Definition

Construction contract administration tasks carried out in the architect's office include facilitating project communication, maintaining project records, reviewing and certifying amounts due contractors, and preparing change orders (also see Training Area 13, Construction Phase-Observation).

Core Competencies

At the completion of your internship, you should be able to:

- understand the relationship between construction documents and the construction contract administration process
- organize and manage contract administration tasks during the construction phase
- follow appropriate administrative procedures during the construction phase
- facilitate communication among all participants in the construction process, including the owner/client

Skills and Application Activities

- Obtain information and submittals required for the notice to proceed.
- Manage, review, and coordinate the shop drawings, samples, and other items submitted by the contractor.
- Attend a preconstruction conference with emphasis on sustainability and the construction process.
- Process change orders, requests for information (RFI's), and requests for clarification.
- Document conflicts that occur during the construction process, and propose at least two alternative resolutions to each conflict.
- Review and approve applications for payment.
- Participate in verifying the punch list submitted by the contractor.

13. Construction Phase - Observation

CATEGORY B: Construction Contract Administration — Core Minimum Hours Required: 120

Definition

Construction contract administration tasks carried out in the field include observing construction for conformance with drawings and specifications and reviewing and certifying amounts due to contractors (also see Training Area 12, Construction Phase-Office).

Core Competencies

At the completion of your internship, you should be able to:

- understand the relationship between construction documents and the construction contract administration process
- manage field observation and documentation tasks
- evaluate completed construction for compliance with the construction documents and specifications

Skills and Application Activities

- Take minutes at a regular job site meeting.
- Review progress of work and attend meetings when appropriate to assess quality and performance.
- Document unforeseen conditions that arise during construction, and develop several alternative solutions to resolve these problems.
- Verify completion of work itemized in monthly applications for payment.
- Verify the completion of punch list tasks.
- Document a post-occupancy evaluation.

14. Project Management

CATEGORY C: Management — Core Minimum Hours Required: 120

Definition

Project management includes planning, organizing, and staffing; budgeting and scheduling; leading and managing the project team; documenting key project information; and monitoring quality assurance.

Core Competencies

At the completion of your internship, you should be able to:

- coordinate communication among all parties involved in a given project
- manage contracts, personnel, schedule, and budget throughout all phases of a small project
- administer agreements with the owner/client and consultants
- maintain project quality during design and construction

Skills and Application Activities

- Assess time requirements for all project tasks.
- Develop a project work plan that identifies tasks, responsibilities, personnel requirements, sustainability goals, schedule, and budget.
- Manage consultants and review all contracts and billing approvals.
- Evaluate project work progress.
- Manage project reviews and coordination through participation in meetings.
- Prepare schedule of client billings, and establish initial client invoices according to project contracts.
- Participate in and document the project closeout process.
- Help resolve any disputes that arise.

15. Office Management

CATEGORY C: Management — Core Minimum Hours Required: 80

Definition

Office management involves allocation and administration of office resources to support the goals of the firm.

Core Competencies

At the completion of your internship, you should be able to:

- identify and articulate the activities required to maintain a successful and healthy office environment in an architecture firm

Skills and Application Activities

- Review economic trends, forecasts, and indicators in relation to the firm's markets.
- Study the firm's statement of principles, strategic plan, and organization.
- Participate in selected marketing activities.
- Assist in interviewing potential project team members including consultants.
- Help develop opportunities for professional collaboration, team building, consensus building, and conflict resolution.
- Prepare interview questions for prospective employees, and participate in the interview process.
- Understand the difference between compensation, overhead, and direct personnel expense.

16. Professional & Community Service

CATEGORY D: Related Activities — Core Minimum Hours Required: 80

Definition

Interns will find that voluntary participation in professional and community activities enhances their professional development. Such activities will increase your understanding of the people and forces that shape society, as well as augment your professional knowledge and skills. ***Community service does not have to be limited to architecturally related activities for you to receive these benefits.***

Core Competencies

At the completion of your internship, you should be prepared to:

- contribute your talents responsibly in a traditional or nontraditional community-based organization with the goal of helping to improve the quality of life in the community

Skills and Application Activities

- Participate in a professional association by serving on committees and engaging in related service activities. Training hours cannot be earned by attending seminars, meetings, or conferences.
- Provide career counseling or mentorship for high school and college students.
- Conduct educational programs about the profession in elementary and secondary schools.
- Participate in civic organizations, neighborhood groups, museum programs, and other activities that address such issues as homelessness, natural disasters, historic preservation, resource conservation, and environmental awareness.
- Participate as a member or advisor to a local zoning board, planning committee, fine arts review board, or similar community-based organization.

NEXT STEPS

Once you have started the Intern Development Program the next step to becoming a licensed architect is taking the Architect Registration Examination® (ARE®). Once you attain state licensure, an NCARB Certificate will allow you to be more "mobile" throughout North America. The following gives you an overview of the steps required to take the ARE and to receive an NCARB Certificate.

1. Applying for the ARE®
2. NCARB Certification

Applying for the ARE®

Each jurisdiction establishes its own application procedures for examination. As soon as you determine where you will seek initial registration you should request application materials from your jurisdiction.

Review your jurisdictional training requirement and conditions such as:

- Does your jurisdiction allow you to take the ARE before completion of the IDP?
- What is your board's required training period? Can this period be reduced if you satisfy the IDP training requirement in less time?
- How many years in "the office of a registered architect" are required?
- Must you satisfy your board's education and training requirements prior to the examination? After the examination?
- Are references required? Who can be used as a reference?

If you started your NCARB Record before you completed your education requirement, you must request a final transcript verifying that you have satisfied your jurisdiction's education requirement.

You must notify NCARB of your intent to apply for examination. You may make the request from **My NCARB Record** at www.ncarb.org.

For more information about the ARE, check out the "Getting Started with the ARE" web page.

For more information about the Architect Registration Examination (ARE) go to:
http://www.ncarb.org/are

NCARB Certification

Satisfying the IDP training requirements and passing the ARE are critical steps toward licensure. Once you receive your initial license, the next important step in your career is to get an NCARB Certificate.

An NCARB Certificate provides verification that you have met the professional standards established by the registration boards responsible for protecting the health, safety, and welfare of the public. It also makes it easier to obtain reciprocal registration—in fact many registration boards require an NCARB Certificate as the primary method for reciprocal registration.

When you are looking for a job, an NCARB Certificate will distinguish you when employers review your qualifications. Many architectural firms consider certification an important factor in hiring and promotion because they know that an architect with an NCARB Certificate provides the firm with greater flexibility when pursuing opportunities outside their jurisdiction.

With certification, you'll be prepared to look for employment or new clients in other jurisdictions if there is a downturn in your local economy or a boom in another jurisdiction. Even if you plan to work solely on projects within the jurisdiction where you hold licensure, your NCARB Certificate will enable you to meet your clients' needs if they decide to move or expand across state lines.

You've put a lot of hard work into completing your education. No doubt you are now focusing on completing the IDP, passing the ARE, and obtaining your license. Keeping your NCARB Record active during this time will make it faster, easier, and less expensive to get your NCARB Certificate. It is a sound investment in your career.

Save money by keeping your NCARB Record active:
http://www.ncarb.org/idp/idptocert.html

For more information on the NCARB Certificate go to:
http://www.ncarb.org/certification

APPENDICES

1. Appendix A: When Can I Start?
2. Appendix B: Documenting IDP for Certification
3. Appendix C: Supplementary Education for Certification

Appendix A: When Can I Start?

For Experience Earned Prior to 1 October 2010:

You can earn IDP experience[1] once you have successfully completed:

1. Three years[2] in an NAAB-accredited professional degree program;
2. The third year[2] of a four year pre-professional degree program in architecture accepted for direct entry to a two-year NAAB accredited professional master's degree program;
3. One year[2] in NAAB-accredited professional master's degree program following receipt of a nonprofessional degree;
4. Ninety-six semester credit hours as evaluated in accordance with the *NCARB Education Standard*, of which no more than 60 hours can be in the general education category; or
5. A number of years[2] equivalent to the periods set out in 1., 2., or 3. above, in a CACB-accredited professional degree program, or in a Canadian university professional degree program certified by CACB.

To document one of the IDP eligibility dates above, you must submit a copy of your transcript.

To submit your transcript:
Download and mail the transcript request forms and any associated fee to your school(s). Each transcript must be returned directly to NCARB by the school. NCARB will only accept transcripts submitted by the school. You can monitor your NCARB Record status at www.ncarb.org by clicking on "My NCARB Record."

1 no experience earned to meet your academic program's graduation requirement may be used to earn IDP Experience.
2 Note that 32 semester credit hours or 48 quarter credit hours equal one year in an academic program.

Appendix B: Documenting IDP for Certification

As an architect documenting IDP retroactively for the purpose of certification, you must comply with the duration requirement and the definition of direct supervision that was required at the time the experience took place.

Duration Requirement Prior to 1 July 2008:
In work settings A, B, C, D, or E prior to 1 July 2008, you must have worked at least 35 hours per week (full time) for a minimum period of eight consecutive weeks, or at least 20 hours per week (part time) for six or more consecutive months.

Definition of Direct Supervision Prior to 1 January 2010:
"Direct supervision" means that degree of supervision by a person overseeing the work of another, where both work in the same office in circumstances where personal contact is routine, whereby the supervisor has both control over and detailed professional knowledge of the work prepared under his or her supervision.

Appendix C: Supplementary Education for Certification

As an architect documenting IDP retroactively for the purpose of certification, you may utilize the supplementary education opportunities that exist for interns. The supplementary education must have been completed on or after the implementation date when that experience became available.

AIA Learning Units Prior to 1 January 2010:

Prior to 1 January 2010 one AIA learning unit earns .25 IDP training units.

Prior to 1 July 2009

Interns employed in a recognized work setting may earn supplementary education training hours by completing AIA-approved continuing education resources and programs.

Post-Professional Degrees earned prior to 1 July 2002

A post-professional degree in architecture earned before 1 July 2002, qualifies for 1,880 training hours under Related Activities.

Obtaining the LEED AP credential prior to 1 July 2009:

Effective 1 July 2008 — 1 July 2009

Interns employed in a qualified work setting may earn 40 training hours in supplementary education by passing the LEED AP exam on or after 1 July 2008.

EPC Experience Prior to 1 January 2010:

Completion of one EPC activity or exercise earns eight IDP training hours.

Effective 1 January 2010

After 1 January 2010, interns whether or not employed, can submit EPC credits earned after 1 July 2009 to be approved by their mentor. If you are employed in a qualified work setting you may have either your IDP supervisor or your mentor review and certify satisfactory completion of your EPC activities and exercises.

Effective between 1 July 2009 and 31 December 2009

Core minimum hours:

Interns who are employed in qualified work settings can earn up to 40 hours toward the core minimum hours in each training area by completing qualified activities in the Emerging Professional's Companion 2009 (EPC 2009).

Supplemental Education training hours:

Interns employed in a qualified work setting can earn elective hours through completion of beginner-, intermediate-, and advance-level exercises that provide exposure to key practice issues, including liability; health, safety, and welfare; and ethical dilemmas.

Effective prior to 1 July 2009

Supplemental Education training hours:

Interns employed in a qualified work setting can earn elective hours through completion of beginner-, intermediate-, and advance-level exercises that provide exposure to key practice issues, including liability; health, safety, and welfare; and ethical dilemmas. One exercise earns eight IDP training hours.

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October 2010

This document, effective October 2010, supercedes all previous editions of the *IDP Supervisor Guidelines.*

Please check NCARB's web site, www.ncarb.org, regularly for updates to this publication and for the most current information regarding the IDP. ©October 2010

The IDP Supervisor Guidelines

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Introduction

The Intern Development Program (IDP) is a comprehensive training program created to ensure that interns in the architecture profession gain the knowledge and skills required for the independent practice of architecture.

The IDP was created jointly in the 1970s by the National Council of Architectural Registration Boards (NCARB) and the American Institute of Architects (AIA) and is administered by NCARB.

The IDP is an essential step in the path to become an architect. The journey typically begins in a school of architecture; however it does not end there. Through the IDP, an intern will apply their formal education to the daily realities of architectural practice, acquire comprehensive experience in basic practice areas, explore specialized areas of practice, develop professional judgment, and refine their career goals.

Each jurisdiction establishes criteria for legally practicing architecture independently. In most jurisdictions, completion of the IDP is a requirement for initial registration. The IDP provides the structure and content for an intern's experience prior to registration and NCARB certification. Participation in the IDP targets the comprehensive training that is essential for competent practice. Direct supervision of an intern is the primary and most effective method to guide an intern's professional development.

These guidelines have been developed in conjunction with the *IDP Guidelines* to assist the IDP supervisor in their critical role. They are offered as a starting point to help develop and implement a successful supervisory relationship between interns and supervisors. The IDP cannot be completed by the intern alone. It is the intent of this document to strengthen the relationship between interns and supervisors and help them work together to fulfill the requirements of the IDP.

Download the *IDP Guidelines*

IDP
Intern Development Program

NCARB
National Council of Architectural Registration Boards

What is an IDP Supervisor?

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Supervisor Resources

"Supervisor"	*"Intern"*
generally means one who reviews and directs the work of others and ensures that work is done within acceptable levels of quality.	is any person who by means of their education or experience has qualified to enter the Intern Development Program (IDP).

What follows will give you direction and insight into the crucial role an IDP supervisor serves during the IDP.

To earn training hours in workplace settings described in this document, the intern must work under the direct supervision of an IDP supervisor. The supervisor shall verify the training activities of the intern and foster a professional relationship that is grounded in a direct professional association between the intern and the supervisor.

'Direct supervision' of interns shall occur either through personal contact or through a mix of personal contact and remote communication (e.g. e-mail, on-line markups, webinars, internet) such that the IDP supervisor has control over the work of the intern and has sufficient professional knowledge of the supervised work so that the IDP supervisor can determine that the intern understands and is performing his or her work experience within the professional standard of care.

NCARB considers one who exercises direct supervision as an individual within the firm or organization who:

- supervises the intern on a daily basis,
- has control over the work performed,
- provides reasonable opportunities for the intern to gain experience in each IDP training area,
- regularly assesses the quality of the intern's work, and
- periodically certifies the intern's experience reports.

For an intern to receive IDP training hours, the architect who serves as an IDP supervisor must hold a current registration in the jurisdiction where their office is located.

In many firms, the IDP supervisor will oversee all or almost all of the intern's work. In some cases an intern may work for different registered architects (in Work Settings A-C) in the same office. If the intern's work shifts such that the intern is working predominantly for another registered architect, the other architect should become the IDP supervisor.

Download the *IDP Guidelines*

IDP
Intern Development Program

NCARB
National Council of Architectural Registration Boards

Benefits of Supervising an Intern

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Make a Difference

Your knowledge, guidance, and support will add to the long-term quality of the profession.

- Benefits the morale of the firm; interns understand their firm supports them becoming licensed.
- Improves your communication, management, and leadership skills.
- Allows you to articulate through words, teaching, and actions how the profession protects the health, safety, and welfare of the public.
- Teaches you something along the way. You may learn from the intern.
- Builds trust and commitment.
- Establishes an environment of information sharing within your firm.
- Produces success. What interns learn from you now will establish your success as a team later.
- Continues the historical tradition of training architects in which the architect/apprentice relationship was an integral factor to the development of the profession.
- Provides a way to "pay it forward" for the training you once received as an intern.
- Assists in staff retention.
- Develops leaders that will drive the future of your practice and the profession.

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All supervisory experiences are different. The process of supervising is customized and often guided by the established principles, judgment, and interpersonal skills of the IDP supervisor. However, core guidelines must be adhered to in order to achieve the optimum experience for both the IDP supervisor and intern.

1. Know the IDP training requirements outlined in the *IDP Guidelines*.
2. Provide reasonable opportunities to gain adequate experience in each training area.
3. Meet regularly with the intern:
   - to give and receive fair and constructive feedback.
   - to discuss career goals and progress prior to certifying the NCARB experience report.
   - to review and discuss some of the intern's work samples.
   - to provide assistance, advice, and support, especially if the intern is experiencing difficulty in obtaining certain required training experience.
   - to provide feedback between scheduled meetings.
4. Hold an active architecture registration in the jurisdiction where their office is located except in those work settings where not required (refer to the IDP Work Settings).
5. Be knowledgeable of state title and practice acts, registration requirements, and requirements for NCARB certification.
6. Be familiar with The Emerging Professional's Companion (EPC) and other supplementary education activities.
7. Maximize all learning opportunities for the intern, including (but not limited to) attending continuing education opportunities and being available for discussion afterward; client meetings; site meetings; and/or community involvement activities etc.
8. Understand and support the intern through the use of NCARB's electronic Experience Verification Reporting (e-EVR) system.
9. Provide a timely and fair assessment of the intern's work. Refer to the section entitled "Six-Month Rule" in this document for more information.
10. Review the intern's experience report and verify the accuracy of the training hours reported.
11. If you must reject an intern's training hours (THs) share an objective justification with the intern.
12. Be familiar with the current Architect Registration Examination® (ARE®).

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13. Foster leadership opportunities by encouraging community service and participation in civic activities.
14. Be an active listener by checking with the intern to determine that a statement has been correctly heard and understood. This requires the ability to stay focused and the willingness to withhold judgment and build trust.
15. Be receptive to new ideas.
16. Be encouraging, supportive, and realistic in expectations.
17. Identify and understand the motivational needs of the intern.
18. Give constructive feedback, and be sure to:
    - Use specific examples of performance or behavior.
    - Use non-arguable terms (for example, phrases like "you don't care" are arguable).
    - Give specific constructive or positive feedback within 24-48 hours of observation or receipt of information.
    - Use a non-derogatory tone of voice.
    - Ask the intern for suggestions as to what could have been done differently and what was learned.
19. Adhere to the supervisor expectations in the *IDP Supervisor Guidelines*.

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For Introductory Meetings

This checklist was developed to give the IDP supervisor a template for a successful introductory meeting with the intern and to establish clear expectations for subsequent meetings.

- ☐ Find out if the intern has established an NCARB Record.
- ☐ Tell a short version of your career.
- ☐ Invite the intern to share his or her story regarding their career decisions and directions.
- ☐ Discuss how the firm supports/facilitates completion of the IDP.
- ☐ Confirm that you and the intern are aware of all reporting requirements necessary to complete the IDP Training Requirements.
- ☐ Communicate your expectations regarding deadlines, experiences, and quality.
- ☐ Establish the intern's plan of action for completing the IDP training requirements.
- ☐ Discuss methods for tracking experience, including the e-EVR and IDP TH Workbook.
- ☐ Discuss and determine the work setting where the work is being performed.
- ☐ Discuss how to identify a mentor and his/her role.
- ☐ Encourage participation in community service and make intern aware of opportunities.
- ☐ Review jurisdictional requirements and plan for the ARE.
- ☐ Schedule future meetings.

For Subsequent Meetings

At these meetings, the intern and IDP supervisor should discuss the progress being made toward completing the IDP, areas of concern, and original goals and objectives.

- ☐ Evaluate the work experience gained and work samples produced.
- ☐ Verify the intern is working the minimum hours per week required to earn training hours. The minimum requirement is 15 hours per week for part-time work and 32 hours per week for full-time work.
- ☐ Review the intern's experience report for the current period and certify the form to acknowledge that the training requirements are being met.
- ☐ Review the e-EVR and/or the IDP TH Workbook if required experience is not being obtained and discuss what other steps can be taken. Explore opportunities afforded by supplementary education. See the FAQ section for more options.
- ☐ Review and discuss successes and challenges.
- ☐ Establish goals to be completed by the next meeting.
- ☐ Discuss career-related issues and objectives.
- ☐ Inquire about the mentor relationship.
- ☐ Review ARE progress.
- ☐ Encourage participation in community service and make intern aware of opportunities.
- ☐ Schedule future meetings.

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Q: *What is NCARB?*

A: NCARB is a federation of all the architectural registration boards in the United States. NCARB sets the standards for architectural registration. It also interprets these standards, maintains records, and acts as the central clearinghouse, and contact point for all interns, architects, and registration boards when dealing with issues concerning registration reciprocity and the professional conduct of architects. The IDP was created jointly by NCARB and AIA. NCARB administers the program and maintains a record of the intern's experience.

Q: *Is the IDP required for licensure in my jurisdiction?*

A: The IDP is required in most of the 54 NCARB jurisdictions. Some jurisdictions currently do not require the IDP, but have similar training requirements that require documentation. The NCARB Certificate, which facilitates reciprocity in other jurisdictions, requires completion of the IDP in most circumstances. You must check with your jurisdiction for specific requirements.

Q: *Can interns sit for the ARE while completing the IDP in my jurisdiction?*

A: Possibly, many jurisdictions allow the ARE concurrently with the IDP.

Q: *What credentials do I need to be someone's IDP supervisor?*

A: All IDP supervisors must meet the requirements of direct supervision outlined in this document as well as the *IDP Guidelines*.

Q: *Do I have to be NCARB Certified in order to be an IDP supervisor?*

A: No.

Q: *If I am an architect, do I have to be registered in the jurisdiction where my office is located to be an IDP supervisor?*

A: Yes.

Q: *Will I be the intern's IDP supervisor for the entire program?*

A: You will be the intern's IDP supervisor for as long as you are responsible for direct supervision of the intern. It is not unusual for an intern to have several IDP supervisors over the course of their IDP experience.

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Q: *How does an intern switch to a new IDP supervisor?*

A: Interns may have many IDP supervisors throughout their internship. Each time the intern creates an experience report in the e-EVR system, he or she will identify their supervisor for that reporting period. They may enter a new supervisor or use one of the existing supervisors saved in their Record. New supervisors will receive an e-mail asking them to confirm they are the intern's supervisor.

Q: *What resources are available to assist me in being a supervisor of an intern participating in the IDP?*

A: The *IDP Supervisor Guidelines* outline specific IDP supervisor-related issues. The *IDP Guidelines* provide the details of the IDP. The *Handbook for Interns and Architects* further clarifies licensure requirements and outlines requirements for NCARB certification. All NCARB documents can be found on the NCARB web site.

Q: *Do I need special training to be an IDP supervisor?*

A: No. However, NCARB does provide resources and information for you.

Q: *What's the difference between an IDP supervisor and a mentor?*

A: An IDP supervisor falls into the strictly defined parameters of direct supervision and enacts his/her role under an approved work setting. An IDP supervisor also guides an intern through the IDP and certifies the intern's experience report.

A mentor provides periodic career advice, gives independent feedback, and coaches an intern through the registration process. A mentor can review any experience submitted for IDP credit; however, they can also certify certain supplementary education opportunities.

Q: *How many American Institute of Architects (AIA) continuing education units may I receive for participating as an IDP supervisor for an intern in the IDP?*

A: The AIA will award two learning units annually for participating as an IDP supervisor. The units should be self-reported under the Professional and Community Service category on the AIA Self-Report Form. The units are not HSW and are not recognized by all jurisdictions.

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Q: *What is the time limit for reporting IDP training hours?*

A: An intern must follow the parameters of the Six-Month Rule when documenting and submitting THs. The requirements of the Six-Month Rule can be found in the *IDP Guidelines* or online at the NCARB web site.

Q: *How long after I receive an experience report to review do I have to certify it?*

A: It is highly recommended that IDP supervisors review any submitted experience report promptly with the intern in order to accurately discuss the experience. However, there is no defined time limit for an IDP supervisor to approve or reject a submitted experience report. NCARB will continue to follow up with the IDP supervisor (and cc the intern) in the form of e-mail correspondence in an attempt to keep all parties on track. It is the responsibility of the intern and IDP supervisor to resolve all disputes independently of NCARB. The intern's mentor may also be able to offer advice in cases where disputes between the intern and the IDP supervisor arise. Should an IDP supervisor act in a grossly negligent fashion, NCARB does reserve the right to report such activity to the IDP supervisor's jurisdictional licensing board.

Q: *If I do not specialize or regularly practice in one or more of the 16 training areas—does this mean that someone else has to become the intern's IDP supervisor?*

A: No. The IDP supervisor needs to know their limitations and advise their intern accordingly. The IDP supervisor may direct their intern in other activities that would address all of the IDP training areas.

Q: *What areas of practice are interns having difficulty obtaining training in before licensure?*

A: The *2007 Practice Analysis of Architecture* and Core Competency Study identify areas of practice where interns are having the most difficulty gaining the required experience. The areas that were identified as most difficult for interns to gain experience in are Building Cost Analysis, Specifications and Materials Research, and Bidding and Contract Negotiation.

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Q: *What are some of the options/ways interns can gain experience in the difficult areas?*

A: Interns may complete supplementary education, including activities and exercises in the Emerging Professional's Companion (EPC). The EPC chapters are aligned with the IDP training areas 1-16. Each chapter includes practice exercises and application activities. Each exercise and activity is worth eight training hours. Only activities can be applied toward minimum (core) training hours required. Exercises may be completed for supplementary education credit. Refer to the *IDP Guidelines* for information on the EPC and the other supplementary education opportunities. It is recommended that interns retain copies of the work product associated with the EPC for a period of at least three years beyond completion of any activity or exercise.

Q: *Is there a rolling clock for the IDP?*

A: No, the rolling clock refers to the ARE only. There is no time limit on how long an intern may take to complete the IDP.

Q: *Where can I find out more about being a supervisor?*

A: See the Supervisor Resources section of this document for more information.

Q: *What is the average time it takes for an intern to complete the IDP?*

A: The program is set up to require 5,600 training hours, which is equivalent to approximately three years. However, because of the broad nature of the profession, the variety of employment opportunities available, and professional and personal choices, the duration of time that it takes to complete the program often varies significantly from individual to individual. It is also important to note that many jurisdictions have a duration requirement in addition to the IDP. For instance, some states may require 5,600 training hours and three years of experience.

Q: *Are pending changes to the program reflected in this document?*

A: No, only the current regulated program is detailed in this document. All pending changes will be covered in future revisions.

Q: *Where can I find information on the IDP Outstanding Firm Award's Program?*

A: The AIA administers the IDP Outstanding Firm Awards Program in cooperation with NCARB. Please see the Career Stages portion of the AIA web site.

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Interns earn training hours when they are employed[1] in work settings recognized by their state registration board. The following table sets forth the work settings recognized by NCARB, the maximum number of training hours that can be acquired in each setting, and the related IDP training conditions. The IDP supervisor and the intern should compare their board's training requirements with the NCARB conditions. Where differences exist, the intern must first comply with their board's conditions.

WORK SETTING		MAXIMUM TRAINING HOURS ALLOWED
A	Training under the direct supervision[2] of a registered architect[3], and when the organization's practice (a) is in the charge of a person practicing as a principal[5] and (b) encompasses the comprehensive practice of architecture, including each of the categories found in the IDP training requirements. **An intern must earn at least 1880 training hours in Work Setting A.**	No limit
B	Training under the direct supervision[2] of a registered architect[3], but when the organization's practice does not encompass the comprehensive practice of architecture, including each of the categories found in the IDP training requirements.	3,720 training hours
C	Training in a firm engaged in the practice of architecture outside the United States or Canada, under the direct supervision[2] of a person credentialed[4] to practice architecture who is not registered in a U.S. or a Canadian jurisdiction.	1,880 training hours
D	Experience directly related to architecture under the direct supervision[2] of a registered engineer (practicing as a structural, civil, mechanical, or electrical engineer in the field of building construction) or a registered landscape architect.	1,880 training hours Training Categories B, C, and D
E	Experience (other than that noted above) in activities in involving the design and construction of the built environment (such as analysis of existing buildings, planning, programming, design of interior space, review of technical submissions, engaging in building construction activities, and the like) when under the direct supervision[2] of a person experienced in the activity.	936 training hours Training Categories C and D
F	Full-time teaching or research in a NAAB-accredited or CACB-accredited professional degree program.	1,960 training hours Training Categories D
FF	Performing professional and community service when not in settings described in A through F.	80 training hours Training Area 16

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Footnotes

1 Unpaid internships are not eligible to earn experience hours with the exception of the approved community-based design center/collaborative as defined in Supplementary Education.

2 "Direct supervision" of interns shall occur either through personal contact or through a mix of personal contact and remote communication (e.g. e-mail, online markups, webinars, internet) such that the IDP supervisor has control over the work of the intern and has sufficient professional knowledge of the supervised work so that the IDP supervisor can determine that the intern understands and is performing his or her work experience within the professional standard of care.

To earn training hours in workplace settings described in this document, the intern must work under the direct supervision of an IDP supervisor. The supervisor shall verify the training activities of the intern and foster a professional relationship that is grounded in a direct professional association between the intern and the supervisor.

3 A "registered architect" is a person registered to practice architecture in the jurisdiction in which they practice.

4 A "person credentialed" is a person credentialed to practice architecture in the country in which they practice.

5 A person practices as a "principal" by being (a) a registered architect as defined above and (b) the person in charge of the organization's architectural practice, either alone or with other registered architects.

Note: No experience may be earned for foreign training in work settings B, D, E, and F.

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Interns must acquire 5,600 training hours to satisfy the IDP Training Requirement. One training hour equals one hour of acceptable training in an acceptable work setting. The following chart lists the IDP training categories and areas and the required training hours for each.*

Category A: Design and Construction Documents

Training Area	Minimum Training Hours Required
1. Programming	80
2. Site and Environmental Analysis	80
3. Schematic Design	120
4. Engineering Systems Coordination	120
5. Building Cost Analysis	80
6. Code Research	120
7. Design Development	320
8. Construction Documents	1,080
9. Specifications and Materials Research	120
10. Document Checking and Coordination	80
Core Minimum Hours Required	**2,200**
Additional Core Hours required in Training Areas 1-10	600
Core Minimum Hours Required	**2,800**

Category B: Construction Contract Administration

Training Area	Minimum Training Hours Required
11. Bidding and Contract Negotiation	80
12. Construction Phase—Office	120
13. Construction Phase—Observation	120
Core Minimum Hours Required	**320**
Additional Core Hours required in Training Areas 11-13	240
Core Minimum Hours Required	**560**

Category C: Management

Training Area	Minimum Training Hours Required
14. Project Management	120
15. Office Management	80
Core Minimum Hours Required	**200**
Additional Core Hours required in Training Training Areas 14-15	80
Core Minimum Hours Required	**280**

Category D: Related Activities

Training Area	Minimum Training Hours Required
16. Professional and Community Service	80
Core Minimum Hours Required	**80**
Additional Core Hours required in Training Training Areas 16	0
Core Minimum Hours Required	**80**

All Categories Minimum Total Training Hours Required	3,720
Elective Hours from Any Category (including supplementary education hours)	1,880

TOTAL IDP TRAINING HOURS REQUIRED 5,600

The required minimum in Categories A, B, C, and D totals 3,720 hours. The additional 1,880 training hours may be acquired in any of the listed categories.

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* Prior to 1 January 2010, IDP experience was documented in training units. Eight training hours equal one training unit. Some jurisdictions may still reference training units in their requirements.

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The e-EVR system was developed to enhance the delivery of experience reports to NCARB in support of the IDP. This system will allow interns to document their experience in various training areas directly into their online NCARB Record. In this system, an intern will identify you as his/her supervisor in each report. When a report is submitted, a notification will be sent to you at the e-mail address provided by your intern.

First Time Users:

The first request you will receive from the e-EVR system will ask you to confirm that you are the intern's supervisor and verify an experience report. Here is how the system will work:

1. You will receive an e-mail from NCARB requesting that you review an intern submission noting you as the IDP Supervisor.
2. The e-mail will include the name of the intern that identified you as a supervisor and will provide a link to the e-EVR system.
3. Click the link and then select "Create an Account."
4. Fill out the supervisor registration page. You will only need to provide this information once (and update it if your employment or licensure status, etc. changes).
5. After you complete the registration page, you will be redirected to the intern's experience report.

Returning Users:

If you have previously received a request to verify experience and you have already set a up a supervisor account:

1. You will receive an e-mail from NCARB requesting that you review a new experience submission from your intern.
2. The e-mail will include the name of the intern and will include a link to the e-EVR system.
3. After you log in to the system, you will be directed to the experience report.

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e-EVR: Steps to Reviewing

1. Schedule a meeting with your intern and review the report.
2. Select "Approve" at the bottom of the report if you agree with the information documented. Once you approve the report, the training hours will be moved from the intern's pending status to the supervisor-approved status. The system will send two e-mails to the intern. One will tell the intern you have confirmed that you are his/her supervisor, and the second will tell the intern you have approved their experience report.*
3. If you do not agree with the information submitted in the experience report and want the intern to revise the report, select "Return for Edits" at the bottom of the report. Please discuss revisions with your intern directly. You will be required to enter a message explaining why you have returned the report that will be included in the intern's message center. An e-mail will be sent to the intern stating that the report is available for revisions. Any revised reports that are submitted will be e-mailed to you with the subject line "IDP Experience Report Revised." If you are satisfied with the revisions, please approve the report. If not, you may continue to "Return for Edits" until the report properly reflects the training completed.*
   - Once the intern submits a report, it is protected from the reporting requirements of the Six-Month Rule. If you select "Return for Edits," the intern will not be impacted by the additional time required for the review and submission process.
4. If the training noted in the experience report did not occur, after meeting with your intern, select "Reject" at the bottom of the report. This action is permanent, and the report will not be available for resubmission.

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* After supervisor approval, reports are still subject to NCARB's review and approval.

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What is the Six-Month Rule?

NCARB's Member Boards passed a rule requiring interns to submit their experience in reporting periods of no longer than six months and within two months of completion of each reporting period. The Six-Month Rule, as it has been nicknamed, is in effect for all interns as of 1 July, 2010. All experience reports must be submitted electronically.

Why is there a Six-Month Rule?

- To facilitate better and more frequent communication between interns and IDP supervisors.
- To receive timely feedback on the progress being made toward professional development.
- To identify and target training area deficiencies as early as possible so that the intern can request exposure to such experience promptly.
- To identify as early as possible those work settings that may not be acceptable toward satisfying the IDP requirements.

As an IDP Supervisor, how will the Six-Month Rule Impact me?

- You are expected to support the intern in their efforts to comply with the Six-Month Rule.
- Ultimately the responsibility to report training hours in a timely fashion belongs to the intern.

For more information on the Six-Month Rule:

Six-Month Rule Examples

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Both NCARB and the American Institute of Architects (AIA) offer several resources to guide supervisors and interns through the IDP process.

NCARB: www.ncarb.org

- Intern Development Program: http://www.ncarb.org/IDP
- Architect Registration Examination: http://www.ncarb.org/ARE.aspx
- Member Board Requirements: http://www.ncarb.org/Reg-Board-Requirements
- Certification: http://www.ncarb.org/certification
- e-EVR: https://app.ncarb.org/recordsvc/logon.asp
- The Six-Month Rule: http://www.ncarb.org/idp/SixMonRul.html
- IDP Workbook
- Podcast & Webcasts: http://www.ncarb.org/webcasts/index.html

NCARB Publications

- *IDP Guidelines*: http://www.ncarb.org/forms/idp_guidelines.pdf
- *Handbook for Interns and Architects*: http://www.ncarb.org/forms/handbook.pdf
- *Direct Connection*: http://www.ncarb.org/Publications/List.aspx?t=Direct-Connection
- *IDP e-News*: http://www.ncarb.org/idp/enews/index.html
- *ARE e-News*: http://www.ncarb.org/Publications/List.aspx?t=are-e-news

AIA: www.aia.org

- AIA Components: http://www.aia.org/components/AIAD073892?dvid=&recspec=AIAD073892
- Emerging Professionals: http://www.aia.org/ep_home_getlicensed
- Emerging Professional's Companion: www.epcompanion.org
- AIA's "Working with Interns": http://www.aia.org/ep_home_interns
- IDP State and Educator Coordinators: http://www.aia.org/professionals/idp/AIAS074893
- IDP Auxiliary Coordinator: http://www.aia.org/professionals/idp/AIAS074893
- IDP Outstanding Firm Awards: http://www.aia.org/idp_outstandingfirm_default
- IDP Mentors: http://www.aia.org/professionals/groups/epn/AIAS074895

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AGENDA
ITEM C

REVIEW AND APPROVE THE MAY 22, 2009 PROFESSIONAL QUALIFICATIONS COMMITTEE SUMMARY REPORT

Attached is the draft summary report from the May 22, 2009 Professional Qualifications Committee (PQC) meeting.

The PQC is asked to review and approve the summary report.

Arnold Schwarzenegger
GOVERNOR

CALIFORNIA ARCHITECTS BOARD

PUBLIC PROTECTION THROUGH EXAMINATION, LICENSURE, AND REGULATION

DRAFT

SUMMARY REPORT

PROFESSIONAL QUALIFICATIONS COMMITTEE MEETING

May 22, 2009

Sacramento, CA

Committee Members Present
Pasqual Gutierrez, Chair
Gordon Carrier
Raymond Cheng (departed at 2:00 p.m.)
Alan Cooper (departed at 2:00 p.m.)
Glenn Gall
Jeffrey Heller
Kevin Jensen
Christine Lampert
Kirk Miller
Paul Neel
Alan Rudy
Barry Wasserman

Committee Members Absent
Jon Alan Baker
Betsey Olenick Dougherty
RK Stewart

Guests
Mark Christian, The American Institute of Architects, California Council (AIACC)
Denis Henmi, Kwan Henmi Architecture/Planning, Inc

Board Staff
Doug McCauley, Executive Officer
Vickie Mayer, Assistant Executive Officer
Justin Sotelo, Exam/Licensing Program Manager
Hattie Johnson, Enforcement Officer
Marccus Reinhardt, Written Exam Coordinator
Timothy Rodda, Exam Program Analyst

Committee Chair Pasqual Gutierrez called the Professional Qualifications Committee (PQC) meeting to order at approximately 10:10 a.m.

A. REVIEW AND APPROVE FEBRUARY 27, 2008 PROFESSIONAL QUALIFICATIONS COMMITTEE SUMMARY REPORT

The PQC reviewed the February 27, 2008 meeting summary report.

Barry Wasserman moved to approve the February 27, 2008 PQC meeting summary report.

Raymond Cheng seconded the motion.

The motion passed 12-0.

B. DISCUSS AND MAKE RECOMMENDATION REGARDING PARTICIPATION IN THE NATIONAL ARCHITECTURAL ACCREDITING BOARD STUDENT PERFORMANCE CRITERIA VALIDATION PROCESS

Doug McCauley gave a background of the National Architectural Accrediting Board (NAAB) validation process and reviewed the previous PQC comments that were submitted to the NAAB. He stated that those comments were considered when NAAB created the *2009 Conditions for Accreditation*. He explained that there was now an opportunity to provide new comments on the 2009 document and that the PQC could use the past comments as a framework.

Mr. Gutierrez read a letter from Doulas L. Steidl, President of NAAB, which provided the public comment deadline of June 1, 2009. He then asked if anyone was concerned that their contributions were not included. Kevin Jensen responded that he had noticed that there was no change to accessibility. He stated that during a NAAB training seminar, it was shared that accessibility was the most failed criteria, followed closely by sustainability. He added that the schools seem to be teaching code, but not fundamental concepts. Mr. Jensen continued, stating that universal design should also be addressed.

Kirk Miller stated that he believed that technical documentation is important and needs to have more of a focus because it seems that the amount of coursework on technical documentation has diminished. Glenn Gall noted that it appeared that the technical documentation had been moved to a different section.

Mr. Jensen stated that universal design should be added to section B2 of the NAAB Student Performance Criteria Comparison of 1998 Standards vs. 2004 Standards, and that universal design is a recognized and understood term, so there does not need to be a definition added. Jeff Heller added that he would like to see a distinction between universal design and national instruction, so there is not too much focus on the legal aspect, but more on the conceptual approach. Mr. Jensen asked that "with respect to universal design" be added to the end of B2.

Mr. Miller noted that section A4 was strengthened in building design; however, writing outline specifications had been removed. Paul Neel agreed, stating that he had seen a drop in design and development drawing classes, and there should be a way to strengthen A4. Mr. Neel also stated that this would help building departments and other agencies. Mr. Jensen also agreed

that students need to be able to do more than create a model; they need the comprehensive knowledge on how to create drawings. Mr. Gutierrez suggested that perhaps a recommendation could be made to insert language to A4 to help strengthen that area. Mr. Neel stated that the section should include technical documentation being carried through design development. Mr. Wasserman stated that perhaps it could be worded: "Ability to make technically clear drawing specifications and models illustrating the assembly of material systems and components appropriate for building design at the design development stage."

Gordon Carrier stated that the use of building information modeling (BIM) would also be a worthwhile addition. Mr. Wasserman agreed that BIM should be pointed out, and that students should be aware of it. Mr. Jensen also agreed and stated that students need to be aware of BIM, and how to use it. He added that BIM promotes a fast pace, and there is not much time to slow down and teach new architects how to use the programs. Mr. Wasserman noted that students need to be aware of not only the principles, but also the methods of application and performance of building service systems when selecting the appropriate construction materials, products and components. The Committee agreed to add the language of "Understanding of the basic principles *and methods"* to sections B11 and B12.

Mr. Wasserman also stated that section C9 could be strengthened by modifying the section to read "judgment *and responsibility*." The Committee agreed that would be a good change.

Barry Wasserman moved to approve the comments, as proposed.

Kirk Miller seconded the motion.

The motion passed 12-0.

C. UPDATE ON INTERN DEVELOPMENT PROGRAM (IDP) 2.0

Denis Henmi provided a presentation to the Committee regarding the upcoming changes to the Intern Development Program (IDP). Mr. Henmi began by providing IDP background and information on how it relates to the Architect Registration Examination (ARE). Mr. Henmi explained that the National Council of Architectural Registration Boards (NCARB) IDP committee he was appointed to noted that there needed to be a realignment of IDP and the ARE.

Mr. Henmi provided details as to how IDP 2.0 will be implemented, noting that it would be released in three stages over a two year period. Mr. Henmi stated that the first change to IDP would occur in July 2009. This change would include: 1) implementing a six-month rule, which would require interns to report their work experience in six month intervals; 2) creating a document that would be an emerging professional's companion; and 3) creating of a monograph that can be linked to IDP. The second implementation would be scheduled for January 2010. These changes would include a modernized definition of: 1) direct supervision; 2) employment status, such as contract, full time, or part time employee; 3) training units formula, to be a direct correlation of hours worked; and 4) mentors, being able to sign off on employment verification. The final implementation, completing IDP 2.0, would be scheduled for January 2011. Mr. Henmi explained that this final change would

update the: 1) correlation between the practice analysis and the ARE; 2) work setting areas from seven to three; and 3) experience areas where experience could be gained by interns, such as Leadership in Energy and Environmental Design (LEED) certification, as well as work outside and inside the office. Mr. Henmi stated that the goal of NCARB was to create flexibility for interns, as well as leave a way for IDP to be updated in the future.

Mr. Henmi then described how interns would obtain IDP work credits. He stated that there would be more flexible ways for candidates to gain work experience. These would include monographs; continuing education (CE); work experience gained under a licensed architect (in the United States or Canada), engineer, and landscape architect; and teaching in a NAAB accredited program.

Mr. Henmi stated that supervisors would have an enhanced role in IDP; NCARB wanted the supervisors to have a more interactive role with the interns, rather than just having a form to sign off. He continued by stating that the new supervisor guidelines can be found online at NCARB's Web site and that they were made available in January 2009. Mr. Gutierrez noted that the supervisor expectations included that supervisors should review and discuss intern work samples. Mr. Henmi stated that NCARB is moving more towards a competency based intern program.

Alan Cooper asked for clarification as to how a mentor is chosen. Mr. Henmi responded that there are guidelines for choosing a mentor. He continued by stating that it should be someone in the architecture field so that candidates can discuss their goals.

D. DISCUSS AND MAKE RECOMMENDATION REGARDING POTENTIAL FOR AN UPDATE TO THE COMPREHENSIVE INTERN DEVELOPMENT PROGRAM BASED ON ANNUAL CHANGES TO IDP

Mr. Gutierrez began by stating that there have been many changes to IDP and due to those changes, Comprehensive Intern Development Program (CIDP) and IDP do not mesh. Mr. Gutierrez stated that the PQC is asked to make a recommendation regarding a potential update to CIDP based on the changes to IDP.

Mr. Gutierrez also stated that with the upcoming changes to IDP, the future of CIDP would need to be examined. Mr. Carrier asked what the cost would be to the Board to align the overlay. Mr. McCauley responded that it would require mostly staff time to make the updates. This staff time would include regulatory changes, research of the changes that have been made to IDP, and tracking the changes that have occurred in the different versions of IDP. Vickie Mayer asked what would be done with candidates who are in the process of completing CIDP, but have not completed it, if changes are made to CIDP. Ms. Lampert stated that the Board should be current with IDP, and should make an effort to keep CIDP aligned. Ms. Lampert asked if it would be possible to suspend CIDP until IDP 2.0 is fully implemented.

Mr. Gutierrez asked Mr. Henmi how supervisors would check work samples in the new IDP format and what would the requirements be for the work samples. Mr. Henmi responded by stating that there is no set guideline for the supervisor to review work samples, but that it was

still a work in progress. Ms. Lampert stated that perhaps the Board could consider adopting IDP 2.0 with the requirement that supervisors have the active role of reviewing work, since it appeared that that was where IDP was heading. Mr. Henmi stated that when IDP 2.0 is fully implemented, CIDP would need to be completely reworked since there would be a misalignment of the work samples. Mr. Cooper inquired how the work samples and narratives became established, and with that, whether it would be possible to change them. Ms. Lampert stated that the new IDP has work sample requirements built into it, and those samples seem to be good. Mr. Gutierrez stated that it could be possible to suspend CIDP until IDP 2.0 rolls out completely, and then reevaluate the need for CIDP. Ms. Mayer stated that in order to bring CIDP in alignment with IDP, as it is now, and will be, would require staff time to update and then communicate the new information to candidates. Mr. Henmi also inquired how CIDP could tie in with the six-month rule that IDP will have. Mr. Carrier stated that it should not affect the reporting of CIDP, since CIDP is being reported when the work is complete, and the six-month rule is for ongoing reporting. Mr. Carrier also inquired how candidates who already have the experience are reporting their experience for CIDP. Mr. Miller asked if it would be possible to have the CIDP Task Force look at CIDP and see what it would take to bring CIDP into alignment with IDP. Mr. McCauley stated that this should be a bigger picture solution than a piecemeal approach. Mr. Carrier stated that he would like to improve CIDP so that it would still be a valid program. Mr. Gutiererz stated that there should be discussion about the possibility of an alignment of the two programs, not necessarily reworking CIDP. Mr. Jensen stated that if IDP 2.0 will be rolling out in a year and a half, perhaps the Board should review CIDP requirements and function, and then make a decision on the future of CIDP at that time. Ms. Lampert stated that the Board should align CIDP or step away from the program, if IDP 2.0 has similar requirements.

Kirk Miller moved to temporarily suspend CIDP due to the upcoming IDP 2.0 updates and suspend CIDP indefinitely should the new IDP meet or exceed those requirements.

Christine Lampert seconded the motion.

Mr. Carrier voiced his concern that IDP may not cover what is needed. He continued by stating that CIDP exists because NCARB was not covering enough with IDP, and that eliminating CIDP because NCARB is going in the right direction, is not a good enough reason. Mr. Jensen stated that there is a misalignment, but that may not be enough of a reason to suspend the program. Mr. Gutierrez reiterated the charge before the PQC was to make a recommendation regarding a potential update to CIDP.

Paul Neel moved to table the issue until a later date, until there was more information available.

Kevin Jensen seconded the motion.

Mr. Miller stated there was still discussion happening about CIDP that should be resolved.

The motion did not pass 0 - 12.

Mr. Miller reiterated that his motion was to recommend the suspension of CIDP should the IDP modifications successfully meet the requirements.

Paul Neel seconded the motion.

The motion passed 12-0.

Barry Wasserman moved that staff do an alignment study to show what would be involved to align CIDP with the new version of IDP.

Alan Cooper seconded the motion.

Ms. Lampert asked staff what it would take to align the programs. Ms. Mayer responded that it would take time to study it and then complete the alignment, and that IDP is continuing to change. Mr. McCauley also added that there are other factors occurring, such as furloughs, the format study of the California Supplemental Examination, continuing education legislation, and changes in regulation. Mr. Carrier stated that perhaps a priority needs to be established.

Alan Cooper withdrew his second to the motion.

Mr. Gutierrez stated that the PQC needed to decide whether to update CIDP or to leave it the way it is and create a document that lists what areas correlate to the new IDP areas.

Christine Lampert moved to direct staff develop an alignment document between CIDP and IDP.

Ms. Mayer stated that the Board's current computer systems would still be out of synch. Marccus Reinhardt stated that if an alignment document was used, staff would have to input the document in the old format in order to update the candidate file. Ms. Lampert stated that perhaps the Board could create a list which details the areas where candidates need to complete work samples and mail it to candidates. Mr. Reinhardt detailed the process that staff follows to update a candidate's record with CIDP completion. Mr. Henmi stated that this would be a temporary fix, because this only addresses what the Board knows so far, which is not a complete program. He explained that once the complete program rolled out, more changes would be required; IDP 2.0 will be a complete reclassification of all the work areas.

Christine Lampert withdrew her motion.

Gordon Carrier moved that CIDP remain in effect, but that a candidate alignment roadmap be created for clarity between IDP and CIDP to correspond across items.

Kevin Jensen seconded the motion.

The motion passed 11-1 (Christine Lampert opposed).

E. REVIEW AND APPROVE CONTINUING EDUCATION TASK FORCE RECOMMENDATION REGARDING A MANDATORY BROAD CONTINUING EDUCATION REQUIREMENT FOR LICENSED ARCHITECTS WITH A FOCUS ON PUBLIC HEALTH, SAFETY, AND WELFARE

Mr. Gutierrez stated that the Continuing Education Task Force met on May 7, 2009 and was asked to make a recommendation regarding a continuing education (CE) requirement with a focus on public health, safety, and welfare. He continued by stating that the Task Force determined that CE should be an easy process, not counterproductive, and be a meaningful program that has a return on investment.

Mr. Jensen asked for clarification on the CE Task Force model document. He stated that some of the terms used, such as university classes and government agencies are too general, and would need clarification. He also stated that he would like to see Certified Access Specialist, as well as any Americans with Disabilities Act (ADA) officer added to the list of approved course providers. Mr. Gutierrez explained that the document was a general model and that specifics were not provided. Mr. Neel stated that he would like to hear from Mark Christian regarding Assembly Bill (AB) 623.

Mr. Christian stated that the AIACC was sponsoring the bill which would give the Board the authority to require broad CE, as a requirement of licensure renewal. He continued by stating that the bill was a proactive response to Senate Bill 1608. He also explained that the bill would stop a piecemeal approach to CE, and would not affect what is already required.

Mr. Jensen asked whether AB 623 would give the Board the authority to change the current requirements. Mr. Christian responded that there would be no change in the number of ADA hours required. He continued by stating that the bill would propose to change the method of reporting CE to the Board. Mr. McCauley stated that the Task Force utilized more information in order to base their decision, such as the current requirements of other state architectural boards and Department Consumer Affairs' (DCA) agencies.

Hattie Johnson reviewed the potential enforcement options by stating what other DCA boards currently do to enforce CE requirements. Mr. McCauley asked if there were any boards that would renew licenses, and then cite if CE is not complete. Ms. Mayer responded that during an audit was when boards verify CE completion; there is a certification of CE completion on the renewal and then an audit to verify completion.

Glenn Gall inquired about how other boards approve CE providers or courses.
Timothy Rodda responded that CE provider approval varies; there are general established providers that are accepted, and there may also be approval of providers on a case by case basis. Mr. Gall asked if the boards implement this by regulation. Mr. Rodda responded that some boards do provide the approved providers in regulations, while others have approved providers listed on their Web sites and publications.

Mr. Miller stated that he was licensed in several states and that there are courses available that cover all of the requirements of different jurisdictions. Mr. Neel inquired if Mr. Miller has ever had a problem with renewal. Mr. Miller responded that he has not had a problem with

renewal in other states.

Mr. Jensen voiced his concern that certain sections of the model would not be stringent enough to cover CE providers. He noted items such as self certification and not specifically requiring certified specialists holding approved courses as examples. Mr. Carrier inquired if the documents included were intended to be a skeleton of a study to be implemented later. Mr. Gutierrez affirmed that, should the bill regarding CE be passed, the Board would utilize the documents as a model.

Mr. Carrier stated that the Board should conduct a study before supporting or opposing legislation regarding CE. He explained that, as part of the responsibility of the Board to defend its action, there should be a study completed in order to make a recommendation.

Mr. McCauley stated that the Board has not yet decided whether or not to support the current bill. He continued by stating that the current bill gives the Board the authority to implement a broad implementation of CE.

Jeff Heller moved to recommend to the Board a CE program in line with the proposed model and one that would incorporate the spirit of CE and that the decision be left to the Board whether a study is needed.

Kirk Miller seconded the motion.

Barry Wasserman requested that a statement of support for the current legislation be added to the motion. Jeff Heller agreed to the amendment.

The motion passed 9-1 (Gordon Carrier opposed).

The meeting adjourned at 2:45 p.m.

AGENDA
ITEM D

UPDATE ON THE AMERICAN INSTITUTE OF ARCHITECTS, CALIFORNIA COUNCIL'S ACADEMY FOR EMERGING PROFESSIONALS' 2011 ARCHITECTURAL EDUCATION SUMMIT

In September 2010, Board staff met with representatives of The American Institute of Architects, California Council's (AIACC) Academy for Emerging Professionals (AEP) where they were informed that the AEP was proposing to have a first annual California Architects Licensure Conference (now referred to as the 2011 Architectural Education Summit). They explained that the proposed conference was in response to concerns about the number of individuals seeking licensure, the frequent updates and changes to the licensure processes, and the need to bring collateral organizations together to address these issues and to develop a network with common licensure knowledge. AEP representatives asked whether and how the Board might be able to participate in the event.

Since that time, the AEP has indicated that the conference proposal has been expanded to a more comprehensive topic of "education through licensure." The idea behind this is that, in addition to the process of licensure, the education and experience aspect of what brings a candidate to the point of licensure should be addressed. Also, concerns regarding the profession's inability to hold onto diverse talent, the challenges confronting community colleges, and the limited number of seats available in California architectural programs have contributed to the expanded topic. Additionally, the AEP has indicated that the conference is an opportunity to bring together architectural educators from both accredited universities and community colleges, student leaders, professionals, Intern Development Program coordinators, and Board representatives to address issues, such as developing a pipeline into the profession, the educational process, and licensing. The AEP believes that bringing together these key players will prove to be a significant milestone in education and outreach efforts, as well as for the continued effort to create collaborative relationships in support of the ever-changing profession.

At the Board's December meeting, a representative from AEP provided more information regarding the conference and asked for a Board member to participate in the initial planning for the conference; Jon Baker agreed to participate.

AEP held their first conference planning meeting on January 27, 2011. Due to scheduling, Jeffrey Heller attended on Mr. Baker's behalf. AIACC/AEP updated staff on February 10, 2011 on the conference planning meeting.

At today's meeting, the Professional Qualifications Committee will be provided with an update on the 2011 Architectural Education Summit.

AGENDA
ITEM E

UPDATE ON THE CALIFORNIA SUPPLEMENTAL EXAMINATION

In 2009, Applied Measurement Services, LLC (AMS) conducted an objective study of the California Supplemental Examination (CSE) and possible examination format options. The study involved an extensive review of the Architect Registration Examination, CSE items, and CSE Test Plan, as well as a thorough analysis of psychometrically defensible format options for the CSE. As a result of this study, on September 14, 2009, the Board's Examination Committee voted to recommend transitioning the CSE to a written, computer-based examination. The Board approved this recommendation on September 17, 2009.

In early 2010, the Board approved an intra-agency contract agreement with the Department of Consumer Affairs' (DCA) Office of Professional Examination Services (OPES) for CSE development services. Examination development began that March with a series of Item Writing and Item Review Workshops in the spring and summer and concluded with Examination Construction and Passing Score Workshops in August.

As part of the transition, staff worked with the DCA Office of Information Services in order to carry out required computer programming modifications to the Applicant Tracking System. Additionally, a new CSE Handbook was developed in order to provide candidates with detailed information on: Internet/telephone scheduling procedures; California and out-of-state examination site locations; preparing for the CSE; examination site reporting procedures; taking the CSE by computer; format of the examination; the CSE Test Plan; examination development; etc. Detailed information regarding the new CSE has been posted to the Board's Web site.

The new CSE continues to be based on the most recent CSE Test Plan (2007), which was derived from the Board's last Occupational Analysis. Additionally, the new examination format consists of two individually timed sections (with a combined 3.5 hour time limit), approximately 100 multiple-choice items, and additional items for the purpose of pre-testing (nonscoreable items). The two sections of the examination are: 1) project scenario: which includes multiple-choice items that pertain to a hypothetical project (i.e., small- or moderate-scale, nonexempt project or a portion of a larger project) and project scenario documents (handouts); and 2) general: which includes general multiple-choice items that also pertain to the CSE Test Plan and applicable knowledge and ability statements.

With this transition, candidates have been informed about the new examination process. As with before, once deemed eligible to sit for the CSE, a candidate is mailed a CSE Application. Once a completed CSE Application and payment have been processed by the Board, the candidate's

eligibility information is sent to the Board's new examination vendor, Psychological Services, LLC (PSI). PSI then distributes to the candidate the CSE Handbook, which also serves as their official Notice of Eligibility for the CSE. Candidates are then able to schedule their examination at a location of their choice during normal working hours of 8:00 a.m. to 5:00 p.m., Monday through Friday, and operating hours on Saturday, except holidays.

There are 13 PSI examination site locations in California and 10 additional locations out of state. California examination sites include: Anaheim, Atascadero, Bakersfield, Carson, El Monte, Fresno, Hayward, Redding, Riverside, Sacramento, San Diego, Santa Clara, and Santa Rosa. Out of state sites include: Albuquerque, NM; Atlanta, GA; Boston, MA; Charlotte, NC; Cranberry Township, PA; Houston, TX; Las Vegas, NV; Portland, OR; Southfield (Detroit area), MI; and West Des Moines, IA.

The new CSE launched in early February 2011. During the initial period, it is anticipated that examination results will be held for approximately 90 days from the launch date. This timeframe will allow for required statistical analysis to be completed. After the initial period, examination results will be mailed approximately 30 days after the date the CSE is taken.

Continued examination development with OPES is currently underway and will be an annual and ongoing process in order to develop future forms of the examination.

AGENDA
ITEM F

UPDATE ON CALIFORNIA'S CONTINUING EDUCATION (CE) REQUIREMENT

On September 28, 2008, Senate Bill (SB) 1608 (Corbett) was approved by Governor Arnold Schwarzenegger (Chapter 549, Statutes of 2008). The bill included a number of provisions, including a mandatory continuing education (CE) requirement for architects on disability access requirements, and was sponsored by the California Chamber of Commerce, the trial lawyers association, and disabled access advocacy groups.

With the passage of the bill, architects are required to (as a condition of license renewal): 1) certify completion of the required coursework; and 2) provide coursework documentation to the Board. The amount of required coursework was initially phased in beginning with licenses renewed on and after July 1, 2009; effective January 1, 2011, five hours of coursework is required for all licensees for every two-year renewal cycle.

On February 8, 2010, an AIACC sponsored bill, AB 1746 (Emmerson), was introduced. This bill included a legislative reporting requirement for the Board, a citation and disciplinary action provision, and a requirement for the Board to audit at least 3% of the license records beginning with the 2013 license renewals until January 1, 2015. The Governor approved the bill (attached) on September 23, 2010.

At the Board's strategic planning session on December 16, 2010, there was additional discussion with regard to the Board's direction on CE. Ultimately, it was determined that the Board should continue to consider a CE strategy and framework based on additional research and data.

The Professional Qualifications Committee will be provided with any additional staff updates with regard to the SB 1608 requirement.

Assembly Bill No. 1746

CHAPTER 240

An act to amend Section 5600 of, and to add Section 5600.05 to, the Business and Professions Code, relating to architects.

[Approved by Governor September 23, 2010. Filed with Secretary of State September 24, 2010.]

LEGISLATIVE COUNSEL'S DIGEST

AB 1746, Emmerson. Architects: continuing education.

Existing law provides for the licensure and regulation of persons engaged in the practice of architecture by the California Architects Board. Existing law requires a person licensed to practice architecture to complete, as a condition of license renewal, coursework regarding disability access requirements, as specified, to certify that completion, and to provide specified documentation to the board.

This bill would authorize the board to audit the records of a licensee, would, until January 1, 2015, require the board to audit at least 3% of the license renewals received each year to verify completion of the coursework, and would, commencing with the 2-year license renewal cycle beginning January 1, 2013, require a licensee to provide the specified documentation only upon that audit. The bill would exempt a licensee from these coursework requirements for the licensee's first license renewal in certain circumstances. A licensee who provides false or misleading information relative to the completion of coursework would be subject to an administrative citation or disciplinary action by the board. The bill would require the board to submit, on or before January 1, 2019, a letter to the Legislature relating to these requirements.

The people of the State of California do enact as follows:

SECTION 1. Section 5600 of the Business and Professions Code is amended to read:

5600. (a) All licenses issued or renewed under this chapter shall expire at 12 midnight on the last day of the birth month of the licenseholder in each odd-numbered year following the issuance or renewal of the license.

(b) To renew an unexpired license, the licenseholder shall, before the time at which the license would otherwise expire, apply for renewal on a form prescribed by the board and pay the renewal fee prescribed by this chapter.

(c) The renewal form shall include a statement specifying whether the licensee was convicted of a crime or disciplined by another public agency

during the preceding renewal period and that the licensee's representations on the renewal form are true, correct, and contain no material omissions of fact, to the best knowledge and belief of the licensee.

SEC. 2. Section 5600.05 is added to the Business and Professions Code, to read:

5600.05. (a) (1) As a condition of license renewal, a licensee shall have completed coursework regarding disability access requirements pursuant to paragraphs (2) and (3). A licensee shall certify to the board, as a part of the license renewal process, that he or she has completed the required coursework prior to approval of his or her license renewal and shall, until the conclusion of the license renewal cycle beginning January 1, 2011, provide documentation to the board from the course provider that shall include the course title, subjects covered, name of provider and trainer or educator, date of completion, number of hours completed, and a statement about the trainer's or educator's knowledge and experience background. Commencing with the license renewal cycle beginning January 1, 2013, a licensee shall, upon a board audit, provide the documentation from the course provider to the board. A licensee who provides false or misleading information as it relates specifically to the requirements of this paragraph shall be subject to an administrative citation, which may include an administrative fine pursuant to Section 125.9, or to disciplinary action by the board.

(2) (A) For licenses renewed on and after July 1, 2009, and before January 1, 2010, a licensee shall have completed one hour of coursework.

(B) For licenses renewed on and after January 1, 2010, and before January 1, 2011, a licensee shall have completed two and one-half hours of coursework.

(C) For licenses renewed on and after January 1, 2011, a licensee shall have completed five hours of coursework within the previous two years.

(3) Coursework regarding disability access requirements shall include information and practical guidance concerning requirements imposed by the Americans with Disabilities Act of 1990 (Public Law 101-336; 42 U.S.C. Sec. 12101 et seq.), state laws that govern access to public facilities, and federal and state regulations adopted pursuant to those laws. Coursework provided pursuant to this paragraph shall be presented by trainers or educators with knowledge and expertise in these requirements.

(b) The board may audit the records of a licensee to verify the completion of the coursework requirements of subdivision (a). A licensee shall maintain records of completion of the required coursework, containing the information specified in paragraph (1) of subdivision (a), for two years from the date of license renewal and shall make those records available to the board for auditing upon request.

(c) Until January 1, 2015, the board shall audit at least 3 percent of the license renewals received each year to verify the completion of the continuing education requirements of this subdivision.

(d) On or before January 1, 2019, the board shall submit a letter to the Legislature on the disability access continuing education provisions required

under this subdivision, including the level of licensee compliance with the requirements, any actions taken by the board for noncompliance with the requirements, the findings of board audits, and any recommendations of the board for improving the process.

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AGENDA
ITEM G

UPDATE ON NCARB ACTIONS WITH REGARD TO CE

More than 40 architectural licensing jurisdictions require continuing education (CE). The remaining jurisdictions may also be considering some form of required CE in the near future.

Due to the myriad of requirements among these jurisdictions [and particularly the various health, safety, and welfare (HSW) requirements], NCARB has made CE a major focus. Specifically, the NCARB Board of Directors and several committees are charged with: analyzing the current CE requirements of member boards; discussing ways to advance mutual acceptance; identifying ways to standardize CE requirements for license/registration renewal; and developing common standards and definitions for HSW CE. Additionally, this focus has lead to other objectives, such as: increasing the use of the national standard and NCARB Model Law (updated by a 2007 resolution); improving the quality of CE; examining whether the differing CE compliance timeframes can be reconciled; increasing NCARB's responsibility for oversight and certification of CE programs; consolidating individual state requirements into one database; maintaining high standards and reducing/eliminating inconsistencies; and increasing the number of states that accept CE obtained in home states.

With these identified efforts, NCARB has set out to assess how progress can be made towards having consistency among jurisdictions, improving CE content, and pursuing changes that will benefit member boards and practitioners.

The Professional Qualifications Committee will be provided with any additional updates with regard to NCARB's efforts.