Executive Committee

November 5, 2013

Teleconference

Sacramento and Various Locations in California

NOTICE OF TELECONFERENCE MEETING

EXECUTIVE COMMITTEE

November 5, 2013
2:00 p.m. to 3:30 p.m.
2420 Del Paso Road, Suite 105
Sacramento, CA 95834*

The California Architects Board (CAB) will hold an Executive Committee meeting as noted above, and via teleconference at the following locations:

Sheran Voigt
2391 Meadow Ridge Drive
Chino Hills, CA 91709
(909) 590-4474

Pasqual Gutierrez
HMC Architects
3546 Concours Street
Ontario, CA 91764
(909) 989-9979

Hraztan Zeitlian
3324 Grand View Boulevard
Los Angeles, CA 90066
(310) 391-1495

Jeffrey Heller
O'Hare International Airport
Terminal 1
Starbucks Coffee
10000 West O'Hare Avenue
Chicago, IL 60666
(415) 730-5707

AGENDA

A. Review and Approve April 15, 2011, Executive Committee Summary Report

B. Update and Possible Action on the 2013 Strategic Plan Objective to Participate in Sunset Review Process and Support California Council for Interior Designers Certification

C. Update and Possible Action on the 2013 Strategic Plan Objective to Promote the Awareness of the Value of CAB's Participation at the National Level

D. Discuss and Possible Action on the 2013 Strategic Plan Objective to Continue Education with California Planning and Building Departments

E. Update and Possible Action on the 2013 Strategic Plan Objective to Review CAB's Liaison Program and Determine Future Focus for Agencies and Schools

(Continued on reverse side)

2420 DEL PASO ROAD,
SUITE 105
SACRAMENTO,
CA 95834

916-574-7220 T
916-575-7283 F

cab@dca.ca.gov
www.cab.ca.gov

F. Update and Possible Action on the 2013 Strategic Plan Objective to Work with the Department of Consumer Affairs to Implement the BreEZe System

G. Discuss and Possible Action on the 2013 Strategic Plan Objective to Develop a List of Potential Improvements to Streamline Candidates' Licensure Process

H. Discuss and Possible Action on the Professional Qualifications Committee's Recommended Comments Relative to the National Architectural Accrediting Board's 2014 Conditions for Accreditation

The agenda items may not be addressed in the order noted above. 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 Mel Knox at (916) 575-7221, emailing mel.knox@dca.ca.gov or sending a written request to the address above. Providing your request at least five business days before the meeting to help ensure availability of the requested accommodation.

This location is being made available for greater public access to the teleconference, but a member of the Committee will not be present at this site.

The notice and agenda for this meeting and other meetings of the Board can be found on the Board's website at www.cab.ca.gov. Any other requests relating to the Committee meeting should be directed to Mr. Knox at (916) 575-7221.

AGENDA ITEM A

REVIEW AND APPROVE APRIL 15, 2011, EXECUTIVE COMMITTEE SUMMARY REPORT

The Committee is asked to review and approve the attached Summary Report for the April 15, 2011, Executive Committee meeting.

Attachment:
April 15, 2011 Executive Committee Summary Report

CALIFORNIA ARCHITECTS BOARD

PUBLIC PROTECTION THROUGH EXAMINATION, LICENSURE, AND REGULATION

SUMMARY REPORT

EXECUTIVE COMMITTEE MEETING

April 15, 2011

Ontario, California
(and various locations throughout the State via teleconference)

A. <u>CALL TO ORDER – ROLL CALL – ESTABLISHMENT OF A QUORUM</u>

Board Vice President Marilyn Lyon called the meeting to order at 2:02 p.m. Doug McCauley called the roll to establish a quorum. A quorum was established with three of the four Executive Committee members present.

<u>Committee Members Present</u>

Marilyn Lyon, Vice President
Sheran Voigt, Secretary
Jeffrey Heller

<u>Committee Member Absent</u>

Pasqual Gutierrez, President

<u>Board Staff Present</u>

Doug McCauley, Executive Officer
Vickie Mayer, Assistant Executive Officer
Justin Sotelo, Program Manager Examination/Licensing Unit
Anthony Lum, Administration Analyst

There were no members of the public at any of the meeting's teleconference locations.

B. <u>DISCUSS AND POSSIBLE ACTION ON ISSUES/QUESTIONS FROM SENATE BUSINESS, PROFESSIONS AND ECONOMIC DEVELOPMENT COMMITTEE (B&P) REGARDING SUNSET REVIEW PROCESS</u>

Mr. McCauley reported that he and Pasqual Gutierrez presented the Board's Sunset Review Report to Business, Professions and Economic Development Committee (B&P) on March 21, 2011. He stated that Mr. Gutierrez provided B&P with an overview of the Report and Board history, then he (Mr. McCauley) responded to the issues and recommendations from the background paper that B&P published. He stated that the B&P background paper's issues and questions were one of the reasons for having the Executive Committee (Committee) meeting. He indicated that the presentation to B&P included addressing the issues for the Landscape Architects Technical Committee as well.

Mr. McCauley stated that the Board's mandate after the Sunset Review hearing is to provide a written response to B&P's eight issues that are stated in the background paper within 30 days of the hearing. He proceeded to review each of the eight issues with the Committee and explained the rationale for the proposed responses.

Mr. McCauley stated that the first issue addressed the Board's license renewal cycle. He explained that the reason B&P noticed the issue was that when the Sunset Review Report was submitted in September 2010, the Board's fund condition did not reflect the additional revenue from the fee increases, as they were not in effect at the time, and the fund was projected to be insolvent by fiscal year (FY) 2012-13. He indicated that since the time of the Sunset Review Report submission, the regulations that increased the Board's fees were approved and went into effect January 1, 2011. He continued that with the additional revenue from the fee increases, the Board's fund is to remain solvent until FY 2018-19.

Mr. McCauley stated that B&P also concluded that the Board's current license renewal cycle consisting of all licensees renewing in every odd calendar year contributed to the fund going insolvent. He explained that this notion was incorrect, as the Board had no issues in predicting its revenue for over 20 years with the current license renewal cycle. He indicated that knowing the revenue fluctuates from year to year allowed the Board to plan its expenditures accordingly. He stated that B&P assumed the Board could resolve the revenue fluctuation issue and increase efficiencies to the renewal process by changing to an ongoing biennial renewal rather than the current odd-year renewal cycle. He continued that changing the renewal cycle did not increase renewal efficiencies, as roughly 90 percent of the Board's renewals are processed through the Department of Consumer Affairs' (DCA) automated cashiering. He added that the benefits of changing the renewal cycle were not sufficient to justify the significant impact (i.e., regulation amendments, change in the renewal procedures, expense of the required programming changes, changes to the continuing education program to correspond with the change in the renewal process, and modifications to the business agreement with DCA for the BreEZe project) to change it.

Mr. McCauley stated that issue number two (enforcement resources) was discussed during the Board's last Sunset Review. He indicated that the Board does not expend the same percentage of funding on enforcement as other boards due to the nature of the profession. He noted that the system of building department plan review and building inspections, and contractors, engineers, and specialty consultants, etc. being involved in the project helps to identify issues before they

become a problem, thereby reducing the number and severity of cases. In addition, the Board administers a California Supplemental Examination (CSE), which many of the other boards do not. He stated that if the Board did not expend funds on the CSE, the percentage of funds directed to the Enforcement Program would be greater.

He commented that at the March Board meeting, there was a discussion as to whether the Board needed additional resources in order to address the enforcement issues. He explained that additional resources are not necessarily the answer and that the Enforcement Program would run satisfactorily if the existing resources were filled (i.e., vacant positions).

Mr. McCauley stated that on issue number three (Board's role overseeing architects working in non-traditional practice areas) and four [(Should the Board be granted permanent statutory authority to implement its Intern Development Program (IDP)], his recommendation was for the Board to concur with B&P's recommendations.

Mr. McCauley indicated that issue number five (CSE format) was a topic that had been reviewed previously at Board meetings. The Committee accepted staff's recommended response to B&P with a minor edit.

Mr. McCauley stated that issue number six [Disparity in California candidates' passage rates on the Architect Registration Examination (ARE)] was another topic that was present during the last Sunset Review. He acknowledged that California's ARE passage rates are lower than the rest of the nation due to the Board's flexible exam eligibility standards. He indicated that all exam candidates must have eight years of education and internship/work experience in order to qualify for licensure. He stated that the Board is different than other jurisdictions in that it allowed candidates to qualify for the ARE through many different pathways where they do not need an accredited degree, can become eligible with five years of education equivalents, or qualify with an associate degree. He continued that qualifying for the ARE is very different than other states, where the only option for candidates is a single pathway where they earn a five-year accredited degree, complete IDP, and then qualify for the ARE. He added that the Western Region, as a whole, scored lower on the ARE than the rest of the nation and California specifically was only four percent lower than the other western region states. He also stated that the implementation of ARE 4.0, which is a new generation of the exam, could impact scores as well.

Mr. McCauley indicated that for issue number seven (Continuing Education - CE), B&P requested that the Board explain the conflicting statements indicating that the Board does not support CE, but supported recent legislation to create a comprehensive CE program. He explained that the decision to not have a CE program was determined ten years ago by prior Board members based upon a study commenced 14 years ago. He stated that since that time, many changes have occurred and that a majority of states require CE. He continued that if a CE program were implemented, it should be a comprehensive CE program due to the frequent changes in the profession on topics such as Building Information Modeling, and sustainability. He also stated that CE is a major topic for the National Council of Architectural Registration Boards (NCARB) as well.

Mr. McCauley explained that for issue number eight (Consumer Satisfaction with the Board is low); consumers are often seeking a resolution to their issues that the Board cannot provide

(repayment or restitution). He stated that due to this fact, most of the individuals who complete a survey are predisposed to provide negative feedback. He indicated that improvements have been made to the Enforcement Program and is optimistic that the satisfaction survey results will improve.

- **Sheran Voigt moved to approve the response to the current B&P Sunset Review issues for the Board, with a minor edit.**

  Jeffrey Heller seconded the motion.

  The motion passed 3-0.

C. <u>DISCUSS AND POSSIBLE ACTION ON 2011 STRATEGIC PLAN OBJECTIVE REGARDING COMMITTEE APPOINTMENT AND MEMBERSHIP PROCEDURES AND CHARGES</u>

Mr. McCauley provided an overview of the Board's committee functions. He indicated that the committees' structure and processes have been in place for years. He recommended the creation of a "White Paper on Committees" that provides details from the Board Member Administrative Procedure Manual and other resources about committees. He reviewed the sub-issues (i.e., appointment process, qualifications of committee members, chairmanship, term limits, and committee jurisdiction) to consider for committees and requested the Committee's input in preparation of a recommendation to propose to the Board.

Mr. McCauley indicated that the appointment process is typically the prerogative of the Board President and should not be determined in a public meeting format. Ms. Lyon pointed out that all of the members were appointed to the Board and not elected. She agreed that the committee appointments should not be determined in a public format.

Mr. McCauley explained the criteria utilized by President Gutierrez for determining the qualifications of committee members. He stated that there could be other criteria considered for committee appointments that take into account a member's professional or subject knowledge, service history, collaborative skills, and leadership abilities. He suggested phrasing the statement on the consideration of committee members as, "It is important to preserve the flexibility and latitude for the Board President to select committee members rather than imposing prescriptive requirements that restrict his or her decisions to limited criteria."

The Committee discussed the issue of chairmanships and found that no changes needed to occur. The Committee agreed that it is beneficial to maintain a committee chairperson for a longer duration due to the institutional memory that benefits the committee. Another issue discussed was whether the Board had too many committees. Mr. McCauley indicated that the Board currently has four standing committees and suggested that maybe the Board should only have three with there being only ten Board members available and some of them already serving as officers. Ms. Lyon stated that it would be beneficial to have a Board member vice-chairperson for each committee to prepare them for succession.

Mr. McCauley indicated that the next issue was term limits. He stated that through his research, standing committee members often serve a similar duration as Board member officers where

there is no current term limit established. He reviewed data regarding current standing committee members and found that many of them had served for over ten years. He cited examples that four of the seven Communication Committee members and four of the eight Regulatory and Enforcement Committee members had served for over ten years. He cited examples that four of the seven Communication Committee members and four of the eight Regulatory and Enforcement Committee members had served over ten years and a few committee members had served up to 20 years. The Committee discussed different options to have newer licensees become committee members and suggested a review of committee members every six years utilizing specific criteria. Mr. McCauley suggested that he and Mr. Heller devise a committee member review plan and present it to the Committee for consideration.

Mr. McCauley reviewed the committee jurisdiction issue and determined that due to its diminished role, the Examination Committee could possibly be consolidated with the Professional Qualifications Committee (PQC). Ms. Lyon agreed that with the Examination Committee's diminished role due to the change in the CSE format, PQC could deal with any future examination issues.

Ms. Lyon suggested listing committee members serving on a particular committee in the meeting minutes so that Board members are aware of who is serving on what committees when they review Board meeting packets.

Mr. McCauley stated that the last issue is the process for serving on NCARB committees. He reviewed the established process wherein Board members volunteer to serve on a particular NCARB committee by submitting their requests to the Board office and then the Executive Officer works with the Board President to create an official master request that is sent to NCARB. He indicated that the process is efficient and has been in place for years and that a benefit from the process is that NCARB does not receive redundant requests from multiple Board members and the Board's request is strategic.

The Committee discussed the appropriate procedures in order to request a position on an NCARB committee and agreed that there should be a review of the Board Member Administrative Procedure Manual, especially with a new member being appointed to the Board. The Committee concurred that the review of the Procedure Manual should emphasize that only the Board President speaks on behalf of the Board.

- **Jeffrey Heller moved to approve the revisions to the White Paper addressing the Strategic Plan objective regarding committee appointments and membership procedures and charges with the discretion for the Executive Officer to make non-substantive changes.**

  Sheran Voigt seconded the motion.

  The motion passed 3-0.

D. ADJOURNMENT

The meeting adjourned at 3:30 p.m.

AGENDA ITEM B

UPDATE AND POSSIBLE ACTION ON THE 2013 STRATEGIC PLAN OBJECTIVE TO PARTICIPATE IN SUNSET REVIEW PROCESS AND SUPPORT CALIFORNIA COUNCIL FOR INTERIOR DESIGNERS CERTIFICATION

The Board's 2013 Strategic Plan assigned an objective to the Executive Committee regarding the Board's participation and support in the Sunset Review process for the California Council for Interior Designers Certification (CCIDC).

In December 2012, the Board developed a Strategic Plan objective to support CCIDC in its pursuit of legislation to require licensing for interior designers; it was adopted at the March 2013 Board meeting. Subsequently, the Executive Officer participated in the initial Sunset hearing on March 19, 2013 and conveyed the Board's support for the extension of CCIDC's sunset date.

There have since been ongoing stakeholders meetings, of which the Board has been a key participant, on modifying/expanding the current definition of Certified Interior Designer (CID) which presently refers only to architects and engineers. The Board has embraced the position that, in order to arrive at an informed decision on the matter, CCIDC must provide examination information (occupational analysis and test plans) to ensure that key areas, vital to the public health, safety and welfare, are sufficiently addressed. In addition, the Board supported the recommendations for CCIDC to adhere to the Bagley-Keene Open Meeting Act, and add a written contract requirement for CIDs.

Attached is Senate Bill (SB) 308 (Chapter 333, Statutes of 2013) for review; it was approved by the Governor and becomes law on January 1, 2014. Board staff will monitor developments for further legislation in 2014.

Attachment:
SB 308 (Chapter 333, Statutes of 2013)

CHAPTER 333

An act to amend Sections 5810, 5812, 7200, 7215.6, 7303, and 7362 of, and to add Sections 5806, 5807, and 5811.1 to, the Business and Professions Code, relating to professions and vocations.

[Approved by Governor September 23, 2013. Filed with
Secretary of State September 23, 2013.]

LEGISLATIVE COUNSEL'S DIGEST

SB 308, Lieu. Professions and vocations.

(1) Existing law authorizes a certified interior designer, as defined, to obtain a stamp from an interior design organization, as defined, that uniquely identifies the designer and certifies that he or she meets certain qualifications and requires the use of that stamp on all drawings and documents submitted to any governmental agency by the designer. Existing law provides that these provisions are repealed on January 1, 2014, and shall be subject to review by the Joint Sunset Review Committee.

This bill would instead repeal those provisions on January 1, 2018, and would make them subject to review by the appropriate policy committees of the Legislature.

The bill would require a certified interior designer to use a written contract that includes specified information when contracting to provide interior design services to a client pursuant to these provisions and require that nothing in these provisions prohibit interior design or interior decorator services by any person or retail activity.

The bill would require all meetings of an interior design organization to be subject to the open meeting requirements applicable to state agencies.

(2) Existing law provides for the licensure and regulation of various businesses and professions by boards within the Department of Consumer Affairs, including the State Board of Guide Dogs for the Blind. Existing law requires that the board consist of certain members. Existing law establishes a pilot project to provide an arbitration procedure for the purpose of resolving disputes between a guide dog user and a licensed guide dog school, as specified. Existing law repeals these provisions on January 1, 2014.

This bill would extend the operation of these provisions until January 1, 2018.

(3) Existing law provides for the licensure and regulation of barbering and cosmetology by the State Board of Barbering and Cosmetology and authorizes the board to appoint an executive officer. Under existing law, these provisions are repealed on January 1, 2014.

This bill would instead repeal these provisions on January 1, 2016, and specify that the board would be subject to review by the appropriate policy committees of the Legislature upon repeal.

Existing law provides that a board-approved school of barbering and cosmetology is one that is licensed by the Bureau for Private Postsecondary Education or a public school in the state, and offers a course of instruction approved by the board.

This bill would require a school to be approved by the board before it is approved by the Bureau for Private Postsecondary Education and authorize both entities to simultaneously process a school's application for approval. The bill would also authorize the board to revoke, suspend, or deny its approval of a school on specified grounds.

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

SECTION 1. Section 5806 is added to the Business and Professions Code, to read:

5806. Nothing in this chapter shall prohibit interior design or interior decorator services by any person or retail activity.

SEC. 2. Section 5807 is added to the Business and Professions Code, to read:

5807. (a) A certified interior designer shall use a written contract when contracting to provide interior design services to a client pursuant to this chapter. The written contract shall be executed by the certified interior designer and the client, or his or her representative, prior to the certified interior designer commencing work. The written contract shall include, but not be limited to, all of the following:

(1) A description of the services to be provided to the client by the certified interior designer.

(2) A description of any basis of compensation applicable to the contract and the method of payment agreed upon by the parties.

(3) The name, address, and certification number of the certified interior designer and the name and address of the client.

(4) A description of the procedure that the certified interior designer and the client will use to accommodate additional services.

(5) A description of the procedure to be used by any party to terminate the contract.

(6) A three-day rescission clause in accordance with Chapter 2 (commencing with Section 1688) of Title 5 of Part 2 of Division 3 of the Civil Code.

(7) A written disclosure stating whether the certified interior designer carries errors and omissions insurance.

(b) Subdivision (a) shall not apply to any of the following:

(1) Interior design services rendered by a certified interior designer for which the client will not pay compensation.

(2) Interior design services rendered by a certified interior designer to any of the following:

(A) An architect licensed under Chapter 3 (commencing with Section 5500).

(B) A landscape architect licensed under Chapter 3.5 (commencing with Section 5615).

(C) An engineer licensed under Chapter 7 (commencing with Section 6700).

(c) As used in this section, "written contract" includes a contract in electronic form.

SEC. 3. Section 5810 of the Business and Professions Code is amended to read:

5810. (a) This chapter shall be subject to review by the appropriate policy committees of the Legislature.

(b) This chapter shall remain in effect only until January 1, 2018, and as of that date is repealed, unless a later enacted statute, that is enacted before January 1, 2018, deletes or extends that date.

SEC. 4. Section 5811.1 is added to the Business and Professions Code, to read:

5811.1. The meetings of an interior design organization issuing stamps under Section 5801 shall be subject to the rules of the Bagley-Keene Open Meeting Act (Article 9 (commencing with Section 11120) of Chapter 1 of Part 1 of Division 3 of Title 2 of the Government Code).

SEC. 5. Section 5812 of the Business and Professions Code is amended to read:

5812. It is an unfair business practice for any person to represent or hold himself or herself out as, or to use the title "certified interior designer" or any other term, such as "licensed," "registered," or "CID," that implies or suggests that the person is certified as an interior designer when he or she does not hold a valid certification as provided in Sections 5800 and 5801.

SEC. 6. Section 7200 of the Business and Professions Code is amended to read:

7200. (a) There is in the Department of Consumer Affairs a State Board of Guide Dogs for the Blind in whom enforcement of this chapter is vested. The board shall consist of seven members appointed by the Governor. One member shall be the Director of Rehabilitation or his or her designated representative. The remaining members shall be persons who have shown a particular interest in dealing with the problems of the blind, and at least two of them shall be blind persons who use guide dogs.

(b) This section shall remain in effect only until January 1, 2018, and as of that date is repealed, unless a later enacted statute, that is enacted before January 1, 2018, deletes or extends that date. Notwithstanding any other law, the repeal of this section renders the board subject to review by the appropriate policy committees of the Legislature.

SEC. 7. Section 7215.6 of the Business and Professions Code is amended to read:

7215.6. (a) In order to provide a procedure for the resolution of disputes between guide dog users and guide dog schools relating to the continued physical custody and use of a guide dog, in all cases except those in which the dog user is the unconditional legal owner of the dog, the following arbitration procedure shall be established as a pilot project.

(b) This procedure establishes an arbitration panel for the settlement of disputes between a guide dog user and a licensed guide dog school regarding the continued use of a guide dog by the user in all cases except those in which the dog user is the unconditional legal owner of the dog. The disputes that may be subject to this procedure concern differences between the user and school over whether or not a guide dog should continue to be used, differences between the user and school regarding the treatment of a dog by the user, and differences over whether or not a user should continue to have custody of a dog pending investigation of charges of abuse. It specifically does not address issues such as admissions to schools, training practices, or other issues relating to school standards. The board and its representative are not parties to any dispute described in this section.

(c) The licensed guide dog schools in California and the board shall provide to guide dog users graduating from guide dog programs in these schools a new avenue for the resolution of disputes that involve continued use of a guide dog, or the actual physical custody of a guide dog. Guide dog users who are dissatisfied with decisions of schools regarding continued use of guide dogs may appeal to the board to convene an arbitration panel composed of all of the following:

(1) One person designated by the guide dog user.

(2) One person designated by the licensed guide dog school.

(3) A representative of the board who shall coordinate the activities of the panel and serve as chair.

(d) If the guide dog user or guide dog school wishes to utilize the arbitration panel, this must be stated in writing to the board. The findings and decision of the arbitration panel shall be final and binding. By voluntarily agreeing to having a dispute resolved by the arbitration panel and subject to its procedures, each party to the dispute shall waive any right for subsequent judicial review.

(e) (1) A licensed guide dog school that fails to comply with any provision of this section shall automatically be subject to a penalty of two hundred fifty dollars ($250) per day for each day in which a violation occurs. The penalty shall be paid to the board. The license of a guide dog school shall not be renewed until all penalties have been paid.

(2) The penalty shall be assessed without advance hearing, but the licensee may apply to the board for a hearing on the issue of whether the penalty should be modified or set aside. This application shall be in writing and shall be received by the board within 30 days after service of notice of the penalty. Upon receipt of this written request, the board shall set the matter for hearing within 60 days.

(f) As a general rule, custody of the guide dog shall remain with the guide dog user pending a resolution by the arbitration panel. In circumstances

where the immediate health and safety of the guide dog user or guide dog is threatened, the licensed school may take custody of the dog at once. However, if the dog is removed from the user's custody without the user's concurrence, the school shall provide to the board the evidence that caused this action to be taken at once and without fail; and within five calendar days a special committee of two members of the board shall make a determination regarding custody of the dog pending hearing by the arbitration panel.

(g) (1) The arbitration panel shall decide the best means to determine final resolution in each case. This shall include, but is not limited to, a hearing of the matter before the arbitration panel at the request of either party to the dispute, an opportunity for each party in the dispute to make presentations before the arbitration panel, examination of the written record, or any other inquiry as will best reveal the facts of the disputes. In any case, the panel shall make its findings and complete its examination within 45 calendar days of the date of filing the request for arbitration, and a decision shall be rendered within 10 calendar days of the examination.

(2) All arbitration hearings shall be held at sites convenient to the parties and with a view to minimizing costs. Each party to the arbitration shall bear its own costs, except that the arbitration panel, by unanimous agreement, may modify this arrangement.

(h) The board may study the effectiveness of the arbitration panel pilot project in expediting resolution and reducing conflict in disputes between guide dog users and guide dog schools and may share its findings with the Legislature upon request.

(i) This section shall remain in effect only until January 1, 2018, and as of that date is repealed, unless a later enacted statute, that is enacted before January 1, 2018, deletes or extends that date.

SEC. 8. Section 7303 of the Business and Professions Code is amended to read:

7303. (a) Notwithstanding Article 8 (commencing with Section 9148) of Chapter 1.5 of Part 1 of Division 2 of Title 2 of the Government Code, there is in the Department of Consumer Affairs the State Board of Barbering and Cosmetology in which the administration of this chapter is vested.

(b) The board shall consist of nine members. Five members shall be public members, and four members shall represent the professions. The Governor shall appoint three of the public members and the four professional members. The Senate Committee on Rules and the Speaker of the Assembly shall each appoint one public member. Members of the board shall be appointed for a term of four years, except that of the members appointed by the Governor, two of the public members and two of the professions members shall be appointed for an initial term of two years. No board member may serve longer than two consecutive terms.

(c) The board may appoint an executive officer who is exempt from civil service. The executive officer shall exercise the powers and perform the duties delegated by the board and vested in him or her by this chapter. The appointment of the executive officer is subject to the approval of the director.

In the event that a newly authorized board replaces an existing or previous bureau, the director may appoint an interim executive officer for the board who shall serve temporarily until the new board appoints a permanent executive officer.

(d) The executive officer shall provide examiners, inspectors, and other personnel necessary to carry out the provisions of this chapter.

(e) This section shall remain in effect only until January 1, 2016, and as of that date is repealed, unless a later enacted statute, that is enacted before January 1, 2016, deletes or extends that date. Notwithstanding any other law, the repeal of this section renders the board subject to review by the appropriate policy committees of the Legislature.

SEC. 9. Section 7362 of the Business and Professions Code is amended to read:

7362. (a) A school approved by the board is one that is first approved by the board and subsequently approved by the Bureau for Private Postsecondary Education or is a public school in this state, and provides a course of instruction approved by the board. However, notwithstanding any other law, both the board and the Bureau for Private Postsecondary Education may simultaneously process a school's application for approval.

(b) The board shall determine by regulation the required subjects of instruction to be completed in all approved courses, including the minimum hours of technical instruction and minimum number of practical operations for each subject, and shall determine how much training is required before a student may begin performing services on paying patrons.

(c) Notwithstanding any other law, the board may revoke, suspend, or deny approval of a school, in a proceeding that shall be conducted in accordance with Chapter 5 (commencing with Section 11500) of Part 1 of Division 3 of Title 2 of the Government Code, when an owner or employee of the school has engaged in any of the acts specified in paragraphs (1) to (8), inclusive.

(1) Unprofessional conduct which includes, but is not limited to, any of the following:

(A) Incompetence or gross negligence, including repeated failure to comply with generally accepted standards for the practice of barbering, cosmetology, or electrology, or disregard for the health and safety of patrons.

(B) Repeated similar negligent acts.

(C) Conviction of any crime substantially related to the qualifications, functions, or duties of the owner of an approved school, in which case, the records of conviction or a certified copy thereof shall be conclusive evidence of the conviction.

(2) Repeated failure to comply with the rules governing health and safety adopted by the board and approved by the State Department of Public Health, for the regulation of board-approved schools.

(3) Repeated failure to comply with the rules adopted by the board for the regulation of board-approved schools.

(4) Continued practice by a person knowingly having an infectious or contagious disease.

(5) Habitual drunkenness, or habitual use of, or addiction to the use of, any controlled substance.

(6) Obtaining or attempting to obtain practice in any occupation licensed and regulated under this chapter, or money, or compensation in any form, by fraudulent misrepresentation.

(7) Refusal to permit or interference with an inspection authorized under this chapter.

(8) Any action or conduct that would have warranted the denial of a school approval.

O

UPDATE AND POSSIBLE ACTION ON THE 2013 STRATEGIC PLAN OBJECTIVE TO PROMOTE THE AWARENESS OF THE VALUE OF CAB'S PARTICIPATION AT THE NATIONAL LEVEL

The Board's 2013 Strategic Plan directs the Executive Committee with an objective to promote the awareness of the value of the Board's participation at the national level. The National Council of Architectural Registration Boards (NCARB) participation is vitally important to a number of the Board's objectives. The Board relies on NCARB to produce a valid national examination, as well as the national structured internship. For many years, the Board was able to send numerous members and staff to participate in critical NCARB sessions. During that time the Board's influence over NCARB affairs grew. Nevertheless, dire budget conditions developed (although the Board's budget is sound), including a fiscal year that included a $60 billion deficit. Due to these conditions, out-of-state travel has been severely restricted. Very few trips are approved and such trips must meet a standard of being "mission critical," which is defined as:

- Enforcement responsibilities
- Auditing
- Revenue collection
- A function required by statute, contract or executive directive
- Job-required training necessary to maintain licensure or similar standards required for holding a position
- Equipment inspection as required by a contract
- Meetings or training required by a grant or to maintain grant funding
- Litigation related (depositions, discovery, testimony)
- Requests by the Federal Government to appear before committees

Mission critical does not mean travel to attend:

- Conferences, meetings or seminars (even those that historically have been attended or if a request has been made for your department or an individual to make a presentation)
- Networking opportunities
- Professional development courses
- Continuing education classes/seminars

Meetings such as the NCARB Annual Meeting have been categorized as not meeting the mission critical criteria and are deemed as "conferences/meetings." As such, the Board has not been approved to travel to NCARB's Annual Meetings held out-of-state since 2009.

For the 2014 trips, however, Board staff's justification in the request for trip approval emphasized the critical changes being made to Architect Registration Examination 5.0 and their costly impact on the California Supplemental Examination. The Board's request for attendance at the 2014 trips to the Western Conference of Architectural Registration Boards and NCARB meetings were approved.

To demonstrate the importance of these trips, for the last four years, The American Institute of Architects, California Council has submitted a letter of support of the Board's trips. Staff recommends that this practice be continued, and that future justifications underscore the criticality of NCARB's programs and the significant fiscal impact of potential changes.

AGENDA ITEM D

DISCUSS AND POSSIBLE ACTION ON THE 2013 STRATEGIC PLAN OBJECTIVE TO CONTINUE EDUCATION WITH CALIFORNIA PLANNING AND BUILDING DEPARTMENTS

The Board's 2013 Strategic Plan contains an objective to continue education with California planning and building departments.

Background:

The Board's Building Officials Contact Program has been an ongoing commitment for over 20 years. The program is implemented primarily by the Board's architect consultants with their ability to bridge the gap between the laws governing licensing/design/construction and their practical application in practice. The architect consultants are available to building officials via a toll free telephone number for responses to their questions related to the practice act. The feature activity has been consultants' participation in the California Building Officials (CALBO) Annual Business Meeting (ABM) that is held yearly for the gathering and education of building officials and their staff. In recent years, a second such ABM gathering for the County Building Officials Association (CBOAC) has been attended as well.

Through these activities, the architect consultants were made aware of a problem rising from planning department review and approval processes related to non-exempt project types in several California jurisdictions. Often, unlicensed persons are hired to design projects and then submit project drawings to a local planning department to commence the review and approval processes that ultimately lead to a building permit. After the non-exempt project type has been designed and planning department approvals secured including discretionary design reviews, the client is then informed by the building department that such "approved plans" cannot be accepted for permit review because the project type requires a licensed/registered design professional.

History:

In December 2010, the Board held its strategic planning session and the issue of planning department approvals of non-exempt projects by unlicensed designers was discussed. In addition to the instances cited from building officials, one Board member reported similar experiences while serving on his local planning commission. The Board expressed their desire to further communications with planning departments about the rules and regulations contained in the Architects Practice Act and the point at which a project becomes "architecture" and requires a licensee.

The Board adopted its 2011 Strategic Plan with the following objective assigned to the Regulatory and Enforcement Committee (REC):

Develop a strategy for working with the League of California Cities (LCC) and the California Chapter - American Planning Association (CCAPA) to inform them of Architects Practice Act requirements.

At the REC meeting in May 2011, the strategic plan objective was discussed and the members recommended to the Board that a dialog be opened with CCAPA describing the concerns about unlicensed persons presenting plans for non-exempt building types and to determine if CCAPA perceives this to be an issue.

After much discussion of the REC recommendation and the definition of the "practice of architecture" at the June 2011 Board meeting, the members decided a letter should be sent to planning departments to educate them on the issues. The first draft of a proposed letter was presented to the Board at the September 2011 meeting. The Board commented that the *"…draft letter's language was not strong enough…"* Members opined that planning departments need to take some responsibility to validate that a licensed architect is providing services for non-exempt project types. They stated that the definition of architectural services from the Act should be included in the letter. The Board President appointed Board member Jeffrey Heller to work with Board staff to revise the letter and bring it back to the December meeting.

The revised letter with the requested attachments from the Architects Practice Act was presented for review and approval at the December 2011 Board meeting. The letter was approved as was the suggestion to seek co-authorship from CALBO and the Board for Professional Engineers, Land Surveyors, and Geologists (BPELSG). Copies of the letter were sent to both groups asking for their commitment and by February 2012 we had responses from them.

During the CALBO ABM 2012, the letter was discussed with the CALBO leadership and the BPELSG enforcement staff that were present. BPELSG was very interested in co-authoring the letter, but the CALBO leadership opted not to sign the letter. Their stated problem with co-authorship was that many building officials work in departments that are headed by the jurisdiction's planning director and they were concerned their participation in the letter could cause problems for some members.

Staff continued to work with BPELSG staff and on March 9, 2012, architect consultant Bob Carter attended the BPELSG meeting. Their Board was to review and take action on an agenda item, which was our request for them to join us as co-authors of the letter *"…informing Planning Departments of Unlicensed Practice Issues Regarding Non-Exempt Projects."* Mr. Carter was there to assist the BPELSG enforcement staff in presenting the letter and to explain its background and purpose. After many questions and much discussion, BPELSG voted to join the Board as co-authors.

The final signed version of the letter was sent to planning departments on April 17, 2012. By May and June 2012, the Board's Enforcement Unit began receiving inquiries requesting clarification of the letter and its intent. There were less than a dozen calls received and none of the comments were negative, especially after the purpose and intent were clarified. The biggest concern was if this would prohibit unlicensed persons from applying for basic planning entitlements. They were assured this was not the case as long as the application did not address or include physical design solutions as are requested for reviews by design review committees.

Many building officials expressed thanks for the letter at the CALBO ABM 2013 held in February 2013. Likewise, the letter was embraced by CBOAC at their August 2013 annual conference. At their request, an electronic version was sent to their president so he could distribute it to the membership.

Future Action:

The April 17, 2012 letter to the planning departments is still valid and applicable as written. We have not recently received any questions or concerns about the issue of unlicensed practice as addressed in the letter. There have been no comments received to indicate a further problem on this issue. As such, it is not clear that there is a need for further action. Nevertheless, two possible actions include:

1. Revise/Update: If we elect to revise and update the letter, it should be taken back to BPELSG for their consent and approval. This would also involve obtaining the new officers' signatures. This process could be lengthy and perhaps not necessary.
2. Disseminate: The Board could prepare a unilateral cover letter to transmit the 2012 letter to the other persons listed in the 2011 Board suggested mailing list and whoever else is deemed appropriate including the previous recipients.

At this meeting the Executive Committee is asked to consider whether further action is warranted.

Attachment:
Letter to Planning Department Directors dated April 17, 2012

STATE OF CALIFORNIA

dca
DEPARTMENT OF CONSUMER AFFAIRS

STATE AND CONSUMER SERVICES AGENCY • GOVERNOR EDMUND G. BROWN JR.

California Architects Board
2420 Del Paso Road, Suite 105 - Sacramento, CA 95834
P (916) 574-7220 F (916) 575-7283 | www.cab.ca.gov

Board for Professional Engineers, Land Surveyors, and Geologists
2535 Capitol Oaks Drive, Suite 300 - Sacramento, California, 95833
P (916) 263-2222 F (916) 263-2246 | www.pels.ca.gov

April 17, 2012

Dear Planning Department Director:

The California Architects Board (CAB) and the Board for Professional Engineers, Land Surveyors, and Geologists (BPELSG) have become aware of a consumer protection issue rising from planning department review and approval processes in several California jurisdictions. On behalf of the CAB and BPELSG, we are writing to alert you to this issue and to seek your assistance in resolving it.

The project review and approval processes of city and county planning and building departments exist to ensure that building projects meet state and local standards to protect the public health, safety, and welfare. A key element of this protection comes from the assurance that the projects being reviewed are designed by properly licensed/registered design professionals.

Business and Professions Code sections (BPC) 5500 and 6700, et. seq., known respectively as the architects' and engineers' "practice acts," define and regulate their respective professional practice. Each of these practice acts clearly define categories of "exempt" project types for which unlicensed persons are allowed to provide design services (BPC 5537, 5538, 6737.1, and 6745). The consumer protection issue we are raising at this time does not originate from the review and approval processes for these "exempt" project types, but with the review and approval of "non-exempt" project types that do require licensed/registered design professionals to be responsible for and in control of design services.

Here is how the problem manifests itself: Often, client/consumers hire unlicensed persons to design their projects who then submit project drawings to the local planning department to commence the review and approval processes that will ultimately lead to issuance of a building permit. After an unlicensed person has provided the design services for a non-exempt project type and has secured planning department approvals including discretionary design reviews, the client/consumer is then informed that such "approved plans" cannot be accepted by the building department for review or permitted for construction because the project type requires a licensed/registered design professional. Now, the client/consumer is faced with potential project delays, as well as additional design costs when the building department cannot accept the project plans that were perceived to be approved.

BPC 5536.2 requires local governments to require a statement of licensure/registration by the preparer of plans and specifications for the issuance of any permit that is a condition precedent to the construction, alteration or repair of any building or structure. It provides in relevant part as follows:

"Each county or city which requires the issuance of any permit as a condition precedent to the construction, alteration, improvement, or repair of any building or structure shall also require as a condition precedent to the issuance of the permit a signed statement that the person who prepared or was in responsible control of the plans and specifications for the construction, alteration, improvement, or repair of the building or structure is licensed under this chapter to prepare the plans and specifications, or is otherwise licensed in this state to prepare the plans and specifications."

Accordingly, all plans, specifications, and other instruments of service prepared for non-exempt project types which are to be used
   a) for review and approval submissions that will result in construction authorization or issuance of a building permit; or
   b) for review and approval before any person, body or agency having legal authority for project approval during any phase of planning, design or construction of the building or structures

must be prepared by or under the responsible control of, and they must be stamped and signed by, the properly licensed/registered design professional.

Responsible control of a project design must be exercised throughout all stages of project development from the very beginning to end of project closeout. Since planning department approvals are the earliest of many required conditions to be met prior to the issuance of a building permit and since contemporary planning department approval processes require project design development to go beyond conceptual planning stages, the CAB and BPELSG are asking for your department's cooperation in requiring responsible control of design at these earliest project stages by ensuring that BPC 5536.1, 5536.2, and 6735(a) are applied and adhered to in your review and approval processes. We would be pleased to serve as a resource to assist in your efforts in this regard.

The CAB and BPELSG appreciate your attention to this important issue. If you have any questions, please contact the CAB's Enforcement Officer, Hattie Johnson, at Hattie.Johnson@dca.ca.gov or (916) 575-7203 or BPELSG's Enforcement Analyst, Larry Kereszt, at Larry.Kereszt@dca.ca.gov or (916) 263-2240.

Sincerely,

MARILYN LYON
President
California Architects Board

WILLIAM "JERRY" SILVA
President
Board for Professional Engineers,
   Land Surveyors, and Geologists

Attachment

§ 5500.1 Practice of Architecture Defined

(a) The practice of architecture within the meaning and intent of this chapter is defined as offering or performing, or being in responsible control of, professional services which require the skills of an architect in the planning of sites, and the design, in whole or in part, of buildings, or groups of buildings and structures.

(b) Architects' professional services may include any or all of the following:

    (1) Investigation, evaluation, consultation, and advice.

    (2) Planning, schematic and preliminary studies, designs, working drawings, and specifications.

    (3) Coordination of the work of technical and special consultants.

    (4) Compliance with generally applicable codes and regulations, and assistance in the governmental review process.

    (5) Technical assistance in the preparation of bid documents and agreements between clients and contractors.

    (6) Contract administration.

    (7) Construction observation.

(c) As a condition for licensure, architects shall demonstrate a basic level of competence in the professional services listed in subdivision (b) in examinations administered under this chapter.

§ 5536.1 Signature and Stamp on Plans and Documents; Unauthorized Practice; Misdemeanor

(a) All persons preparing or being in responsible control of plans, specifications, and instruments of service for others shall sign those plans, specifications, and instruments of service and all contracts therefore, and if licensed under this chapter shall affix a stamp, which complies with subdivision (b), to those plans, specifications, and instruments of service, as evidence of the person's responsibility for those documents. Failure of any person to comply with this subdivision is a misdemeanor punishable as provided in Section 5536. This section shall not apply to employees of persons licensed under this chapter while acting within the course of their employment.

(b) For the purposes of this chapter, any stamp used by any architect licensed under this chapter shall be of a design authorized by the board which shall at a minimum bear the licensee's name, his or her license number, the legend "licensed architect" and the legend "State of California," and which shall provide a means of indicating the renewal date of the license.

(c) The preparation of plans, specifications, or instruments of service for any building, except the buildings described in Section 5537, by any person who is not licensed to practice architecture in this state, is a misdemeanor punishable as provided in Section 5536.

(d) The board may adopt regulations necessary for the implementation of this section.

§ 5536.2 Statement of Licensure

   Each county or city which requires the issuance of any permit as a condition precedent to the construction, alteration, improvement, or repair of any building or structure shall also require as a condition precedent to the issuance of the permit a signed statement that the person who prepared or was in responsible control of the plans and specifications for the construction, alteration, improvement, or repair of the building or structure is licensed under this chapter to prepare the plans and specifications, or is otherwise licensed in this state to prepare the plans and specifications.

   The signature and stamp, as provided for in Section 5536.1, on the plans and specifications by the person who prepared or was in responsible control of the plans and specifications shall constitute compliance with this section.

   It is the responsibility of the agency that issues the permit to determine that the person who signed and stamped the plans and specifications or who submitted the signed statement required by this section is licensed under this chapter or is otherwise licensed in this state to prepare the plans and specifications.

This section shall not apply to the issuance of permits where the preparation of plans and specifications for the construction, alteration, improvement, or repair of a building or structure is exempt from this chapter, except that the person preparing the plans and specifications for others shall sign the plans and specifications as provided by Section 5536.1.

§ 5537 Exemptions; Dwellings, Garages, Agricultural and Ranch Buildings; Supervision of Licensed Architect or Registered Engineer Required

(a) This chapter does not prohibit any person from preparing plans, drawings, or specifications for any of the following:

   (1) Single-family dwellings of woodframe construction not more than two stories and basement in height.

   (2) Multiple dwellings containing no more than four dwelling units of woodframe construction not more than two stories and basement in height. However, this paragraph shall not be construed as allowing an unlicensed person to design multiple clusters of up to four dwelling units each to form apartment or condominium complexes where the total exceeds four units on any lawfully divided lot.

   (3) Garages or other structures appurtenant to buildings described under subdivision (a), of woodframe construction not more than two stories and basement in height.

   (4) Agricultural and ranch buildings of woodframe construction, unless the building official having jurisdiction deems that an undue risk to the public health, safety, or welfare is involved.

(b) If any portion of any structure exempted by this section deviates from substantial compliance with conventional framing requirements for woodframe construction found in the most recent edition of Title 24 of the California Code of Regulations or tables of limitation for woodframe construction, as defined by the applicable building code duly adopted by the local jurisdiction or the state, the building official having jurisdiction shall require the preparation of plans, drawings, specifications, or calculations for that portion by, or under the responsible control of, a licensed architect or registered engineer. The documents for that portion shall bear the stamp and signature of the licensee who is responsible for their preparation. Substantial compliance for purposes of this section is not intended to restrict the ability of the building officials to approve plans pursuant to existing law and is only intended to clarify the intent of Chapter 405 of the Statutes of 1985.

§ 5538 Planning or Design Affecting Safety of Building or Its Occupants; Nonstructural Store Front or Interior Alterations or Additions Excepted

This chapter does not prohibit any person from furnishing either alone or with contractors, if required by Chapter 9 (commencing with Section 7000) of Division 3, labor and materials, with or without plans, drawings, specifications, instruments of service, or other data covering such labor and materials to be used for any of the following:

(a) For nonstructural or nonseismic storefronts, interior alterations or additions, fixtures, cabinetwork, furniture, or other appliances or equipment.

(b) For any nonstructural or nonseismic work necessary to provide for their installation.

(c) For any nonstructural or nonseismic alterations or additions to any building necessary to or attendant upon the installation of those storefronts, interior alterations or additions, fixtures, cabinetwork, furniture, appliances, or equipment, provided those alterations do not change or affect the structural system or safety of the building.

BOARD FOR PROFESSIONAL ENGINEERS, LAND SURVEYORS, AND GEOLOGISTS
PROFESSIONAL ENGINEERS ACT

§ 6701. Professional engineer defined
"Professional engineer," within the meaning and intent of this act, refers to a person engaged in the professional practice of rendering service or creative work requiring education, training and experience in engineering sciences and the application of special knowledge of the mathematical, physical and engineering sciences in such professional or creative work as consultation, investigation, evaluation, planning or design of public or private utilities, structures, machines, processes, circuits, buildings, equipment or projects, and supervision of construction for the purpose of securing compliance with specifications and design for any such work.

§ 6735. Preparation, signing, and sealing of civil engineering documents
(a) All civil (including structural and geotechnical) engineering plans, calculations, specifications, and reports (hereinafter referred to as "documents") shall be prepared by, or under the responsible charge of, a licensed civil engineer and shall include his or her name and license number. Interim documents shall include a notation as to the intended purpose of the document, such as "preliminary," "not for construction," "for plan check only," or "for review only." All civil engineering plans and specifications that are permitted or that are to be released for construction shall bear the signature and seal or stamp of the licensee and the date of signing and sealing or stamping. All final civil engineering calculations and reports shall bear the signature and seal or stamp of the licensee, and the date of signing and sealing or stamping. If civil engineering plans are required to be signed and sealed or stamped and have multiple sheets, the signature, seal or stamp, and date of signing and sealing or stamping, shall appear on each sheet of the plans. If civil engineering specifications, calculations, and reports are required to be signed and sealed or stamped and have multiple pages, the signature, seal or stamp, and date of signing and sealing or stamping shall appear at a minimum on the title sheet, cover sheet, or signature sheet.

§ 6737.1. Structure exemption
(a) This chapter does not prohibit any person from preparing plans, drawings, or specifications for any of the following:

(1) Single-family dwellings of woodframe construction not more than two stories and basement in height.

(2) Multiple dwellings containing no more than four dwelling units of woodframe construction not more than two stories and basement in height. However, this paragraph shall not be construed as allowing an unlicensed person to design multiple clusters of up to four dwelling units each to form apartment or condominium complexes where the total exceeds four units on any lawfully divided lot.

(3) Garages or other structures appurtenant to buildings described under subdivision (a), of woodframe construction not more than two stories and basement in height.

(4) Agricultural and ranch buildings of woodframe construction, unless the building official having jurisdiction deems that an undue risk to the public health, safety or welfare is involved.

(b) If any portion of any structure exempted by this section deviates from substantial compliance with conventional framing requirements for woodframe construction found in the most recent edition of Title 24 of the California Code of Regulations or tables of limitation for woodframe construction, as defined by the applicable building code duly adopted by the local jurisdiction or the state, the building official having jurisdiction shall require the preparation of plans, drawings, specifications, or calculations for that portion by, or under the responsible charge of, a licensed engineer, or by, or under the responsible control of, an architect licensed pursuant to Chapter 3 (commencing with Section 5500). The documents for that portion shall bear the stamp and signature of the licensee who is responsible for their preparation.

§ 6745. Exemption for building alterations
This chapter does not prohibit any person, firm or corporation from furnishing, either alone or with subcontractors, labor and materials, with or without plans, drawings, specifications, instruments of service or other data covering such labor and materials:

(a) For store fronts, interior alterations or additions, fixtures, cabinet work, furniture or other appliances or equipment.

(b) For any work necessary to provide for their installation.

(c) For any alterations or additions to any building necessary to or attendant upon the installation of such store fronts, interior alterations or additions, fixtures, cabinet work, furniture, appliances or equipment; provided, such alterations do not affect the structural safety of the building.

UPDATE AND POSSIBLE ACTION ON THE 2013 STRATEGIC PLAN OBJECTIVE TO REVIEW CAB'S LIAISON PROGRAM AND DETERMINE FUTURE FOCUS FOR AGENCIES AND SCHOOLS

This agenda item supports the 2013 Strategic Plan to review the Board's liaison program and determine future focus for agencies and schools. The review of this program will ensure that the Board is able to effectively identify opportunities to collaborate, understand trends that might impact the Board's mission or objectives, and build partnerships that will enhance the Board's efforts in future initiatives.

To date, these steps have been taken:

- Obtained organization's Chief Executive Officer's/Executive Director's contact information;
- Organization's email added to Board's email distribution list; and
- Letter identifying Board Liaison sent to organizations.

The next step will be for new liaisons to make contact (via telephone) with their organizations as a "meet and greet" call.

The liaison program presently requires liaisons to provide a report on key Board initiatives as identified in our Strategic Plan twice annually, one at mid-year (June) via the Executive Officer, and the other at the Strategic Planning session in December. The Committee is asked to consider the following recommendations:

- Use quarterly reminders (to Board members from Board staff) to monitor liaison progress and to remind liaisons of deadlines for submitting reports; and
- Require liaisons to collaborate with Board staff when outreach efforts (speaking engagements/presentations) involve providing licensing information to candidates.

Attachment:
2013 CAB Liaison Program & School Appointments

2013 CAB Liaison Program & School Appointments

LIAISON PROGRAM PHASE II APPOINTMENTS	
American Council of Engineering Companies – California (formerly CELSOC)	TBD
American Institute of Architects, California Council (AIACC)	Pasqual Gutierrez
Associated General Contractors of CA, Inc.	Jon Baker
Association of Collegiate Schools of Architecture (ACSA)	Hraztan Zeitlian
Board for Professional Engineers & Land Surveyors (BPELSG)	TBD
California Building Officials (CALBO)	Doug McCauley/Bob Carter
Contractors State License Board (CSLB)	Doug McCauley/Bob Carter
League of California Cities	TBD
Urban Land Institute	Jeffrey Heller
SCHOOL APPOINTMENTS	
Academy of Art University, San Francisco	Jeffrey Heller
California College of the Arts (CCA), San Francisco	Jeffrey Heller
California Polytechnic State University, Pomona	Pasqual Gutierrez
California Polytechnic State University, San Luis Obispo	Pasqual Gutierrez
New School of Architecture and Design, San Diego	Jon Baker
Southern California Institute of Architecture (SCIARC), Los Angeles	TBD
University of California, Berkeley (UCB)	Jeffrey Heller
University of California, Los Angeles (UCLA)	Hraztan Zeitlian
University of Southern California (USC), Los Angeles	Hraztan Zeitlian
Woodbury University, Burbank	TBD

UPDATE AND POSSIBLE ACTION ON THE 2013 STRATEGIC PLAN OBJECTIVE TO WORK WITH THE DEPARTMENT OF CONSUMER AFFAIRS TO IMPLEMENT THE BREEZE SYSTEM

The Department of Consumer Affairs (DCA) has been working with Accenture, LLP to design, configure, and implement an integrated, enterprise-wide enforcement case management and licensing system called BreEZe. This system supports DCA's highest priority initiatives of job creation and consumer protection by replacing aging legacy business systems (i.e., the Consumer Affairs System [CAS], Applicant Tracking System [ATS], and multiple "workaround" systems) with an industry-proven software solution that utilizes current technologies to facilitate increased efficiencies for DCA board and bureau licensing and enforcement programs. More specifically, BreEZe supports all applicant tracking, licensing, license renewal, enforcement, monitoring, cashiering, and data management capabilities. Additionally, the system is web-based to allow the public to file complaints and look up licensee information and complaint status via the Internet, as well as allow applicants and licensees to process applications, license renewals, and payments online.

BreEZe is made up of three components: BreEZe (Versa:Regulation); BreEZe Online Services (Versa:Online); and BusinessObjects; all systems are web-based, which means that they are accessed through a web browser, such as Internet Explorer. Versa:Regulation is used internally by DCA and board/bureau staff, while Versa:Online is used by the public, applicants, and licensees. BusinessObjects is a system used by a select number of DCA boards and bureaus in order to run and view custom reports. Versa:Regulation and Versa:Online have been implemented for regulatory agencies in other states, including Florida, Texas, Georgia, Tennessee, Virginia, and Minnesota.

Other noted benefits of the system include: the ability for staff to pre-screen applications and complaints; self-service and single point of entry for public stakeholders; automated intake and routing of applications, forms, and complaints; expedited processing of applications, license renewals, etc.; "real time" information available to public stakeholders; and, system prompts to ensure timely enforcement case follow up.

BreEZe is being deployed department-wide via three separate releases over an approximately two-year period. On October 8, 2013, the BreEZe system met all required criteria for its initial launch and went live for Release 1 boards and bureaus for certain services. Release 1 boards and

bureaus were given the option to stagger in the new system services based on their individual business process considerations; this option is being provided to all boards and bureaus, allowing them to choose when specific services go online. Release 2 and 3 boards and bureaus will continue to utilize the legacy business systems until their respective release dates. The BreEZe release schedule is as follows:

Release 1 – October 2013

- Board of Barbering and Cosmetology
- Board of Behavioral Sciences
- Board of Podiatric Medicine
- Board of Psychology
- Board of Registered Nursing
- Medical Board of California
- Naturopathic Medicine Committee
- Osteopathic Medical Board of California
- Physician Assistant Board
- Respiratory Care Board of California

Release 2 – December 2014 (Tentative)

- Board of Occupational Therapy
- Board of Optometry
- Board of Pharmacy
- Board of Vocational Nursing and Psychiatric Technicians
- Bureau of Security and Investigative Services
- Dental Board of California
- Dental Hygiene Committee of California
- Physical Therapy Board of California
- Veterinary Medical Board and Registered Veterinary Technician Examining Committee

Release 3 – December 2015 (Tentative)

- Acupuncture Board
- Board for Professional Engineers, Land Surveyors, and Geologists
- Board of Chiropractic Examiners
- Board of Guide Dogs for the Blind
- Bureau of Automotive Repair
- Bureau of Electronic and Appliance Repair, Home Furnishings and Thermal Insulation
- Bureau of Private Postsecondary Education
- California Architects Board
- California Board of Accountancy
- California State Athletic Commission
- Cemetery and Funeral Bureau
- Contractors State License Board
- Court Reporters Board of California
- Landscape Architects Technical Committee
- Professional Fiduciaries Bureau

- Speech-Language Pathology and Audiology and Hearing Aid Dispensers Board
- Structural Pest Control Board
- Telephone Medical Advice Services Bureau

As part of the BreEZe implementation, interfaces are being developed to electronically share data with internal and external systems (i.e., California Department of Justice, Office of the Attorney General, etc.); existing data is being converted and migrated into the BreEZe system; user training is being conducted; and system documentation is being created. According to DCA, after all three releases are completed, BreEZe will be the largest online enterprise licensing and enforcement solution in the world, bringing with it improved access to DCA board and bureau services, greater ease of use for stakeholders, and improved internal functionality that will greatly enhance licensing and enforcement efficiencies.

Implementation of BreEZe in Release 3 will require the Board to allocate staff from each of its units (cashiering, examination, licensing, continuing education, and enforcement) to serve as subject matter experts (SME) during the development process. The SMEs will be involved in:

1. Providing business process input on system configuration and testing;
2. Responding to questions throughout the analysis, design, and testing phases; and
3. Completing user acceptance testing to ensure the system functions appropriately prior to the implementation.

Staff will be available at the Executive Committee meeting to answer questions.

DISCUSS AND POSSIBLE ACTION ON THE 2013 STRATEGIC PLAN OBJECTIVE TO DEVELOP A LIST OF POTENTIAL IMPROVEMENTS TO STREAMLINE CANDIDATES' LICENSURE PROCESS

The Board's 2013 Strategic Plan directs the Executive Committee to develop a list of potential improvements that would streamline the licensure process for candidates.

Staff has considered this objective in light of National Council of Architectural Registration Boards' (NCARB) recent implementation of *My Examination* and deployment of Department of Consumer Affairs' (DCA) new BreEZe enterprise-wide licensing system. The implementation of these two new systems necessitates a review of the Board's current business processes. To that end, staff recommends the following potential improvements to streamline the licensure process for candidates:

- Work with DCA on customization (to the extent possible) of BreEZe to provide candidates with an application process this is easy to navigate and follow.
- Suggest efficiencies to NCARB when candidates are experiencing difficulty with an NCARB system, process, or program.
- Work with NCARB to provide greater clarity in the information communicated to candidates regarding the implementation of new policies and rules related to its programs.
- Support legislation aimed at streamlining the licensure process.
- Explore pilot programs to integrate licensing into education (i.e., licensure upon graduation).
- Align educational and work experience credit provisions in regulations with changes in the Intern Development Program.
- Employ new technologies to communicate information to candidates relative to their individual Board record.

The Committee is asked to consider and approve staff's recommendations relative to this objective.

DISCUSS AND POSSIBLE ACTION ON THE PROFESSIONAL QUALIFICATIONS COMMITTEE'S RECOMMENDED COMMENTS RELATIVE TO THE NATIONAL ARCHITECTURAL ACCREDITING BOARD'S 2014 CONDITIONS FOR ACCREDITATION

The Board's 2013 Strategic Plan assigned an objective to the Professional Qualifications (PQ) Committee directing it to review and provide the Board with a recommendation for comments on the National Architectural Accrediting Board's (NAAB) Accreditation Standards.

At its May 1, 2013 meeting, the PQ Committee reviewed and discussed *NCARB's Contribution to NAAB 2013 Accreditation Review Conference* and recommended the Board send a letter (attached) commending National Council of Architectural Registration Boards (NCARB) for its efforts. The letter was subsequently approved by the Board and delivered to NCARB President, Ronald Blitch at the NCARB 2013 Annual Meeting held in June 2013.

In July 2013, NAAB hosted its 2013 Accreditation Review Validation Conference (ARC13). This conference was held over two days and involved discussion, deliberation, and problem solving over how to improve the process and program experience of individuals in NAAB accredited architecture programs.

Following ARC13, NAAB began developing the *2014 Conditions for Accreditation* (attached) and *A Guide to the 2014 Conditions for Accreditation and Preparation of Architecture Program Report* (attached). The NAAB *2014 Conditions for Accreditation* include instructions for preparing for the Architecture Program Reports (APRs). Serving as both a self-study for the architecture program and as the principle source document for NAAB when conducting program visits, the APRs are utilized when conducting an evaluation of an educational institution. The APRs are comprehensive documents that show how a post-secondary program meets NAAB conditions for accreditation.

Several significant changes are proposed in the NAAB *2014 Conditions for Accreditation*. These changes include:

- Clarification of instructions;
- Ways of re-balancing commitment to continuous improvement and improving educational outcomes and curriculum;

- Five new perspectives relative to the practice;
- Removing the condition I.4 Policy Review;
- Eliminating redundancies in the Student Performance Criteria;
- Addressing student achievement for comprehensive or integrative design; and
- Changes to the Condition of Professional Degrees and Curriculum.

At its October 23, 2013 meeting, the PQ Committee was asked to review and provide the Board with a recommendation for comments relative to the *2014 Conditions for Accreditation*. PQ was advised that the deadline for providing comments to NAAB is December 1, 2013; therefore, due to time constraints, the Executive Committee would be asked to consider the PQ recommendation, in lieu of the Board, for forwarding to NAAB. The Board would then ratify the Executive Committee's action at its December 5, 2013 meeting. PQ Committee members discussed the *2014 Conditions for Accreditation* and *A Guide to the 2014 Conditions for Accreditation and Preparation of Architecture Program Report,* and voted to recommend the Board support the first draft of the conditions for accreditation as presented.

The Executive Committee is asked to review and approve the PQ Committee recommendation to the Board and direct staff to draft a letter for forwarding to NAAB conveying its comments.

Attachments:
1. Letter of Support to NCARB Dated June 19, 2013
2. *2014 Conditions for Accreditation – First Draft*
3. *A Guide to the 2014 Conditions for Accreditation and Preparation of Architecture Program Report – First Draft*

Edmund G. Brown Jr.
GOVERNOR

June 19, 2013

Mr. Ronald B. Blitch, FAIA, FACHA, NCARB, President/Chair of the Board
National Council of Architectural Registration Boards
1801 K Street, NW, Suite 700K
Washington, DC 20006

RE: NCARB's Comments to NAAB (*Conditions for Accreditation*)

Dear Mr. Blitch:

I am writing you on behalf of the California Architects Board to convey our support of NCARB's comments to the National Architectural Accrediting Board (NAAB) relative to *The Conditions for Accreditation*.

As you know, architectural education has been a long-standing concern of the Board. The Board has held three educator/practitioner forums on architectural education in recent years. One common theme has been that there is a disconnect between education and practice, as well as a lack on emphasis on critical health, safety, and welfare issues.

At its June meeting, the Board reviewed *NCARB's Contribution to the NAAB 2013 Accreditation Review Conference.* The Board believes that NCARB's use of its *2012 NCARB Practice Analysis of Architecture* as the basis for its comments is invaluable and will lead to accreditation standards that better support our efforts to protect the public health, safety, and welfare.

The Board commends NCARB for its quality work on this vital issue.

Sincerely,

SHERAN VOIGT
Board President

cc: Michael J. Armstrong, NCARB Chief Executive Officer
     California Architects Board Members

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2014

Conditions for Accreditation

First Draft

The National Architectural Accrediting Board, Inc.

NAAB

August 29, 2013

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ACCREDITATION

Accreditation is a voluntary, quality assurance process by which services and operations are evaluated by a third party against a set of standards established by the third-party with input and collaboration from peers within the field. In the U.S., accreditation of postsecondary institutions originated over a century ago. It is sought by colleges and universities and is conferred by non-governmental bodies. Today, voluntary accreditation is distinguished by five components, which also guide the NAAB's policies and procedures:

- It is provided through private agencies;

- It requires a significant degree of self-evaluation by the institution or program, the results of which are summarized in a report to the agency;

- A team conducts a visit;

- Recommendations or judgments about accreditation are made by expert and trained peers; and

- Institutions have the opportunity to respond to most steps in the process[1].

The U.S. model for accreditation is based on the values of independent decision-making by institutions, the ability of institutions to develop and deliver postsecondary education within the context of their mission and history, the core tenets of academic freedom, and the respect for diversity of thought, pedagogy, and methodology. These principles and practices have remained relatively stable over the past 70 years.

HISTORY

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

In 1932, the ACSA abandoned the standard minima and in 1940, the ACSA, The American Institute of Architects (AIA), and the National Council of Architectural Registration Boards (NCARB) established the National Architectural Accrediting Board (NAAB)[2] and gave it authority to accredit schools of architecture nationally. The founding agreement of 1940 also announced the intention to create an integrated system of architectural education that would allow schools with varying resources and circumstances to develop according to their particular needs. This notion that the NAAB would "not to create conditions, nor to have conditions created, that will tend toward standardization of educational philosophies or practices," is considered the "prime directive" in the NAAB system today.

The foundation for the model for accreditation in architecture education that many know today was first outlined in a 1975 intercollateral report, *The Restructuring of the NAAB*. Today, the NAAB's accreditation system for professional degree programs requires a self-assessment by the accredited degree program, an evaluation of that assessment by the NAAB, and a site visit by an NAAB team of trained volunteers that concludes with a

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[1] *The Handbook of Accreditation, Third Edition.* North Central Association of Colleges and Schools, Higher Learning Commission (2003).
[2] These four organizations, along with the American Institute of Architecture Students (AIAS) are referred to as the "collateral organizations" or "collaterals" within the architecture community.

recommendation to the NAAB as to the term of accreditation. The decision regarding the term of accreditation is made by the NAAB directors.

On October 22, 2011, the NAAB directors approved a new statement of the NAAB's vision, mission, and values. Developed after several months of review and consideration, the document is a contemporary expression of the NAAB's founding principles. It guides the work of the NAAB in all its activities. The text of that statement follows.

From the 1940 Founding Agreement:

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

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

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

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

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

1. *Shared Responsibility.* The education of an architect is a responsibility shared by the academy and the profession in trust for the broader society and the public good.

2. *Best Practices.* The NAAB's accreditation processes are based on best practices in professional and specialized accreditation.

3. *Program Accountability.* Architecture degree programs are accountable for the learning of their students. Thus, accreditation by the NAAB is based both on educational outcomes and institutional commitment to continuous improvement.

4. *Preparing Graduates for Practice.* A NAAB-accredited degree prepares students to live and work in a diverse world: to think critically; to make informed decisions; to communicate effectively; to engage in life-long learning; and to exercise the unique knowledge and skills required to work and develop as professionals. Graduates are prepared for architectural internship, set on the pathway to examination and licensure, and prepared to engage in related fields.

5. *Constant Conditions for Diverse Contexts.* *The NAAB Conditions for Accreditation* are broadly defined and achievement-oriented so that programs may meet these standards within the framework of their mission and vision, allowing for initiative and innovation. This imposes conditions on both the NAAB and on architectural programs. The NAAB assumes the responsibility

for undertaking a fair, thorough, and holistic evaluation process, relying essentially on the program's ability to demonstrate how within their institutional context they meet all evaluative criteria. The process relies on evaluation and judgment that, being rendered on the basis of qualitative factors, may defy precise substantiation.

6. ***Continuous Improvement through Regular Review.*** *The NAAB Conditions for Accreditation* are developed through an iterative process that acknowledges and values the contributions of educators, professionals in traditional and non-traditional practice, and students. The NAAB regularly convenes conversations on critical issues (e.g. studio culture) and challenges the other four collateral partners to acknowledge and respect the perspectives of the others.

While the NAAB stipulates the conditions and student performance criteria that must be met, it specifies neither the educational format nor the form of student work that may serve as evidence of having met these criteria. Programs are encouraged to develop unique learning and teaching strategies, and methods and materials to satisfy these criteria.

The NAAB encourages innovative methods for satisfying the criteria, provided the program has a formal evaluation process for assessing student achievement and documenting the results.

Specific areas and levels of excellence will vary among accredited degree programs as will approaches to meeting the conditions and reporting requirements. The positive aspects of a degree program in one area cannot override deficiencies in another.

NAAB ACCREDITATION DOCUMENTS

There are five documents referenced with accreditation.

1. 2014 NAAB Conditions for accreditation

2. NAAB Procedures for Accreditation

3. NAAB Guide to the 2014 Conditions for Accreditation and Preparation of Architecture Program Reports

4. Architecture Program Reports

5. Visiting Team Reports

The *2014 NAAB Conditions for Accreditation* define the standards that professional degree programs in architecture are expected to meet in order to ensure that students are prepared to move to the next steps in their careers including internship and licensure. This document was last revised in 2009; it will be revised again in 2019.

The *NAAB Procedures for Accreditation* outline the procedures that programs and visiting teams must follow in order to ensure a uniform accrediting process. This document was last revised in 2012; it will be revised again in 2015 and subsequently at two-year intervals.

The *2014 Conditions for Accreditation* apply to all programs seeking continued accreditation, candidacy, continuation of candidacy, or initial accreditation beginning April 1, 2015.

NAAB Guide to the 2014 Conditions for Accreditation and Preparation of Architecture Program Reports is a new document under development by the NAAB. The first iteration includes an introduction to and commentary on the preparation of the first draft of the *2014*

Conditions. It will later be revised to include instructions for preparing Architecture Program Reports (APRs). In subsequent years, beginning in 2016, it will be revised annually based on surveys and evaluations of the visit process. This document is advisory and nonbinding on the NAAB.

An APR is a self-analytical, narrative report prepared by the program in advance of a visit. Instructions and required templates for these reports will be provided by the NAAB in the *Guide* described above.

A Visiting Team Report is prepared by a NAAB visiting team at the conclusion of each visit. In these reports the visiting team affirms that materials have been presented or reviewed in accordance with the *2014 Conditions* and the *Procedures.* Instructions and templates for preparing these reports are found in the *Procedures.*

CONDITIONS FOR ACCREDITATION

PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

This part addresses the commitment of the institution, its faculty, staff, and students to the development and evolution of the program over time.

- **IDENTITY & SELF-ASSESSMENT**: The program must be defined and sustained through a robust network of policies, documents, and activities related to history, mission, culture, self-assessment, and future planning.

- **RESOURCES**: The program must have the human, physical, financial, and information resources necessary to support student learning in a professional degree program in architecture.

Programs demonstrate their compliance with Part One in two ways:

- A narrative report that briefly responds to each request to "demonstrate, describe, or document."

- A review of evidence and artifacts by the visiting team, as well as through interviews and observations conducted during the visit.

For instructions on how this material is to be presented in the APR and during the visit, see *NAAB Procedures for Accreditation* and the *NAAB Guide to the 2014 Conditions for Accreditation and Preparation of Architecture Program Reports.*

CONDITIONS FOR ACCREDITATION

PART ONE (I): SECTION 1 – IDENTITY & SELF-ASSESSMENT

I.1.1 History and Mission: The program must describe its history, mission and culture and how that history, mission, and culture shape the program's pedagogy and development.

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.

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

I.1.2 Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments both traditional and non-traditional.

- The program must have adopted a written studio culture policy[3] that also includes a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition to the matters identified above, the plan must address the values of time management, general health and well-being, work-life balance, and professional conduct.

- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include, but are not limited to field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide activities.

I.1.3 Social Equity: The program must have a policy on diversity and inclusion that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources.

- The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students as compared with the diversity of the faculty, staff, and students of the institution during the next two accreditation cycles.

- The program must document that institutional, college or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college or institutional-level.

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[3] For additional information on the development and assessment of studio culture, see *Toward an Evolution of Studio Culture*, published by the American Institute of Architecture Students, 2008.

I.1.4 the Five Perspectives: The program must describe how it is responsive to the following perspectives. Each program is expected to address these perspectives consistently and to further identify, as part of its long-range planning activities, how these perspectives will continue to be addressed in the future.

A. **Leadership and Collaboration**. The program must describe its culture for instilling, developing and promoting leadership and collaboration across diverse groups and stakeholders. This includes a description of how students are being prepared to: nurture a climate of civic engagement, including a commitment to professional and public service and leadership; live and work in a global world where diversity, distinctiveness, self-worth and dignity are nurtured and respected; understand diverse and collaborative roles and responsibilities of related disciplines; understand pressing environmental, social, and economic challenges and their impact on architects; and, emerge as leaders in the academic and professional setting.

B. **University Context**. The program must describe its active role within its academic context and university community. This includes how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university's academic plan. This also includes how the program as a unit and/or individual faculty members develop multi-disciplinary relationships and leverage opportunities that are uniquely defined within the university and its local context in the surrounding community.

C. **Career Development**. The program must describe its approach for educating students on the breadth of professional opportunity and alternative career paths for architectural graduates in both traditional and non-traditional settings. For a traditional setting this includes how students are prepared for the transition to internship and licensure; with an understanding of the requirements for registration in the jurisdiction in which the program is located; and with the information needed to enroll in the Intern Development Program (IDP). For a non-traditional setting this includes students' understanding of alternative roles for architects in the building industry (e.g., developer, owners' representative, program manager, or civic leader).

D. **Stewardship of the Environment**. The program must describe its approach for developing young professionals who are prepared to both understand and take responsibility for stewardship of the environmental and natural resources that are often compromised by the act of building and settlement. This includes not only individual courses that develop an understanding of climate, geography and other natural characteristics and phenomena, but also the laws and practices governing architects and the built environment as well as the ethos of sustainable practices.

E. **Community and Social Responsibility**. The program must describe its approach to developing young professionals who are prepared to be active, engaged citizens able to understand what it means to be a responsible member of society and to act on that understanding. This includes the responsibility to act ethically, to communicate honestly and with integrity, to treat all persons with dignity and respect, and to nurture a commitment to professional and public service.

I.1.5 Long-Range Planning: The program must demonstrate that it has identified multi-year objectives for continuous improvement. In addition, the program must demonstrate that data is collected routinely and from multiple sources to identify patterns and trends so as to inform its future planning and strategic decision-making.

I.1.6 Program Self-Assessment Procedures: The program must demonstrate that it regularly assesses the following:

- How well the program is progressing towards its mission and stated objectives.

- Progress against its defined multi-year objectives.

- Progress in addressing deficiencies and causes of concern identified at the time of the last visit.

- Identifies strengths, challenges and opportunities faced by the program while continuously improving learning opportunities.

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

I.1.7 Self-Assessment and Curricular Development: The program must demonstrate a well-reasoned process for curricular assessment and adjustments and must identify the roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives including the curriculum committee, program coordinators, and department chairs or directors.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources & Human Resource Development:

The program must demonstrate that it has appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff.

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and teacher that promotes student achievement

- The program must demonstrate that an IDP Educator Coordinator has been appointed, is trained in the issues of IDP, has regular communication with students, is fulfilling the requirements as outlined in the IDP Educator Coordinator position description and, regularly attends IDP Coordinator training and development programs.

- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.

- The program must describe the support services available to students in the program, including but not limited to academic and personal advising, career guidance, and internship or job placement.

I.2.2 Physical Resources: If the program's pedagogy requires physical resources, then the program must demonstrate that it provides adequate physical resources that promote student learning and achievement consistent with that pedagogy.

Adequate physical resources include, but are not limited to the following:

- Space to support and encourage studio-based learning.

- Space to support and encourage didactic and interactive learning.

- Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.

If online course delivery is employed, then the program must describe what changes, if any, this makes to space and physical resource requirements.

I.2.3 Financial Resources: The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

I.2.4 Information Resources: The program must demonstrate that all students, faculty, and staff have convenient, equitable access to literature, information, visual, and digital resources that support professional education in the field of architecture.

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

I.2.5 Administrative Structure & Governance:

- **Administrative Structure:** The program must describe its administrative structure within the context of the institution.

- **Governance**: The program must describe the role of faculty, staff, and students in both program and institutional governance structures and the relationship of these structures to the governance structures of the academic unit and the institution.

CONDITIONS FOR ACCREDITATION

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

This part has four sections that address the following:

- **STUDENT PERFORMANCE**. This section includes the Student Performance Criteria (SPC). Programs must demonstrate that graduates are learning at the level of achievement defined for each of the SPC listed in this part. Compliance will be evaluated through the review of student work

- **CURRICULAR FRAMEWORK**. This section addresses the program and institution relative to regional accreditation, degree nomenclature, credit hour requirements, general education and access to optional studies.

- **EVALUATION OF PREPARATORY EDUCATION**. The NAAB recognizes that students entering an accredited program from a preprofessional program and those entering an accredited program from a non-preprofessional degree program have different needs, aptitudes and knowledge bases. In this section, programs will be required to demonstrate the process by which incoming students are evaluated and to document that the SPC expected to have been met in educational experiences in non-accredited programs have indeed been met.

- **PUBLIC INFORMATION**. The NAAB expects accredited degree programs to provide information to the public regarding accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information concerning the accredited and non-accredited architecture programs.

Programs demonstrate their compliance with Part Two in four ways:

- A narrative report that briefly responds to each request to "describe, document, or demonstrate."

- A review of evidence and artifacts by the visiting team, as well as through interviews and observations conducted during the visit.

- A review of student work that demonstrates student achievement of the SPC at the required level of learning.

- A review of websites, links, and other materials.

For instructions on how this material is to be presented in the APR and during the visit, see *NAAB Procedures for Accreditation* and the *NAAB Guide to the 2014 Conditions for Accreditation and Preparation of Architecture Program Reports.*

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

The accredited degree program must demonstrate that each graduate possesses the knowledge and skills defined by the criteria below. The knowledge and skills defined here represent those required to move to the next stage in career development including internship.

The program must provide student work as evidence that its graduates have satisfied each criterion.

The criteria encompass two levels of accomplishment[4]:

- *Understanding*—The capacity to classify, compare, summarize, explain and/or interpret information.

- *Ability*—Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation.

II.1.1 Student Performance Criteria (SPC): The NAAB establishes SPC to help accredited degree programs prepare students for the profession while encouraging educational practices suited to the individual degree program. The SPC are organized into realms to more easily understand the relationships between individual criteria.

Realm A: Critical Thinking and Representation: Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This includes using a diverse range of media to think about and convey architectural ideas including writing, investigative skills, speaking, drawing and model making.

Student learning aspirations for this realm include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Assessing evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

A.1   Professional Communication Skills: *Ability* to write and speak effectively and use appropriate representational media with peers and with the general public.

A.2   Design Thinking Skills: *Ability to* raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

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

A.3   Investigative Skills and Applied Research: *Ability to* gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

A.4   Architectural Design Skills: *Ability to* effectively use basic formal, organizational and environmental principles and the capacity of each to inform two- and three-dimensional design.

A.5   Use of Precedents: *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices regarding the incorporation of such principles into architecture and urban design projects.

A.6   Historical Traditions and Global Culture: *Understanding* of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.

A.7   Cultural Diversity*: Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.

Realm B: Integrated Building Practices, Technical Skills and Knowledge: Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to architectural solutions. Additionally the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include:

- Creating building designs with well-integrated systems.

- Comprehending constructability.

- Integrating the principles of environmental stewardship.

- Conveying technical information accurately

B.1   Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, which must include an assessment of client and user needs, an inventory of space requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards, including relevant sustainability requirements, and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

B.2   Accessibility: *Ability* to design sites, facilities, and systems consistent with the Americans with Disabilities Act (ADA) standards or other appropriate jurisdictional requirements such as those of the American National Standards Institute (ANSI).

B.3   Site Design: *Ability* to respond to site characteristics including zoning, soil, topography, vegetation, and watershed in the development of a project design.

B.4   Life Safety: *Ability* to apply the basic principles of life-safety systems with an emphasis on egress.

B.5   Technical Documentation: *Ability* to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

B.6   Environmental Systems: *Understanding* the principles of environmental systems' design, which must include active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; and an understanding of performance assessment tools.

B.7   Structural Systems: *Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

B.8   Building Envelope Systems and Assemblies: *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

B.9   Building Service Systems: *Understanding* of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems.

B.10   Financial Considerations: *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction estimating, operational costs, and life-cycle costs.

Realm C: Professional Practice. Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and acting legally, ethically and critically for the good of the client, society and the public.

Student learning aspirations for this realm include:

- Comprehending the business of building.

- Collaborating and negotiating with clients and consultants in the design process.

- Discerning the diverse roles of architects and those in related disciplines.

- Understanding a professional code of ethics, as well as legal and professional responsibilities.

C.1   Stakeholder Roles In Architecture: *Understanding* of the relationship between the client, contractor, architect and other key stakeholders such as user groups and the community, in the design of the built environment,

and the responsibilities of the architect to reconcile the needs of those stakeholders

C.2   Project Management: *Understanding* of the methods for selecting consultants and assembling teams, identifying work plans, project schedules and time requirements, and recommending project delivery methods.

C.3   Business of Architecture: *Understanding* of the basic principles of business within the architectural practice such as financial management and business planning, marketing, negotiation, risk management, human resources, practice typologies, firm culture, mediation and arbitration, and entrepreneurialism.

C.4   Non-traditional Forms of Practice: *Understanding* that the architect's capacity for collaboration, specialized architectural knowledge and business acumen can lead to diverse forms of practice and specialization.

C.5   Legal Responsibilities: *Understanding* the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, environmental regulation, and historic preservation and accessibility laws.

C.6   Professional Ethics: *Understanding* of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice; also includes an understanding of the role of the AIA Code of Ethics in defining professional conduct.

Realm D: Integrated Architectural Solutions: Graduates from NAAB-accredited programs must be able to synthesize a wide range of variables into an integrated design solution. This realm demonstrates the integrative thinking that shapes complex design and technical solutions.

Student learning aspirations in this realm include:

- Synthesizing variables from diverse and complex systems into an integrated architectural solution.

- Rationalizing environmental stewardship goals across multiple systems for an integrated solution.

- Evaluating options and reconciling the implications of design decisions across systems and scales.

D.1   Integrative Design: *Ability* to produce an architectural solution that demonstrates the ability to make design decisions about a single project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Regional Accreditation:

In order for a professional degree program in architecture to be accredited by the NAAB, the institution must meet one of the following criteria:

1. The institution offering the accredited degree program is or is part of an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC);

2. Institutions that are not accredited by a U.S. regional accrediting agency, may request NAAB accreditation of a professional degree program in architecture only with explicit permission from all applicable national education authorities in that program's country or region. Any institution in this category that is interested in seeking NAAB accreditation of a professional degree program must contact the NAAB for additional information.

II.2.2 Professional Degrees and Curriculum: The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

Institutions offering the degrees B. Arch., M. Arch., and/or D. Arch. are required to use these degree titles exclusively with NAAB-accredited professional degree programs.

Any institution that also uses the degree title B. Arch., M. Arch, or D. Arch. for a non-accredited post-professional degree program must initiate the appropriate institutional processes for changing the titles of such degree programs by June 30, 2018.

The number of credit hours for each degree is specified below. Every accredited program must conform to the following minimum credit hour requirements.

- **Bachelor of Architecture.** Accredited degree programs awarding the B. Arch. degree must require a minimum of 150 semester credit hours or the quarter-hour equivalent[5], in academic coursework in general studies, professional studies, and optional studies; all of which are delivered by the same institution.

- **Master of Architecture.** Accredited degree programs awarding the M. Arch. degree may take three forms:

  o Non-baccalaureate (NB): These are awarded by the institution after completing at least 168 semester credit hours, or the quarter hour equivalent, of which at least 30 are taken at the graduate level; all of which are delivered by the same institution. No baccalaureate degree is awarded

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[5] Programs that operate on the quarter system must multiply these totals by 1.5 to identify the approximate minimum credit requirements for their programs.

prior to completion of the NAAB-accredited program nor is one required for admission. Coursework must include general studies, professional studies, and optional studies.

- o Preprofessional-plus: These are awarded by the institution after completing at least 168 semester credit hours, or the quarter hour equivalent, of which at least 30 are taken at the graduate level and require that students have earned a preprofessional degree[6] in architecture or a related field prior to admission. The graduate-level, academic coursework must include professional studies and optional studies.

- o Nonpreprofessional degree-plus: These are awarded by the institution after completing at least 168 semester credit hours, or the quarter hour equivalent, of which at least 30 are taken at the graduate level and require that students have earned an undergraduate degree from a regionally accredited institution prior to admission. The graduate-level, academic coursework must include professional studies and optional studies.

- **Doctor of Architecture.** Accredited degree programs awarding the D. Arch. degree must require an undergraduate baccalaureate degree (minimum of 120 undergraduate semester credit hours or the undergraduate-level quarter-hour equivalent) for admission. Further, the D. Arch. must require a minimum of 90 graduate-level semester credit hours; or the graduate-level quarter-hour equivalent, in academic coursework in professional studies and optional studies.

General studies, professional studies, and optional studies are defined as follows:

- **General Studies.** Courses offered in the following subjects: communications, history, humanities, social sciences, natural sciences, foreign languages, and mathematics, either as an admission requirement or as part of the curriculum. Architectural courses cannot be used to meet the NAAB general studies requirement. These courses must be offered outside the academic unit that offers the NAAB-accredited degree and have no architectural content. In many cases, this requirement can be satisfied by the general education program of an institution's baccalaureate degree.

- **Professional Studies.** Courses with architectural content required of all students in the NAAB-accredited program. These are considered the core of a professional degree program. Student work from these courses is expected to satisfy the NAAB SPC (Condition II.1). The degree program has the flexibility to require additional professional studies courses to address its mission or institutional context. Further, the program may choose to provide co-curricular or extra-curricular learning opportunities to supplement or complement required coursework.

- **Optional Studies (Curricular Flexibility)**. All professional degree programs must provide sufficient flexibility in the curriculum in order to allow students to pursue their special interests either by taking additional courses offered in other academic units or

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[6] Preprofessional architecture degree: The term refers to architecturally-focused four-year, undergraduate degrees that are not accredited by the NAAB. These degrees have such titles as B.S. in Architecture, B.S. in Architectural Studies, B.A. in Architecture, Bachelor of Environmental Design, Bachelor of Architectural Studies, etc. The amount of work in architecture in these programs may vary from institution to institution and may determine the length of time required to complete the NAAB-accredited program.

departments, or courses offered within the department offering the accredited program, but outside the professional studies curriculum.

Table 1. Credit distribution for NAAB-accredited degrees

NOTE: This table lists semester-credit requirements. Programs that operate on the quarter system must multiply these totals by 1.5 to identify the minimum credit requirements for their programs.

Minimum requirements	B. Arch.	M. Arch. (NB)	M. Arch. (Preprofessional plus)	M. Arch (Non-preprofessional plus)	D. Arch.
General (non-architecture studies)	45 credits	45 credits	Defined by baccalaureate degree required for admission	Defined by baccalaureate degree required for admission	Defined by baccalaureate degree required for admission
Professional Studies [min.]	90-95 credits	103-113 credits	103-113 credits (incl. undergrad. study)	103-113 credits (incl. undergrad. study)	75-80 credits (graduate study **only**)
Optional Studies [min]	10-15 credits	10-15 credits	10-15 credits	10-15 credits	10-15 credits
Undergraduate credits [min]	150 credits	120-138 credits	120-138 credits	120-138 credits	120 credits
Graduate credits [min]	0 credits	30 credits	30 credits	30 credits	90 credits
Total credits [min]	150	168	168	168	210

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY EDUCATION

The program must demonstrate that it has a thorough and equitable process to evaluate the preparatory or preprofessional education of individuals admitted to the NAAB-accredited degree program.

- Programs must document their processes for evaluating a student's prior academic coursework related to NAAB Conditions when a student is admitted to the professional degree program

- In the event a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist.

- The program must demonstrate that the evaluation is clearly articulated in the admissions process, and that the process can be understood by a candidate prior to accepting the offer of admission. See also, Condition II.4.6.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the general public. As a result, the following seven conditions require all NAAB-accredited programs to make certain information publicly available either online or on request.

II.4.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the *NAAB Conditions for Accreditation*, Appendix 1 in catalogs and promotional media.

II.4.2 Access to NAAB Conditions and Procedures

The program must make the following documents electronically available to all students, faculty and the public:

> *The 2014 NAAB Conditions for Accreditation*

> *The Conditions for Accreditation* in effect at the time of the last visit (2009 or 2004 depending on the date of the last visit)

> *The NAAB Procedures for Accreditation* (edition currently in effect)

II.4.3 Access to Career Development Information

In order to assist students and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, staff, faculty, and the public:

> *IDP Guidelines*

> *Certification Guidelines*

II.4.4 Public Access to APRs and VTRs

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

> All Interim Progress Reports (and narrative, Annual Reports submitted 2009-2012)

> All NAAB responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012)

> The most recent decision letter from the NAAB

> The most recent *APR*[7]

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

II.4.5 ARE Pass Rates

NCARB publishes pass rates for each section of the Architect Registration Examination by

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[7] This is understood to be the APR from the previous visit, not the APR for the visit currently in process.

institution. This information is considered useful to prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and the public by linking their website to the results.

II.4.6. Admissions and Advising

The program must publicly document all policies and procedures that govern how applicants to the accredited program are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and outside the institution.

This documentation must include the following:

- Application forms and instructions

- Admissions requirements, admissions decisions procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation, and advanced standing

- Requirements and forms for applying for financial aid and scholarships

- Student diversity initiatives.

II.4.7 Student Financial Information

- The program must demonstrate that students have access to information and advice for making decisions regarding financial aid.

- The program must demonstrate that students have access to an initial estimate for all fees and materials required during the full course of study for completing the NAAB-accredited degree program.

CONDITIONS FOR ACCREDITATION

PART THREE (III): – ANNUAL AND INTERIM REPORTS

III.1 Annual Statistical Reports: The program is required to submit annual statistical reports in the format required by the *NAAB Procedures*.

The program must certify that all statistical data it submits to NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.

III.2 Interim Progress Reports. The program must submit interim progress reports to the NAAB (See Section 11, *NAAB Procedures for Accreditation,* 2012 Edition, Amended*).*

LIST OF APPENDICES

Appendix 1   Statement on NAAB-Accredited Degrees -- Required Texts for Catalogs and Promotional Material

Appendix 2   Glossary

Appendix 1: Required Text for Catalogs and Promotional Materials

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

> "In the United States, most registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year, three-year, or two-year term of accreditation, depending on the extent of its conformance with established educational standards.
>
> "Doctor of Architecture and Master of Architecture degree programs may require a preprofessional undergraduate degree in architecture for admission. However, the preprofessional degree is not, by itself, recognized as an accredited degree."

This text is to be followed by the following information about each NAAB-accredited program:

[Name of university, name of academic unit] offers the following NAAB-accredited degree program(s) (If an institution offers more than one track for an M.Arch or D.Arch. based on the type of undergraduate/preparatory education required, please list all tracks separately):

   [Name of degree] (Prerequisite + total number of credits required)

In addition, the program is required to publish the year of the next accreditation visit for each accredited program. A sample follows:

SAMPLE TEXT FOR ACCREDITED PROGRAMS:

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

Doctor of Architecture and Master of Architecture degree programs may require a preprofessional undergraduate degree in architecture for admission. However, the preprofessional degree is not, by itself, recognized as an accredited degree.

Any University, College of Art and Design, Department of Architecture offers the following NAAB-accredited degree programs:

   B. Arch. (150 undergraduate credits)

   M. Arch. (preprofessional degree + 42 graduate credits)

   M. Arch. (non-preprofessional degree + 63 credits)

   Next accreditation visit for all programs: 2017

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

"The NAAB grants candidacy status to new programs that have developed viable plans for achieving initial accreditation. Candidacy status indicates that a program expects to achieve initial accreditation within six years of achieving candidacy, if its plan is properly implemented. In order to meet the education requirement set forth by the National Council of Architectural Registration Boards, an applicant for an NCARB Certificate must hold a professional degree in architecture from a program accredited by the NAAB; the degree must have been awarded not more than two years prior to initial accreditation."

This text is to be followed by the following information about each candidate program:

[Name of university, name of academic unit] was granted candidacy status for the following professional degree program(s) in architecture:

[Name of degree] (Prerequisite + total number of credits required) – Year candidacy was awarded, the year and purpose of the next visit and projected year of initial accreditation.

A sample follows:

SAMPLE TEXT FOR CANDIDATE PROGRAMS

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

Doctor of Architecture and Master of Architecture degree programs may require a preprofessional undergraduate degree in architecture for admission. However, the preprofessional degree is not, by itself, recognized as an accredited degree.

The NAAB grants candidacy status to new programs that have developed viable plans for achieving initial accreditation. Candidacy status indicates that a program expects to achieve initial accreditation within six years of achieving candidacy, if its plan is properly implemented. In order to meet the education requirement set forth by the National Council of Architectural Registration Boards, an applicant for an NCARB Certificate must hold a professional degree in architecture from a program accredited by the NAAB; the degree must have been awarded not more than two years prior to initial accreditation. However, meeting the education requirement for the NCARB Certificate may not be equivalent to meeting the education requirement for registration in a specific jurisdiction. Please contact NCARB for more information.

Anyplace University, School of Architecture and Landscape Architecture was granted candidacy for the following professional degree program in architecture:

M. Arch. (preprofessional degree + 45 graduate credits) – 2014.

Next visit for continuation of candidacy: 2016

Projected year of initial accreditation: 2020

Appendix 2. Glossary.

ACSA	Association of Collegiate Schools of Architecture
Access	The program must show that students, faculty or staff, have the ability to obtain or make use of something
AIA	The American Institute of Architects
AIAS	The American Institute of Architecture Students
APR	Architecture Program Report
APR-IC	Architecture Program Report for Initial Candidacy
APR-IA	Architecture Program Report for Initial Accreditation
ARE	Architect Registration Examination
Demonstrate	Illustrate and explain especially with many examples
Describe	The program must give an account of activity or set of processes in written form
Document	The program must convey evidence or proof through writing and then provide supporting materials or documentation of activity or policies
IDP	Intern Development Program
Must	Sets a minimum requirement; sets what is mandatory
NAAB	National Architectural Accrediting Board
NCARB	National Council of Architectural Registration Boards

NVTM	Non-voting team member
Shall	Sets a minimum requirement; sets what is mandatory
VTR	Visiting Team Report
VTR-IC	Visiting Team Report for Initial Candidacy
VTR-IA	Visiting Team Report for Initial Accreditation

NOTE: This appendix will be continually developed and expanded during the review and approval process for the *2014 Conditions for Accreditation*.

A Guide to the 2014 Conditions for Accreditation and Preparation of an Architecture Program Report

NAAB

First Draft Edition

A Guide to the 2014 Conditions for Accreditation and Preparation of an
Architecture Program Report – First Draft Edition

A Guide to the 2014 Conditions for Accreditation and Preparation of an
Architecture Program Report – First Draft Edition

Table of Contents

INTRODUCTION

In July 2013, the National Architectural Accrediting Board (NAAB) convened the 2013
Accreditation Review Conference (ARC13).

ARC13, which included two full days of discussion, deliberation, and creative-problem
solving, produced over 50 pages of flip-chart sized notes and 300 images. These artifacts
represent the distillation of over two years of study, analysis, and review by the NAAB, and
other organizations in architecture.

Following the conference, NAAB began drafting the *2014 NAAB Conditions for
Accreditation.* The first draft is now available for public comment at www.naab.org.

In addition, the NAAB directors agreed the 2014 Conditions should be accompanied by a
companion document that addressed two matters:

1. Commentary by the writing team on the new areas or new text in the first draft.
2. Instructions to programs for writing the Architecture Program Report (APR)

The first iteration will include introductions and commentary on the preparation of the early
drafts of the *2014 Conditions* and will later be revised to include instructions for preparing
Architecture Program Reports (APRs).

It will be continually revised over the next eighteen months in order to serve as a set of
guidelines for programs preparing for a NAAB visit using the *2014 Conditions*. In
subsequent years (2016 and on) it will be revised annually based on surveys and
evaluations of the visit process.

This document is not considered a part of *The Conditions for Accreditation*. It is advisory to
and non-binding on the Board.

NAAB ACCREDITATION DOCUMENTS

The *2014 NAAB Conditions for Accreditation* define the standards that professional degree
programs in architecture are expected to meet in order to ensure that students are
prepared to move to the next steps in their careers including internship and licensure. This
document was last revised in 2009; it will be revised again in 2019.

The *NAAB Procedures for Accreditation* outline the procedures that programs and visiting
teams must follow in order to ensure a uniform accrediting process. This document was
last revised in 2012; it will be revised again in 2015 and subsequently in two-year intervals.

The *2014 Conditions for Accreditation* apply to all programs seeking continued
accreditation, candidacy, continuation of candidacy, or initial accreditation beginning April
1, 2015.

BACKGROUND TO THE 2013 NAAB ACCREDITATION REVIEW CONFERENCE (ARC13)

What's Past is Prologue – The 2008 ARC

In 2008, the NAAB acknowledged that architecture education and practice had become more complex and therefore it was appropriate "to revise its accrediting process in response to the advice of its various constituencies."[1]

In their 2008 white papers and issue briefs, the NAAB's constituent partners were relatively consistent in much of the advice they offered. For example, nearly all the papers submitted by the collateral organizations, as well as those prepared by the NAAB's own task groups, included the following recommendations:

- Include a specific and comprehensive commitment to environmental sustainability in the Student Performance Criteria (SPC).

- Prepare graduates for global practice through cross-cultural and cross-curricular experiences in other disciplines.

- Prepare graduates who are able to practice ethically and professionally with an understanding of the centrality of the client to their work.

- Include a specific and measurable commitment to increasing the diversity of student and faculty populations in accredited programs relative to gender, race/ethnicity, age, religion, sexual orientation, and physical ability.

- Strengthen the connection between planning and self-assessment by programs and demonstrate a commitment to continuous improvement.

As the NAAB directors reviewed these outcomes, as well as the Board's own practices and procedures, several things became clear.
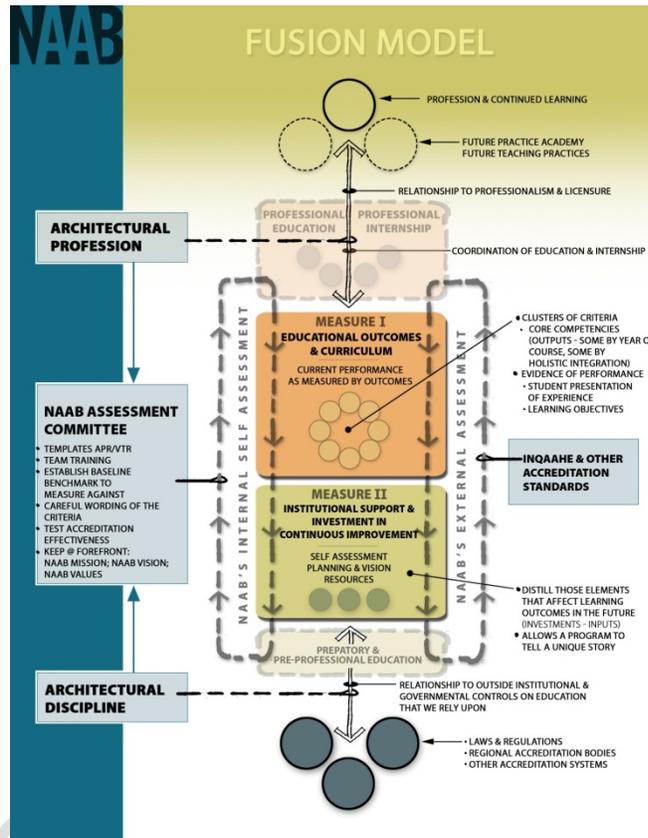
- The Board agreed that the *2004 Conditions for Accreditation* (13 conditions, including SPC), generally speaking, contained all the critical requirements and expectations for a professional degree in architecture. However, within several of conditions 1-12, expectations for student learning or achievement were embedded with expectations for institutional commitment or assessment.

- Next, as a matter of practice, the *Architecture Program Reports* (APRs), and the visits tended to treat all conditions as equal, and deserving of a "Met/Not-Met" designation, when, in reality, certain parts of the *2004 Conditions* could not be assessed in this way. Likewise all SPC were treated as equal when in practice some were "more equal than others." Thus, the NAAB Board agreed it was not only appropriate to revise the content of SPC to be relevant in light of current practice and professional concerns, but also to group both conditions and SPC in a way that reflected their relationships to one another and their relative importance overall.

- Finally, the Board agreed that it was time to implement processes for internal and external assessment and review of the NAAB itself both in terms of the

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[1] *1998 Conditions and Procedures for Professional Degree Programs in Architecture.* National Architectural Accrediting Board. p. 3

effectiveness of its procedures and its compliance with best practices as defined
by independent organizations. Today, this effort is led by the NAAB's Assessment
and Evaluation Committee.

In developing the model that drove development of the *2009 Conditions,* the Board was
able to address all of these matters:

The result of the process in 2008 was described as the Fusion Model:

The *2009 Conditions for Accreditation*, while based initially on the 2008 Fusion Model,
were ultimately a combination of input from collateral organizations, individual comments,
and the findings of the 2008 Architectural Review Conference (ARC).

In many regards, the basic purposes of the *1998* and *2004 Conditions for Accreditation*
were sustained in the *2009 Conditions for Accreditation.* Likewise, the central attributes of
voluntary accreditation remained and the core elements of the NAAB's process persisted:

- Programs are required to document their compliance with the conditions through a
  comprehensive, self-analytical report.

- A team visits the program to confirm the results of the report and to document
  additional compliance through the review of student work, institutional policies,
  interviews, and other records.

- The final decision is made by the NAAB directors.

In addition to *The NAAB 2009 Conditions for Accreditation,* the 2008 process also gave the NAAB the opportunity for the following:

- Major procedural review and overhaul (continuous since 2008).

- Significant revisions to team training protocols (continuous since 2009).

- Investment in technology for visit management (initiated in 2010).

- The Assessment and Evaluation Committee (established in 2009).
    - Internal evaluation (visit practices, board self-evaluation).
    - ARC13 preparation
        - NAAB Study of Accredited Architectural Education
        - NAAB-commissioned studies
        - NAAB director reviews
    - External evaluation of NAAB processes (Canberra Accord).

2010-2013: A Process for Preparing

Beginning in 2010, the NAAB's Assessment and Evaluation (A&E) Committee focused on preparation for ARC13. In addition to setting the timeline for preparation, the committee also oversaw the completion of *The NAAB Study of Accredited Architectural Education*. This study represented one of the first NAAB-directed efforts to prepare a baseline of information and analysis for ARC13. The purpose of the study was to set a foundation against which the NAAB could evaluate the proposals and recommendations of other organizations and individuals.

The NAAB retained McKinley Advisors to conduct the study and to complete the final report. McKinley is a DC-based consulting firm specializing in research, consulting and outsourced services for associations and other non-profits.

The study began in August 2010 with interviews of the NAAB directors. The second stage of research consisted of eight focus groups conducted at various meetings of the collateral organizations during late 2010 and early 2011.

The final stage consisted of an electronic survey designed to capture feedback on the changing field of architecture, the future of accredited architecture education, and the impact of past changes to the NAAB *Conditions for Accreditation* on architecture education. The survey was developed based on the findings collected during the prior stages; it combined quantitative questions with open-ended, essay-style queries to provide a comprehensive look at architecture education.

The final report was released on May 1, 2012 and can be downloaded from www.naab.org.

The A&E Committee also identified additional areas of study:

- Analyzing data collected in the NAAB's Annual Report Submission System (ARS) to identify trends in enrollment, graduation rates, finances, and faculty.

- Analyzing the following trends in higher education: funding models, collaboration with community colleges, online education, student learning assessment, and changes in faculty work life.

- Considering the implications for the use of co-curricular activity to meet certain SPC.

- Reviewing the objectives for the SPC for comprehensive design.

- Considering the effect of changes in access to higher education on demographic diversity in architecture programs.

- Studying how other specialized accrediting agencies or organizations in higher education define and assess collaboration.

Concurrent with the NAAB's effort, the American Institute of Architects (AIA), the National Council of Architectural Registration Boards (NCARB), the Association of Collegiate Schools of Architecture (ACSA), and the American Institute of Architecture Students (AIAS) began their own efforts to analyze the issues and to prepare white papers in advance of the conference. All materials: white papers, letters, proposals, and recommendations from all sources were due to the NAAB on January 31, 2013.

On that date, the NAAB had in its library of materials: four organizational position statements, five NAAB-commissioned reviews, four NAAB-director reviews; and six additional contributions from other organizations and individuals. This represented the largest collection of material ever assembled for an ARC.

The ARC13 Task Force

On September 30, 2012, the NAAB named the 2013 ARC Task Force. These nine individuals, seven directors, the immediate past president, and the executive director were responsible for analyzing and synthesizing material sent to the NAAB, as well as leading the conference itself.

The task force completed its work in June 2013. This included developing a framework paper that identified the following:

- Areas of common ground.

- Areas that would be addressed in the first draft of the next edition of *The Conditions.*

- Areas that would be discussed at ARC13.

- Procedural matters that would be addressed during the next revision of *The Procedures*, scheduled for 2015.

The task force also developed the agenda for the conference itself. Both documents were released along with a list of preconference reading on June 15 are available on the NAAB website.

Analysis and Synthesis

First and foremost, both the quantity and the quality of the submissions from collateral organizations, related professional organizations, and interested individuals far exceeded that of the materials submitted in 2008. The NAAB had a vastly broader and better researched library of proposals, commentary, and recommendations from which to work in preparation for the 2013 ARC and subsequent development of the *2014 Conditions.*

Overall, with limited exceptions, the papers contributed for the 2013 conference affirmed that the 2008 model should stand as is. Nevertheless, the NAAB committed itself to

approaching ARC13 and the development of the *2014 Conditions* with the following in mind:

- The NAAB will make its choices in the best interests of accreditation while keeping its vision, mission, and values in the forefront. The scope of the NAAB's decision-making cannot be constrained by real or imagined concerns over what constitutes "too much or too little change."

- As a global leader in accreditation in architecture education, it is incumbent upon the NAAB to be open to the understanding that others in the field both at home and abroad have alternative ideas about architecture education; the NAAB must embrace and engage new ideas rather than avoid them.

- The NAAB is willing to consider a review of the balance between institutional commitment to continuous improvement (Part I) and educational outcomes and curriculum (Part II) with a view toward shifting the time and attention of visiting teams toward Part II.

New/Emerging Issues That Must be Addressed in The *2014 Conditions*

Working from the materials submitted in January, the task force identified a number of significant issues that are, in many instances, related to trends affecting post-secondary education in the U.S. While only tangentially relevant to the particulars of the NAAB's system, understanding them and being responsive is critical to the NAAB's continued relevance within institutions and specialized accreditation.

- Calls to increase the rigor of the accreditation process without increasing expense (time, people, space, and money).

- Understanding the implications of shifting demographics in education. There is a large population of first-generation college students (e.g., non-English speakers), many of whom are differently-prepared for postsecondary education than their legacy classmates. With their gradual movement into post-secondary and higher education come related expectations within professional programs for teaching or developing basic skills.

- Looking at the role of community colleges in preparing students for preprofessional and professional education, particularly those individuals less-well-prepared for traditional college and university settings.

- Acknowledging the increasing use of online and distance learning delivery models, which in turn call for online and distance learning achievement/assessment models.

- There is an increasing call for colleges and universities to demonstrate the civic engagement of students in professional degree programs.

- The SPC must balance conventional and emerging visualization skills, while still using drawing as method of learning and communication.

- Calls to increase the quality of building sciences education (broadly-defined).

- Defining student learning outcomes that go beyond general education and apply directly to professional competencies (e.g., communication skills, collaborative ability and, investigative skills).

- Calls from programs and team members to be explicit about the expectations for student achievement in comprehensive design.

- Colleges and universities are being asked to provide more public information on student debt.

THE 2013 ACCREDITATION REVIEW CONFERENCE (ARC13)

The conference took place July 18-19 at the Snowbird Resort in Utah. It was by-invitation-only and was be attended by delegations from the AIA, AIAS, ACSA, NCARB, the Canadian Architectural Certification Board-*Conseil canadien de certification en architecture* (CACB-CCCA), and the National Organization for Minority Architects, as well as the NAAB directors and directors-elect. In total, 44 people participated.

The agenda was designed to provide participants with multiple opportunities to interact with one another, to discuss and evaluate the SPC, to consider new forms of evidence of student achievement, and to consider procedural issues.

ARC13 generated nearly 50 flip-chart-sized pages of notes and graphics and over 300 images. These materials were used by the writing team to support their early conclusions and proposed language.

As the NAAB directors considered the outcomes of ARC13 during their meeting, which immediately followed the conference, they reached the following conclusions:

- The five perspectives (I.1.3.A-E) must be revised in order to

  - Remove the language that binds the perspectives to one of the five organizations in architecture.

  - Address values and core principles held in common throughout the profession and the academy relative to practice and discipline of architecture.

  - Delete both implicit and explicit student learning outcomes; those that should be preserved are moved to II.1, SPC.

- Simplify the conditions and eliminate redundancies.

- Establish a stand-alone realm for learning on comprehensive or integrative design.

- Use clear, common, unambiguous language.

- Reframe the conditions on resources (I.2), especially financial resources (I.2.4) in order to link them to student achievement or student development.

- Make bold recommendations in the first draft.

- Develop a companion document that includes advice and commentary from the NAAB, instructions to programs for preparing Architecture Program Reports, and a glossary.

As a result of the last three years' efforts and in keeping with the outcomes of ARC13, the *Conditions* have been revised. These revisions are significant in some areas, but not in others.

Further, the NAAB has identified a number of procedural changes that may streamline the process of accreditation, while still maintaining a commitment to both the NAAB's "prime

directive" to avoid creating conditions that lead to uniformity of architecture education, and the core tenets of accreditation. These changes will be made in the next edition of the *Procedures for Accreditation*, scheduled for completion in early 2015.

The first draft of the *2014 Conditions for Accreditation* is now available for a 90-day public comment period through late November 2013. A second draft will be available in mid-February 2014, with final approval scheduled for July 2014. The first visits to be conducted using the *2014 Conditions* will take place in 2016.

SIGNIFICANT DIFFERENCES BETWEEN THE 2009 CONDITIONS AND THE FIRST DRAFT OF THE 2014 CONDITIONS FOR ACCREDITATION

The *2014 NAAB Conditions for Accreditation – First Draft* represents the NAAB's first, best effort to synthesize the outcomes of ARC13. In doing so, the Board has agreed to propose its most dramatic changes in this draft. While a number of these revisions are modest, there are several that are significant. They are highlighted here:

- The first noticeable difference is the absence of instructions and the phase "The APR must include…" followed by a long list of documents, tables following each condition. The NAAB felt strongly that this type of material should be captured in an advisory document that could be revised annually based on best practices, surveys and visit evaluations. The Board also felt strongly that many of these instructions had calcified over time and were losing relevance in the process. By removing them, the NAAB believed programs would be given greater flexibility to respond to each condition within its own context.

- Wherever possible, the NAAB clarified whether programs "must" or "should" provide information, documentation, or other materials in support of its self-evaluation.

- Next, the NAAB carefully considered ways to re-balance institutional commitment to continuous improvement (Part I) and educational outcomes and curriculum (Part II) with a view toward shifting the time and attention of visiting teams toward Part II. To that end, the NAAB is in the process of changing the format for the Architecture Program Report (APR), instructions to teams regarding review of materials that support a program's responses to the requirements of Part I, and the format both for the visit and the Visiting Team Report (VTR). This is expected to redistribute the visit workload so that more verification and review takes place in advance of the visit, while onsite work can focus on student learning and progress since the previous visit.

- The NAAB is proposing five new perspectives. These are intended to address values and core principles held in common throughout the profession and the academy relative to practice and discipline of architecture rather than to describe the viewpoint of each collateral organization. SPC have been culled out of these five statements and either applied to specific SPC in Condition II.1 or deleted as redundant. The five "new" perspectives are:

  o Leadership and Collaboration

  o University Context

  o Career Development

  o Stewardship of the Environment

  o Community and Social Responsibility

- Condition I.3, Institutional and Program Characteristics, has been eliminated. All the material requested under Conditions I.3.1 and I.3.3 has been moved to the instructions for providing supplemental material in the APR This material will no longer be assessed as part of a visit. Instead it will be used to inform the team's review and affirmation of Condition I.2.1 Human Resources and Human Resource Development. Condition I.3.2 has been moved to a new Part III regarding the submission of annual statistical reports and interim progress reports.

- Condition I.4 Policy Review, has been eliminated. All the material requested under this condition has been moved to the instructions for providing supplemental material in the APR. This material will no longer be assessed as part of a visit. Instead it will be used to inform the team's review of Part I.

- The NAAB is proposing to reduce the number of SPC to 24. This has been achieved by eliminating redundancies and combining SPC where appropriate. Where SPC expressed a value or core principle, they were edited into the new perspectives, as appropriate, and then deleted from II.1.

- The NAAB is proposing a fourth realm, Realm D, to address student achievement for comprehensive or integrative design. This recommendation was clearly supported by ARC13 participants.

- The NAAB has made major changes to the Condition on Professional Degrees and Curriculum (II.2.2). These are intended to accomplish several things:

    o First, to clarify what courses and content meet the definition for general studies.

    o Second, to remove the burden of remediating general studies requirements for students admitted to M. Arch. or D. Arch. programs that require an undergraduate degree for admission.

    o Finally, the NAAB has made the titles B. Arch., M. Arch. and D. Arch. exclusive to the NAAB-accredited degree.

- The first draft moves the conditions on curriculum development (II.2.3) to Part I, Section 1. It now follows the condition on program self-assessment (I.1.5).

- The first draft has added two new sections to Public Information (II.4). These are

    o II.4.6 Admissions and Advising

    o II.4.7 Student Financial Information

  These changes were made in response to repeated calls for creating public information requirements that supported Condition II.3, Evaluation of Preparatory Education, as well as the position of the AIAS, that students had insufficient access to information regarding the financial implications of financial aid decisions and course and materials fees.

Overall, the NAAB believes this first draft represents a significant change for the better in terms of creating a succinct, unambiguous statement about what the profession, the academy, and students believe is required to (a) support a professional education in architecture and (b) produce graduates that are prepared to move forward with the next steps in their careers.

The NAAB welcomes your comments on the first draft at forum@naab.org through December 1, 2013.

INSTRUCTIONS FOR PREPARING THE ARCHITECTURE PROGRAM REPORT

This section will provide information and instructions for preparing Architecture Program
Reports in response to the *NAAB 2014 Conditions for Accreditation.*

This section will include definitions, and specifications for the content in each section of the
APR.

UNDER

DEVELOPMENT

This section will be completed
along with the development of the
final, approved edition of the
2014 Conditions for Accreditation,
and will also be accompanied by
a new edition of the *Team
Member Handbook*, which will
include corresponding
instructions to visiting teams.

History of Accreditation in Architecture Education

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

In 1972, the membership of the NAAB Board of Directors was expanded to include one student representative nominated by "the Association of Student Chapters/ AIA[2]" and one graduate student nominated by schools accredited by the NAAB. In 1999, this representation was further refined to be two individuals nominated by the American Institute of Architecture Students.

In that report, the collateral organizations identified two over-arching goals for the NAAB:

- Advancement of all phases of architectural education, with a view toward the promotion of public welfare.

- Provide guidance, encourage improvement and innovation in the architecture system process, program experience, and product with a view toward serving the public interest and meeting societal needs.

And three objectives for the accreditation process:

- To hold a school accountable to its own stated objectives to the student, the profession, the institution, and the public community.

- To improve educational programs in schools of architecture by continuing a systematic review and assessment of education programs and resources through the self-evaluation process.

- To identify to prospective students, the public community, the profession, educational institutions, governmental agencies and state registration boards and to grant public recognition to those architecture education programs which meet and maintain established qualifications.

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

- Accredit professional degree programs in architecture rather than institutions, colleges, departments, or schools.

- Accredit only the first professional degree program in architecture.

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

- Avoid rigid standards of curriculum content as a basis for accreditation in order to prevent standardization of programs and support well-planned experimentation.

- Establish and maintain procedures for reviewing and evaluating programs and informing schools of their accreditation status and for appeals by schools.

The NAAB

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

- The American Institute of Architects. Since 1857, the AIA has represented the professional interests of America's architects. AIA numbers more than 83,000 licensed architects, emerging professionals, and allied partners who, in design, express their commitment to excellence and livability in our nation's buildings and communities.

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

- The Association of Collegiate Schools of Architecture. The mission of ACSA, founded in 1912, is to advance architectural education through support of member schools, their faculties, and their students.

- The National Council of Architectural Registration Boards. Founded in 1919, the NCARB today provides assistance in protecting the public's health, safety, and welfare to 55 boards regulating architecture in the 50 states, 4 territories, and District of Columbia.