NAAB®

Procedures for Substantial Equivalency

2019 Edition

The National Architectural Accrediting Board

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Effective for all visits scheduled to take place after January 1, 2020

Procedures for Substantial Equivalency

2019 Edition

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The 2019 edition of the *Procedures for Substantial Equivalency* supersedes all previous editions of the *Procedures for Substantial Equivalency*. These Procedures constitute a living document and are subject to change by the NAAB. All changes will be announced on the NAAB website and communicated via email to all architecture programs with Substantial Equivalency and to those in the process of seeking the designation.

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INTRODUCTION

About the National Architectural Accrediting Board

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

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

The NAAB is the only agency recognized by registration boards in U.S. jurisdictions to accredit professional degree programs in architecture. Because most registration boards require an applicant for licensure to hold a NAAB-accredited degree, obtaining such a degree is an essential part of gaining access to the licensed practice of architecture.

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

International Activities

The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architecture profession. Architecture programs (outside the United States and Canada) that can meet the *NAAB Conditions for Accreditation* are eligible for full accreditation under the terms of the *Conditions for Accreditation* and related procedures. Programs (outside the U.S. and Canada) that cannot meet the NAAB *Conditions,* largely because the institution in which they reside is not accredited by one of the U.S. regional accreditation agencies, as required in the NAAB *Conditions for Accreditation*, are eligible to be evaluated for Substantial Equivalency (SE). Following are some of the ways in which the NAAB provides services internationally:

The NAAB Board of Directors established the Substantial Equivalency (SE) program in 2003 in order to extend its expertise and services to international stakeholders. "Substantial Equivalency" identifies a program as comparable in educational outcomes in all significant aspects to a U.S.-based program and indicates that it provides an educational experience meeting acceptable standards, even though such program may differ in format or method of delivery. It further indicates that a program has met the *Conditions for Substantial Equivalency*, which are comparable to the NAAB *Conditions for Accreditation* in all significant aspects. Although Substantial Equivalency is *not* accreditation, SE recognition by the NAAB represents that a program of architecture has achieved the highest standard of quality assurance in professional architecture education.

Graduates of architecture programs holding SE recognition by the NAAB (at the point of graduation) may not meet the education requirements for registration in a U.S. jurisdiction. However, the Education Evaluation Services for Architects (EESA) provides assistance to individuals who do not have a professional degree in architecture from a NAAB-accredited program and who wish to either apply for an NCARB Certificate or for registration by an NCARB member board. SE graduates are eligible for an expedited review at a discounted fee. Visit eesa.org for more information.

International Committee

The NAAB's International Committee (IC), formed in 2017, is responsible for implementing the NAAB's strategic goals related to international engagement. It focuses efforts on the following areas:

1. Oversight of NAAB's programs and activities related to accreditation outside the regulatory context of the United States and its legal jurisdictions. This includes ongoing administration of the SE program and oversight of the Conditions and Procedures for Substantial Equivalency. The IC also provides recommendations to the board on matters of policy related to SE.
2. Oversight of the NAAB's programs and activities related to the evaluation of education credentials for licensure candidates educated abroad.
3. Together with NAAB staff, the IC serves as liaison between the NAAB board and international partnerships related to architecture accreditation. This includes the Canberra Accord, the UIA, and the professional accreditation organizations in countries holding mutual recognition agreements with NCARB.
4. The NAAB can provide advice and consultation to organizations in other countries that are developing accreditation standards and procedures. Such consulting is provided for a fee.
5. The NAAB serves as the Secretariat for the Canberra Accord (CA). The CA is a multilateral agreement between accrediting agencies acknowledging the substantial equivalency of their systems of accreditation/validation/recognition in architecture education.

Substantial Equivalency Documents

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

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

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

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

English is the official language of the NAAB. All documents prepared for the Substantial Equivalency process, including student work, must be submitted in English.

The *2019 Conditions for Substantial Equivalency* apply to all programs seeking continued substantial equivalency beginning January 1, 2019. Program administrators and others are advised to review the NAAB *Procedures for Substantial Equivalency* currently in effect for information on terms of substantial equivalency as well as the visit sequence and other procedures that apply to each stage in the process.

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

Vision, Mission, and Values of the NAAB

From the 1940 Founding Agreement:

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

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

Vision

The NAAB advances educational quality assurance standards and processes that anticipate the needs of academic programs, the profession, and society, to promote a better built environment.

Mission

The NAAB develops and maintains an accreditation system in professional degree education that enhances the value, relevance, and effectiveness of the profession of architecture.

Core Values: The NAAB aspires to follow four core values in the way it approaches its work and mission:

- Commitment to Excellence: Foster a culture of continual improvement that seeks positive organizational transformation and responds to external change.

- Diversity and Inclusion: Celebrate unique institutional perspectives and ensure the inclusion of diverse populations to enrich the learning environment.

- Effective Communication: Articulate the value of an accredited architecture education to students, the profession, and the communities architects serve.

- Spirit of Collaboration: Promote transparency and collateral cooperation in the shared responsibility of preparing graduates for professional practice.

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

For additional information about the NAAB and accreditation of professional degree programs in architecture, please see the current editions of the *Conditions for Accreditation* and the *Procedures for Accreditation*, available on the NAAB website at www.naab.org.

SECTION 1. TERM OF SUBSTANTIAL EQUIVALENCY

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

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

Unless specifically noted in the board's decision, all terms of Substantial Equivalency are effective on January 1 of the year in which the visit took place.

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

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

The procedure for requesting reconsideration of a decision by the Board of Directors to deny SE is described in Section 13. The program may reapply for SE in the year following the date of the decision and no later than three years after the decision. Programs that do not apply within the three-year timeframe must begin the SE process at visit two (candidacy).

SECTION 2. GENERAL INFORMATION

This section covers general information that applies to NAAB SE processes, especially visits and visiting teams.

Term	Definition/Description	Section/Related Documents
Institutional Overview	Report accompanies the eligibility application and describes the extent to which the program already meets the Conditions for SE. It includes a timeline/plan for achieving SE.	Section 3
SE Visit One: Eligibility	After a program's application, including the Institutional Overview, has been accepted by the NAAB, the first visit by a team of two NAAB representatives will be scheduled. This visit lasts two days. Programs must proceed to visit two (candidacy) within three years of the conclusion of the eligibility visit. If visit two is not scheduled within the three-year time frame, it may be necessary for the program to repeat the eligibility visit.	Section 3
SE Visit Two: Candidacy	Four-day visit by a team of two NAAB representatives (one education, one practitioner). A Self-Evaluation Report, submitted 120 days before the visit, succinctly describes how a program meets each of the Conditions for SE; this visit includes preparation of a team room for examination of student work. Programs may remain in candidacy for a maximum of three years.	Section 4
SE Visit Three: Substantial Equivalency	Four-day visit by a team of four NAAB representatives. Requires preparation of a Program Self-Evaluation Report and a team room. The NAAB team submits its Visiting Team Report to the International Committee, which makes the final recommendation to the board on whether to grant SE. SE terms are for six years and begin on January 1 in the year of visit three.	Section 5
Program Self-Evaluation Report	A comprehensive, self-analytical narrative document that succinctly describes how a	Sections 4 and 5

	program meets each of the conditions for SE.	
Visiting team	Individuals, nominated by the NAAB and approved by the program, who conduct a visit to review/assess a professional degree program in architecture. Teams for visits one and two consist of two people; the team for visit three is composed of four people. The NAAB designates one individual on each team to serve as the chair.	Sections 4, 5
Facilitator	An individual nominated by the program to provide perspective on the program; may also serve as a translator. Participates fully in the visit but not in the team's confidential deliberations. The team chair and the NAAB must approve the facilitator 30 days before the visit.	Sections 4, 5
Visiting Team Report	The VTR conveys the visiting team's assessment of whether the program meets the *Conditions for Substantial Equivalency*, as measured by evidence of student learning, the overall capacity of the program to fulfill its obligations to ensure student achievement, and the overall learning environment. The VTR provides an assessment of the degree to which the program is functioning in the manner described in the Program Self-Evaluation Report.	Sections 4, 5
Interim Progress Report	IPRs are submitted in year three of a six-year SE term. The reports address how a program is working to correct any deficiencies cited in the previous VTR.	Section 11
Confidentiality	The duty of all visiting team members, team chairs, facilitators, NAAB directors, and staff to hold all information designated as confidential and related to the substantial equivalency of a professional degree program in architecture in confidence in perpetuity.	Sections 4, 5,12
Notice of substantive changes to professional degrees and curricula	A notable change in the professional degree program, the school of architecture, or the institution in which the	Section 8

	architecture program resides that may affect the quality of the program or its ability to remain in compliance with the quality criteria of the *Conditions for Substantial Equivalency*.	
Reconsideration	A request by a program for reconsideration of a board decision on a term of SE or of a board decision to deny or revoke SE.	Section 13

SECTION 3. PROCEDURES FOR VISIT ONE: ELIGIBILITY

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

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

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

Institutions interested in having a degree program in architecture designated as Substantially Equivalent are encouraged to seek guidance from the NAAB before beginning the process. To begin, send an email to info@naab.org, and include "SE query" in the subject line.

3.1 APPLICATION

Institutions seeking the Substantial Equivalency designation for a professional degree program or degree sequence in architecture must first be granted eligibility status by the NAAB. The first step in achieving eligibility status is to submit an application to the NAAB.

Expectations for a complete application include:
- A written announcement from the institution's chief academic officer of the intention to seek Substantial Equivalency for a degree program or degree sequence in architecture. The letter should include the specific degree name (e.g., Bachelor of Architecture, Diploma, or Master of Architecture).
- Institutional Overview (see 3, below)
- The applications must be submitted as an Adobe PDF, no larger than 3MBs. Send the application to info@naab.org and include "Application for Substantial Equivalency" in the subject line.

3.2 PREPARATION OF THE INSTITUTIONAL OVERVIEW

Content. The Institutional Overview must include the following:

Cover page. This page should include the following information:
- Name of institution
- Degree program proposed for the SE designation (e.g., Bachelor of Architecture, Diploma, or Master of Architecture), with prerequisites as appropriate (e.g., M. Arch., preprofessional degree plus 42 graduate credits)

Name, address, email, and telephone contact information for the following individuals:
- Program administrator
- Head of academic unit in which the program resides
- Chief academic officer
- President of the institution

Organization of Content*:* Use the following headings to organize the content of the Institutional Overview. For each heading, provide an analysis of the extent to which the proposed program already complies with the 2019 Conditions for Substantial Equivalency:

PART ONE (I), SECTION 1: INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT
I.1.1 History and Mission
I.1.2 Learning Culture
I.1.3 Social Equity
I.1.4 Defining Perspectives
I.1.5 Long-Range Planning

I.1.6 Assessment

PART ONE (I), SECTION 2: RESOURCES
I.2.1 Human Resources and Human Resource Development
I.2.2 Physical Resources
I.2.3 Financial Resources
I.2.4 Information Resources
I.2.5 Administrative Structure and Governance

PART ONE (I), SECTION 3: PROGRAM CHARACTERISTICS
I.3.1 Statistical Reports

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM
II.2 Curricular Framework
II.3 Evaluation of Preparatory Education

PART THREE (III): TIMELINE FOR ACHIEVING SUBSTANTIAL EQUIVALENCY
(see Appendix 9 for sample template)

SUPPLEMENTAL INFORMATION
Course Descriptions (see Appendix 3)
Faculty Résumés (see Appendix 2)

Determination of Eligibility. Next, the NAAB determines whether the proposed degree program is eligible.

Review. The application will be reviewed by the staff to determine whether it is complete or whether additional information is needed.
- If the application is accepted in full, Visit One will be scheduled.
- If the application is accepted provisionally, additional information will be requested. Once the additional information is received and determined to be sufficient to proceed, Visit One will be scheduled.
- If the application is rejected, the chief academic officer will be notified and advised as to the deficiencies or concerns and will be asked to submit a new application.

3.3 VISIT ONE: PURPOSE AND FORMAT

Purpose
1. *To* review the *Conditions* and *Procedures* for Substantial Equivalency
2. To confirm the institutional commitment; and
3. To review the physical, financial, human, and information resources committed to the program.

Format
Visit one will be conducted by two people (possible team composition includes current or former NAAB board members, executive director, or another individual identified by the NAAB. The visit will be scheduled on two consecutive weekdays during the regular academic year.

The visit should include the following:

- Presentation by the program on the history and mission of the institution, academic/administrative unit, and proposed degree program.
- Discussion between the reviewers and the program administrator to review the *NAAB Conditions* and *Procedures.*
- Separate meetings with faculty, staff, and students.
- Meetings with the division administrators (e.g., department chair and dean) and chief academic officer.
- Opportunities to observe classes and studios.
- A tour of the learning facilities that are or will be designated for the program (studios, classrooms, seminar rooms, shops, and laboratories).

- A tour of the library or other information resource center(s) that support the program.
- Optional: a meeting with alumni of the institution and local architects.

Report from Visit One. The review team completing Visit One must submit a memorandum to the NAAB International Committee that documents the team's observations and conclusions. The report must include the following:

- A review of the resources committed to the program.
- Commitment of the institution to achieving the SE designation.
- Assessment of the readiness of the program to complete Visit Two.
- Recommendation to the NAAB board to schedule Visit Two. The recommendation may also identify the length of time that should elapse before scheduling Visit Two and whether a representative from the program should complete any specific training or other learning experiences.

Action on Visit One Report
The board will review the report and take action at its next regularly scheduled meeting.

- If the board accepts the report and advances the program to Visit Two, the NAAB staff will advise the program to compile a Program Self-Evaluation Report (PSER) and prepare for Visit Two.
- If the board does not accept the report or advance the program to Visit Two, the program must submit a new application within two years.

SECTION 4. PROCEDURES FOR VISIT TWO: CANDIDACY

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

4.1 PROGRAM SELF-EVALUATION REPORT (PSER) SUBMITTED FOR VISIT TWO

Purpose. The PSER serves as both a self-study for the program and as the principal source document for conducting the visit.

Content. Present complete and accurate information to demonstrate the extent to which the program is already in compliance with each of the *NAAB Conditions for Substantial Equivalency*. Areas and levels of excellence will vary among degree programs as will approaches to meeting the *Conditions*. While programs are encouraged to identify those areas in which they believe they excel, positive aspects of a degree program in one area cannot override deficiencies in another.

Format. Schools must use the following format for the PSER for Substantial Equivalency. Each part should be used to describe how the program's *unique* qualities and its students' achievements satisfy (or will) the conditions that all programs must meet in order to be designated as Substantially Equivalent. For additional information about the contents of the PSER, see the 2019 *Conditions for Substantial Equivalency*.

Part One, Section 1 – Identify and Self-Assessment
I.1.1 History and Mission
I.1.2 Learning Culture
I.1.3 Social Equity
I.1.4 Defining Perspectives
I.1.5 Long-Range Planning
I.1.6 Assessment

Part One, Section 2 – Resources
I.2.1 Human Resources and Human Resource Development
I.2.2 Physical Resources
I.2.3 Financial Resources
I.2.4 Information Resources
I.2.5 Administrative Structure and Governance

Part One, Section 3 – Program Characteristics
I.3.1 Statistical Data

Part Two, Section 1 – Educational Outcomes and Curriculum
II.1.1 Student Performance Criteria

Part Two, Section 2 – Curricular Framework
II.2.1 Institutional Quality Assurance
II.2.2 Professional Degrees and Curriculum

Part Two, Section 3 – Evaluation of Preparatory Education

Part Two, Section 4 – Public Information
II.4.1 Statement on Substantially Equivalent Degrees
II.4.2 Access to NAAB Conditions and Procedures for Substantial Equivalency
II.4.3 Access to Career Development Information
II.4.4 Public Access to Program Self-Evaluations and Visiting Team Reports
II.4.5 Admissions and Advising
II.4.6 Student Financial Information
(continues on next page)

Appendix – Supplemental Information
  These documents should be provided via hyperlinks or stored in an easily accessible file-sharing portal (such as Dropbox):
- Descriptions of all courses offered within the curriculum of the SE degree program. The program must use the template provided in Appendix 3.
- Faculty vitae. The program must use the template provided in Appendix 2.
- Studio Culture document
- Self-Assessment policies and objective
- Policies on academic integrity for students (e.g., cheating and plagiarism)
- The institution's policy regarding human resource development opportunities, such as sabbaticals, research leave, and scholarly achievements
- Policies, procedures, and criteria for faculty appointment, promotion, and, when applicable, tenure
- Response to the Branch Campus Questionnaire (see Appendix in the 2019 SE Procedures)

The specific content of the Program Self-Evaluation with respect to each element of Part One and Part Two is outlined in this document.

Review and Acceptance
The PSER is first reviewed by the NAAB staff to ensure it is complete. The PSER is then reviewed by the team chair for completeness and clarity, to understand the complexity of the program's structure, and to identify issues that may affect the duration and agenda for Visit Two. The visiting team chair's review results in a recommendation to the NAAB board to do one of the following:
- Accept the PSER and set the agenda for Visit Two.
- Accept the PSER, set the agenda for Visit Two, and request additional information before the visit.
- Require submission of additional information not less than 60 days before the scheduled visit date. The date will be confirmed after the additional information is received, reviewed, and determined to be acceptable.
- Reject the PSER and require a new report be submitted for review not less than 45 days before the date of the visit. If the new PSER is considered acceptable, the visit will take place.
- Should the chair recommend the PSER be rejected, the PSER and the chair's review are brought before the NAAB Board of Directors for review and action.
- Should the school fail to deliver an acceptable amended or replacement PSER, the chief academic officer of the institution is notified that the visit will have to be postponed to a later date. A new chair will be appointed and a new team assembled.

Dates/Deadlines. PSERs are due in the NAAB office 120 days before the date of the visit.
If a new PSER is requested, it is due at the NAAB at least 45 days before the date of the visit.

Dissemination of the PSER before the Visit. The PSER should be distributed to the program community before the visit. However, it may not be shared with the public until the final decision has been communicated by the NAAB (see Section 6 Conflicts of Interest).

4.2 VISITING TEAMS

Composition of Teams
Teams for Visit Two are composed of two individuals: an educator and a practitioner. A third member may be added at the discretion of the NAAB.

The NAAB makes every effort to ensure the team is balanced for geography, gender, race/ethnicity, and international experience and that no more than one team member is on his/her first visit. In addition, the staff makes every effort to ensure that no one proposed as a member of a visiting team has a real or perceived conflict of interest as defined below (and in Section 6).

Team members are advised of their preliminary selection for a specific visit with the understanding that final approval of the team is the responsibility of the program. Team members are required to complete the NAAB team training program before serving on a team.

Team Chair. The chair is responsible for the following:

- Negotiating the date for the visit with the program administrator.
- Reviewing the PSER and identifying needs for additional information or requesting changes to the report.
- Developing the agenda for the visit with the program administrator.
- Communicating with the team before the visit to establish expectations and special requirements or circumstances.
- Convening a conference call with the team, including the facilitator, at least 30 days before the visit.
- Preparing the final draft of the Visiting Team Report (see below) and sending it to the NAAB office within 30 days of the visit.
- Securing the signatures of all team members on the report, including the facilitator.
- Securing the signatures of the team on the confidential recommendation.
- Approving corrections of fact submitted by the program after reviewing the draft VTR.
- Ensuring the team's compliance with the *Procedures for Substantial Equivalency* and appropriate standards of conduct during the visit.

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

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

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

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

Facilitator: To facilitate communication and foster a spirit of collaboration, the program is encouraged to nominate one facilitator to participate in the site visit. He/she may provide insight into the local cultural and professional context and the program's unique qualities and history, and may also serve as a translator. The program is responsible for the expenses of the facilitator.

Selection and approval of the facilitator:
The program may nominate one facilitator for Visit Two by sending a c.v./résumé of the nominee to the NAAB. The selection must be mutually agreed upon by the program and the visiting team chair to be part of the team. The facilitator is a volunteer. He/she may also be called upon to serve as a translator, if necessary.

Participation
- The facilitator must participate throughout the entire site visit including orientation, entry meetings, evidence confirmation, and exit meetings. He/she is encouraged to offer comments and advice to the visiting team.
- The facilitator does not participate in the formal team decisions concerning the recommendation on SE.
- The chair reserves the right to excuse the facilitator from any team work session.
- The facilitator must agree in advance to observe the principles of confidentiality as outlined below.

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4.3 SITE VISITS

Scheduling the Dates of the Visit
- The dates for Visit Two are set by the team chair and the program administrator in consultation.
- Generally, these visits take place between mid-February and mid-April or late September and mid-November.
- All members of the team are expected to participate during the entire visit.
- Except under extreme circumstances, visit dates cannot be changed once a team has been assembled and proposed to the program.

Length of the visit:
- Visits typically last four days.
- It may be necessary to extend the length of the visit if the program seeking Substantial Equivalency is offered at more than one site (see Section 7, Special Circumstances, for more information about the review of programs at remote locations). These arrangements are decided by the team chair with the program administrator and advice from the NAAB staff.

Before the Visit

Previsit conference call: Team members, including the facilitator, will participate in a mandatory previsit call approximately 30 days before the visit. The purpose of the call is to:

- review the PSER and the Conditions and Procedures; discuss initial reactions to the PSER, raise any concerns, and identify and prioritize questions to be addressed during the visit
- discuss visit protocols
- establish expectations for how the team will work
- make VTR writing assignments
- review travel plans (arrivals/departures, hotel information, ground transportation)
- review special customs and etiquette issues related to the specific visit

During the Visit

Schedule/Agenda for the visit: Each visit must include, at a minimum:

- **Review of the PSER** (team only): This on-site review of the PSER allows team members to further clarify the issues to be addressed during the visit and to decide whether the team needs to ask for additional information/evidence. In light of this discussion, the team chair outlines team assignments and may revise details of the agenda.
- **Team room orientation:** The program will explain how the team room is organized and provide information about accessing required technology.
- **Tours**
  - Physical Resources: The school conducts a tour of the physical resources that support the professional degree program. This tour should include the facilities the program uses (e.g., woodshops, digital fabrication, studios, critique spaces, offices, labs) and meetings with personnel of media centers, workshops, and laboratories.
  - Library/Information Resources: The library tour includes a meeting with the architecture librarian and visual resources professional to discuss their assessment of those components.
- **Meetings.** All meetings are confidential, informal discussions, not presentations.
  Staff. This is a meeting with key staff of the academic unit without the presence of administrators. Attendees should include but not be limited to administrative assistants, shop personnel, librarian, career placement, and advisors.

  Program Head. This includes a discussion of issues arising from the PSER, the program's strategic plan and self-assessment procedures, any changes required to the visit agenda, and any requests for additional materials the team may need.
  Entrance Meetings with the School or College Administrator, Chief Academic Officer, Faculty, and Students. These are separate meetings and allow comparison of the views held by each constituency on the program's strengths and causes for concern or any issue raised by the visiting team, the program, or the institution.

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

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

Optional. Meetings with graduates of the program and local practitioners: This is often scheduled as a social event.

- **Review of student exhibits in team room**. Team members are individually and jointly responsible for assessing work in the team room.

- **Observation of studios, lectures, and seminars.** The team may attend scheduled classes and may use evenings to observe unscheduled studio activity.

- **Review of general studies, electives, and related programs**. This review includes meetings with faculty or administrators to discuss prerequisite general studies courses, minors, or concentrations that students may pursue, and any programs or groups that have a significant relationship with the professional degree program.

- **Review of school records and transfer credit assessment.** The visiting team chair may request school and student records; these records should be presented with names removed or redacted.

- **Debriefing sessions**. Each evening, the team meets to evaluate its progress, adjust assignments, and assess the need for more information.

- **Deliberation and drafting the Visiting Team Report.** The last afternoon and evening of the site visit are devoted to developing the team's consensus on whether the program has met each of the NAAB Conditions for Substantial Equivalency, drafting an assessment of the latter, and agreeing on the confidential recommendation to the NAAB directors. By the end of the last work session, the VTR should be in a draft form and ready for editing by the team chair.

- **Exit Interviews**
  The sequence of exit interviews is prescribed in order to ensure the team delivers its initial information to key leaders of the institution and the program before addressing the faculty, staff, and students in the program. These interviews are not to take place until the team has finished its deliberations. The purpose of these interviews is to communicate the following:
  - Conditions met with distinction
  - Conditions not met/not yet met
  - General team comments or acknowledgments

  The interviews are led by the chair; the chair may call upon other team members to offer comments. All members of the team are advised to avoid making any comments that may be interpreted as offering advice or other recommendations to the program or as revealing the content of the confidential recommendation.

  Sequence of interviews. The recommended sequence of exit interviews on the final morning of the visit is as follows:
  - Exit interview with the program administrator, one hour. Questions and answers are permitted.
  - Exit interview with the leadership of the academic unit in which the program is located (e.g., director, chair, dean), 30 minutes. Questions and answers are permitted. NOTE: This may be broken down into more than one meeting.

- o Exit interview with the administrators responsible for oversight of the academic unit (e.g., provost, vice president for academic affairs, president), 30 minutes. Questions and answers are permitted.
- o Exit interview with the students, faculty, and staff of the program, 30 minutes. Questions and answers are not permitted.
- o The team is expected to leave the institution as soon as the last interview is completed.

4.4 TEAM ROOM

Purpose. The team room is a securable, reasonably soundproof room accessible only to the team. It should be located within the building that is the primary physical resource for the program. It is to be designated for the exclusive use of the team to evaluate the program in confidence.

Contents. Before the site visit, the program head and visiting team chair discuss the content and organization of the team room. The team room must contain fully labeled and easily accessible exhibits of student work. Materials used as exhibits must:
- Include examples of both the minimum passing grade and high achievement.
- Be of sufficient quantity to ensure that all graduates are meeting the performance criteria.
- Have been executed since the previous site visit
- Span no less than a single previous academic year

The team room must also contain the following:

Student studio work: The majority of the visual material should be mounted on vertical surfaces; not placed in stacks. The presentation of studio work must represent the full range of approaches taken and assignments made by various studio critics, and must include project assignments, handouts, bibliographies, and corresponding samples of student drawings and models. In addition to final projects, in-progress work and student journals may be included, or the progress of one group of students may be illustrated. Student design work may be presented digitally. The NAAB's recommended format and organization of digital content are described in the "Guidelines for the Use of Digital Content in Accreditation Visits."

Student coursework: A notebook should be provided for each required and elective course. The presentation of course work must contain a syllabus showing weekly activities and assignments; a bibliography; quizzes and examinations, where applicable; and corresponding samples of student work. Course notebooks may be presented in digital format if the team chair approves. See the section (above) on student studio work for information on presenting digital content.

Team work area: The room must contain a conference table, with seating for the team.

Visit agenda and team résumés: Should be posted in the vicinity of the team room.

SPC matrix: A large copy of the matrix, described in Part II.1, Student Performance Criteria, of the 2019 Conditions for Substantial Equivalency.

Faculty photos

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

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

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

Digital Presentation of Team Room Content: Programs that wish to pursue the use of digital content in a visit should contact the NAAB in the early stages of visit planning, so the NAAB can prepare an appropriate team and the team chair can begin a conversation with the program administrator about expectations. At a minimum, programs must follow the NAAB's "Guidelines for the Use of Digital Content in Accreditation Visits." These guidelines address required file types and sizes, file structure and organization, equipment to be provided by the program in the team room, and how to cross-reference student work with the SPC matrix.

Access. The team room must be lockable; the only keys are to be given to the members of the team. No one other than the team is to be in the room, except at the team's invitation.

Equipment. The room must contain the following:
- telephone
- document shredder
- computer equipment as requested by the team chair
- Internet access
- printer
- sufficient number of electrical outlets and adapters

4.5 VISITING TEAM REPORT (VTR) FOR VISIT TWO

Purpose. The VTR serves several purposes. It is essential to the NAAB in making its decision regarding Substantial Equivalency; it may serve to strengthen the program and its position within the institution; and it may inform current and prospective students about the nature and quality of the program. VTR*s* are considered nonbinding and advisory to the NAAB directors.

Contents. The VTR conveys the visiting team's assessment of whether the program's progress toward achieving the designation is reasonable and capable of being implemented, and to what extent the program meets or is likely to meet the 2019 *Conditions for Substantial Equivalency*, as measured by the following:
- Evidence of student learning
- The overall capacity of the program to fulfill its obligations to ensure student achievement
- The overall learning environment

The VTR establishes the degree to which the program is functioning in the manner described in the Program Self-Evaluation Report. Therefore, the VTR must be concise and consistent and include documentation of the following:
- The program's noteworthy qualities with respect to the Conditions for Substantial Equivalency.
- The program's progress toward identifying and eliminating deficiencies with respect to the Conditions, especially the Student Performance Criteria
- Comments that may be helpful in preparing for visit three.

Format.
Section I, Summary of Team Findings
- *Team comments*: Acknowledgments, general comments on the program and the PSER.
- *Conditions Not Met/Not Yet Met*: This is a list of the conditions and Student Performance Criteria that the team determines are either not met or not-yet met.
- *Items to Address:* This is an enumerated list that describes specific concerns of the team relative to not-yet-met Conditions or to Conditions that may have been met within the strict definition of the condition/criterion but for which the team has concerns or questions. This should be a numbered list, and each item should have a title. It is not necessary for a not-yet-met Condition to generate a cause for concern; likewise, conditions/criteria that are determined to be met may have also generated concerns within the team. All of these should be documented in this section of the report.

Section II, Compliance with the Conditions for Substantial Equivalency

Section III, Appendices
- Appendix A. Conditions Met with Distinction: A list of the Conditions and Student Performance Criteria for which the team wishes to commend the program. The team is encouraged to include a brief narrative for each one of the Conditions or criteria listed here.
- Appendix B. Team roster

Section IV, Report Signatures: Signature of all team members, including, if applicable, the facilitator.

Confidential Recommendation. In a separate document, the team transmits a recommendation on Visit Two to the NAAB International Committee and then to the Board of Directors. This recommendation is signed by both members of the team, but not by the facilitator. The document will also include a recommendation as to the length of time until Visit Three and may also recommend other activities that may aid the program. This document is considered confidential in perpetuity and is nonbinding on the board. This document is to be transmitted to the NAAB within 30 days after the visit ends.

Review/Acceptance/Transmittal by the team. The team chair must transmit a final draft of the VTR to the NAAB office within 30 calendar days after the visit ends. During the interim, the team chair is responsible for completing the draft and collecting additional input or suggested text from the other member of the team.

Review by NAAB Staff. Upon receiving the draft from the team chair, the NAAB staff reviews the draft report for completeness and edits the document (for grammar, spelling, unclear writing, and the like). This draft, without the confidential recommendation, is then sent to the program administrator.

Corrections of Fact (COF) and Optional Response. The program administrator is then asked to review the draft VTR to make corrections of fact (misspelled names, incorrect course titles, and the like) and to write an optional response to the VTR. The optional response is sent to NAAB staff in a separate file from the VTR. The NAAB sends the COF draft to the team chair for acceptance. The team chair has five days to review and accept the COF.

Date and Deadlines
1. Thirty days after visit ends, the team chair sends the VTR to NAAB staff.
2. NAAB staff completes the initial edits and corrections and sends the draft to the program administrator for corrections of fact and the option to write a response to the report.
3. Within 14 days, the program send its COF and optional response to the NAAB. The staff sends the COF draft to the team chair, who has five days to review and accept it.
4. The NAAB staff sends the VTR to the International Committee for review at its next regularly scheduled conference call. If necessary, the IC may contact the team chair for clarification of the team's findings.
5. Not later than 21 days before the next meeting of the NAAB Board of Directors, the NAAB staff prepares the final report package for board review. The package contains the following:
   o Final VTR
   o Optional program response
   o Confidential recommendation

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

Before the decision, both the NAAB and the program are prohibited from making either the PSER or the VTR available to the public.

4.6 PUBLIC DISCLOSURE OF OUTCOMES

- After the decision, the program is required to disseminate the PSER, the final VTR and pertinent attachments, the current editions of the *Conditions* and *Procedures for Substantial Equivalency*, and the NAAB's decision letter. These documents must be housed together in the architecture library and be freely accessible to all. All of these documents must also be available on the institution's website (see appendices 5 and 6).

- Unless written permission is obtained from the NAAB, the program may disseminate only complete copies of the *Conditions*, the *Procedures*, and the VTR.

- PSERs and VTRs of all programs that have achieved the SE designation as well as those in the SE process are posted on the NAAB website.

- The Substantial Equivalency decisions for a given year are published by the NAAB.

SECTION 5. PROCEDURES FOR VISIT THREE: SUBSTANTIAL EQUIVALENCY

5.1 ELIGIBILITY FOR VISIT THREE

- Completion of Visit Two and board approval to advance to Visit Three.
- One year, but not more than three years, has elapsed since Visit Two.

5.2 REQUEST FOR VISIT THREE

Institutions requesting Visit Three must first notify the NAAB of their desire to be granted substantial equivalency. To initiate the process, the request must include and be submitted as follows:

- A written request from the institution's chief academic officer to schedule Visit Three to review the degree program in architecture. The letter should include the specific degree name.
- A copy of the most recent decision letter from the NAAB.
- The Program Self-Evaluation Report (PSER) for Visit Three.
- Applications must be submitted electronically as an Adobe PDF, no larger than 7 MBs.
- Send the application via email to info@naab.org. Include "Application for SE Visit Three" and the name of the institution in the subject line.
- Once the application for Visit Three has been reviewed for completeness, the program will be added to the annual visit schedule for the next academic year. The first step is the preparation of a Program Self-Evaluation Report (PSER) and selection of a visiting team. These and other aspects of the site visit are described below.

5.3 PROGRAM SELF-EVALUATION REPORT (PSER) FOR VISIT THREE

Purpose. The PSER serves as both a self-study for the program and as the principal source document for the team conducting the visit.

Content.
- Present complete and accurate information to demonstrate the extent to which the program complies with each of the NAAB Conditions for SE.
- Present complete and accurate information to demonstrate how the program has responded to comments in the Visit Two VTR and used other training or preparatory experience to achieve compliance with the NAAB *2019 Conditions for Substantial Equivalency*.
- Present areas and levels of excellence. These will vary among degree programs as will approaches to meeting the conditions and reporting requirements. While programs are encouraged to identify the areas in which they believe they excel, positive aspects of a degree program in one area cannot override deficiencies in another.

Format. Schools must use the following headings to organize the PSER for Visit Three. Each part should describe how the program's unique qualities and its students' achievements satisfy the conditions that all programs must meet in order to achieve the SE designation. For additional information on the contents of the PSER*,* see the *2019 Conditions for Substantial Equivalency*.

Part I, Section 1 – Identify and Self-Assessment
I.1.1 History and Mission
I.1.2 Learning Culture
I.1.3 Social Equity
I.1.4 Defining Perspectives
I.1.5 Long-Range Planning
I.1.6 Assessment

Part I, Section 2 – Resources
I.2.1 Human Resources and Human Resource Development
I.2.2 Physical Resources
I.2.3 Financial Resources
I.2.4 Information Resources
I.2.5 Administrative Structure and Governance

Part I, Section 3 – Program Characteristics
I.3.1 Statistical Data and Faculty Credentials

Part II, Section 1 – Educational Outcomes and Curriculum
II.1.1 Student Performance Criteria

Part Two, Section 2 – Curricular Framework
II.2.1 Institutional Quality Assurance
II.2.2 Professional Degrees and Curriculum

Part II, Section 3 – Evaluation of Preparatory Education

Part II, Section 4 – Public Information
II.4.1 Statement on Substantially Equivalent Degrees
II.4.2 Access to NAAB Conditions and Procedures for Substantial Equivalency
II.4.3 Access to Career Development Information
II.4.4 Public Access to Program Self-Evaluations and Visiting Team Reports
II.4.5 Admissions and Advising
II.4.6 Student Financial Information

Part III – Summary of Responses to the Team's Findings from Visit Two
III. 1 Responses to Conditions Not Met/Not Yet Met
III.2 Responses to Items to Address

Part IV – Supplemental Information
These documents should be provided via hyperlinks or stored in an easily accessible file-sharing portal (such as Dropbox)
- Descriptions of all courses offered within the curriculum of the SE degree program. The program must use the template provided in Appendix 3.
- Faculty vitae. The program must use the template provided in Appendix 2.
- Policies related to studio culture
- Self-Assessment procedures and objectives
- Policies on academic integrity for students (e.g., cheating and plagiarism)
- The institution's policy regarding human resource development opportunities, such as sabbaticals, research leave, and scholarly achievements
- Policies, procedures, and criteria for faculty appointment, promotion, and, when applicable, tenure
- Response to the Branch Campus Questionnaire (see Appendix 6, 2019 SE Procedures)

PSERs are limited to 150 pages for parts I-III and 100 pages for part IV. The page limit does not include the VTR from Visit Two or the institution's catalog.

Review and Acceptance
The PSER is first reviewed by the NAAB staff to ensure it is complete. The PSER is then reviewed by the team chair for completeness and clarity, to understand the complexity of the program's structure, and to identify issues that may affect the duration and agenda for Visit Three. The team chair's review results in a recommendation to the NAAB board to do one of the following:
● Accept the PSER and set the agenda for Visit Three.
● Accept the PSER, set the agenda for Visit Three, and request additional information before the visit.
● Require submission of additional information not less than 60 days before the scheduled visit date. The date will be confirmed after the additional information is received, reviewed, and determined to be acceptable.
● Reject the PSER and require a new report be submitted for review not less than 45 days before the date of the visit. If the new PSER is considered acceptable, the visit will take place.
   o Should the chair recommend the PSER be rejected, the PSER and the chair's review are brought before the NAAB Board of Directors for review and action.

o Should the school fail to deliver an acceptable amended or replacement PSER, the chief academic officer of the institution is notified that the visit will have to be postponed to a later date. A new chair will be appointed and a new team assembled.

Dates/Deadlines. PSERs are due in the NAAB office 120 days before the date of the visit. If a new PSER is requested, it is due at the NAAB at least 45 days before the date of the visit.

Dissemination of the PSER before the Visit. The PSER should be distributed to the program community before the visit. However, it may not be shared with the public until the final decision has been communicated by the NAAB (see Section 6 Conflicts of Interest).

5.4 VISITING TEAM

Composition of Teams
- Teams are composed of four persons, including one educator, a practitioner, and a recent graduate of a NAAB-accredited architecture program. An additional team member may be added at the discretion of the NAAB.
- Teams are composed by the NAAB staff after the date for the visit has been set by the team chair and the program administrator. The NAAB makes every effort to ensure the team is balanced for geography, gender, race/ethnicity, and accreditation experience. In addition, the staff makes every effort to ensure that no one proposed as a member of a visiting team has a real or perceived conflict of interest as defined below. To maintain the uniform quality of visits and Visiting Team Reports (VTRs), teams are selected so that not more than one person, excluding the recent graduate, is on his or her first visit.
- Team members are advised of their preliminary selection for a specific visit with the understanding that final approval of the team is the responsibility of the program.

Team Chair. The chair is responsible for the following:
- Negotiating the date of the visit with the program administrator.
- Reviewing the PSER and identifying needs for additional information or requesting changes to the report.
- Developing the agenda for the visit with the program administrator.
- Convening conference calls with the team at least 30 days before the visit.
- Approving proposed facilitator for the team. *Note*: team chairs may also revoke this approval if they determine the individual has a real or potential conflict of interest or is not prepared to fully participate in the visit.
- Communicating with the team before the visit to establish expectations and special requirements or circumstances.
- Preparing the final draft of the VTR (see below) and sending it to the NAAB offices within 30 days of the end of the visit.
- Securing the signatures of all team members, including the facilitator, on the report.
- Securing the signatures of the team on the confidential recommendation, excluding the facilitator.
- Approving corrections of fact submitted by the program after reviewing the draft VTR.
- Ensuring the team's compliance with the Procedures for Substantial Equivalency and appropriate standards of conduct during the visit.

Selection. Visit Three team chairs are nominated by the executive director. The selection is based on a review of the résumés of former visiting team chairs and experienced visiting team members. Visit Three team chairs may also be selected from among former directors of the NAAB. The NAAB staff notifies the program administrators once a chair has been nominated. The administrator may challenge the nomination for potential conflicts of interest. Once the chair has been confirmed, the administrator and the chair work together to select a date for the visit.
o ***Notification to program***: The NAAB staff notifies the program administrator when a full team has been assembled. The program administrator is responsible for determining whether any member of the team poses a real or potential conflict of interest.

- o *Conflicts of interest*: The NAAB seeks to avoid any real or perceived conflict of interest in its procedures, deliberations, and decisions. See Section 6 for more information.
- o *Challenges to Team Membe*rs: Programs may challenge one member of a proposed team for Visit Three. Such challenges are to be made in writing within 10 days of receiving notice of the membership of a visiting team. Challenges will be reviewed by the NAAB executive director. Where challenges are permitted to stand, a new team member will be assigned. Challenges will not be accepted less than 21 days before the start of a visit.

Facilitator: To facilitate communication and foster a spirit of collaboration, the program is encouraged to nominate one facilitator to participate in the site visit. He/she may provide insight into the local cultural and professional context and the program's unique qualities and history. and may also be called upon to serve as a translator, as necessary. The program is responsible for the expenses of the facilitator.

Selection and approval of the facilitator:
The program may nominate one facilitator for Visit Three by sending a c.v./résumé of the nominee to the NAAB. The selection must be mutually agreed upon by the program and the visiting team chair to be part of the team. The facilitator is a volunteer.

Participation
- The facilitator must participate throughout the entire site visit including orientation, entry meetings, evidence confirmation, and exit meetings. He/she is encouraged to offer comments and advice to the visiting team.
- The facilitator does not participate in the formal team decisions concerning the recommendation on SE.
- The chair reserves the right to excuse the facilitator from any team work session.
- The facilitator must agree in advance to observe the principles of confidentiality as outlined below.

5.5 SITE VISIT

Scheduling the Dates of the Visit
- The dates for Visit Two are set by the team chair and the program administrator in consultation.
- Generally, these visits take place in the spring (between mid-February and mid-April) or the fall (between late September and mid-November).
- All members of the team are expected to participate during the entire visit.
- Except under extreme circumstances, visit dates cannot be changed once a team has been assembled and proposed to the program.

Length of the visit:
- Visits typically last four days.
- It may be necessary to extend the length of the visit if the program seeking Substantial Equivalency is offered at more than one site (see Section 7, Special Circumstances, for more information about the review of programs at remote locations). These arrangements are decided by the team chair with the program administrator and advice from the NAAB staff.

Before the Visit

Previsit conference call: Team members, including the facilitator, will participate in a mandatory previsit call approximately 30 days before the visit. The purpose of the call is to:
- review the PSER and the Conditions and Procedures; discuss initial reactions to the PSER, raise any concerns, and identify and prioritize questions to be addressed during the visit
- discuss visit protocols
- establish expectations for how the team will work
- make VTR writing assignments
- review travel plans (arrivals/departures, hotel information, ground transportation)
- review special customs and etiquette issues related to the specific visit

During the Visit

Schedule/Agenda for the visit: Each visit must include, at a minimum:

- **Review of the PSER** (team only): This on-site review of the PSER allows team members to further clarify the issues to be addressed during the visit and to decide whether the team needs to ask for additional information/evidence. In light of this discussion, the team chair outlines team assignments and may revise details of the agenda.
- **Team room orientation:** The program will explain how the team room is organized and provide information about accessing required technology.
- **Tours**
  o Physical Resources: The school conducts a tour of the physical resources that support the professional degree program. This tour should include the facilities the program uses (e.g., woodshops, digital fabrication, studios, crit spaces, offices, labs) and meetings with personnel of media centers, workshops, and laboratories.
  o Library/Information Resources: The library tour includes a meeting with the architecture librarian and visual resources professional to discuss their assessment of those components.
- **Meetings.** All meetings are confidential, informal discussions, not presentations.
  Staff. This is a meeting with key staff of the academic unit without the presence of administrators. Attendees should include but not be limited to administrative assistants, shop personnel, librarian, career placement, and advisors.

  Program Head. This includes a discussion of issues arising from the PSER, the program's strategic plan and self-assessment procedures, any changes required to the visit agenda, and any requests for additional materials the team may need.

  Entrance Meetings with the School or College Administrator, Chief Academic Officer, Faculty, and Students. These are separate meetings and allow comparison of the views held by each constituency on the program's strengths and causes for concern or any issue raised by the visiting team, the program, or the institution.
  o Meetings with faculty must be open to all ranks from the various curricular areas, including those from other disciplines supporting the program.
  o Meetings with students without the presence of any administrators, staff, or faculty should be arranged so that all students can attend.

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

  Optional: Meetings with graduates of the program and local practitioners: This is often scheduled as a social event.

- **Review of student exhibits in team room**. Team members are individually and jointly responsible for assessing work in the team room.

- **Observation of studios, lectures, and seminars.** The team may attend scheduled classes and may use evenings to observe unscheduled studio activity.

- **Review of general studies, electives, and related programs**. This review includes meetings with faculty or administrators to discuss prerequisite general studies courses, minors, or concentrations that students may pursue, and any programs or groups that have a significant relationship with the professional degree program.

- **Review of school records and transfer credit assessment.** The visiting team chair may request school and student records; these records should be presented with names removed or redacted.

- **Debriefing sessions**. Each evening, the team meets to evaluate its progress, adjust assignments, and assess the need for more information.

- **Deliberation and drafting the Visiting Team Report.** The last afternoon and evening of the site visit are devoted to developing the team's consensus on whether the program has met each of the NAAB Conditions for Substantial Equivalency, drafting an assessment of the latter, and agreeing on the confidential recommendation to the NAAB directors. By the end of the last work session, the VTR should be in a draft form and ready for editing by the team chair.

- **Exit Interviews**
  The sequence of exit interviews is prescribed in order to ensure the team delivers its initial information to key leaders of the institution and the program before addressing the faculty, staff, and students in the program. These interviews are not to take place until the team has finished its deliberations. The purpose of these interviews is to communicate the following:
  o Conditions met with distinction
  o Conditions not met/not yet met
  o General team comments or acknowledgments

  The interviews are led by the chair; the chair may call upon other team members to offer comments. All members of the team are advised to avoid making any comments that may be interpreted as offering advice or other recommendations to the program or as revealing the content of the confidential recommendation.

  Sequence of interviews. The recommended sequence of exit interviews on the final morning of the visit is as follows:
  o Exit interview with the program administrator, one hour. Questions and answers are permitted.
  o Exit interview with the leadership of the academic unit in which the program is located (e.g., director, chair, dean), 30 minutes. Questions and answers are permitted. NOTE: This may be broken down into more than one meeting.
  o Exit interview with the administrators responsible for oversight of the academic unit (e.g., provost, vice president for academic affairs, president), 30 minutes. Questions and answers are permitted.
  o Exit interview with the students, faculty, and staff of the program, 30 minutes. Questions and answers are not permitted.
  o The team is expected to leave the institution as soon as the last interview is completed.

5.6 TEAM ROOM

Purpose. The team room is a securable, reasonably soundproof room accessible only to the team. It should be located within the building that is the primary physical resource for the program. It is designated for the exclusive use of the team to evaluate the program in confidence, and it is well organized with labels and signage. The team room is *not* a museum-quality exhibit of the best work by the best students in the program.

Contents. Before the site visit, the program head and visiting team chair discuss the content and organization of the team room. The team room must contain fully labeled and easily accessible exhibits of student work. Materials used as exhibits must:
- Include examples of both the minimum passing grade and high achievement.
- Be of sufficient quantity to ensure that all graduates are meeting the performance criteria.
- Have been executed since the previous site visit
- Span no less than a single previous academic year

The team room must also contain the following:

Student studio work: The majority of the visual material should be mounted on vertical surfaces, not placed in stacks. The presentation of studio work must represent the full range of approaches taken and assignments made by various studio critics, and must include project assignments, handouts,

bibliographies, and corresponding samples of student drawings and models. In addition to final projects, in-progress work and student journals may be included, or the progress of one group of students may be illustrated. Student design work may be presented digitally. The NAAB's recommended format and organization of digital content are described in the "Guidelines for the Use of Digital Content in Accreditation Visits."

Student coursework: A notebook should be provided for each required and elective course. The presentation of course work must contain a syllabus showing weekly activities and assignments; a bibliography; quizzes and examinations, where applicable; and corresponding samples of student work. Course notebooks may be presented in digital format if the team chair approves. See the section (above) on student studio work for information on presenting digital content.

Team work area: The room must contain a conference table, with seating for the team.

Visit agenda and team résumés: Should be posted in the vicinity of the team room.

SPC matrix: A large copy of the matrix, described in Part II.1, Student Performance Criteria, of the *2019 Conditions for Substantial Equivalency*.

Faculty photos

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

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

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

Digital Presentation of Team Room Content: Programs that wish to pursue the use of digital content in a visit should contact the NAAB in the early stages of visit planning, so the NAAB can prepare an appropriate team and the team chair can begin a conversation with the program administrator about expectations. At a minimum, programs must follow the NAAB's "Guidelines for the Use of Digital Content in Accreditation Visits." These guidelines address required file types and sizes, file structure and organization, equipment to be provided by the program in the team room, and how to cross-reference student work with the SPC matrix.

Access. The team room must be lockable; the only keys are to be given to the members of the team. No one other than the team is to be in the room, except at the team's invitation.

Equipment. The room must contain the following:
- telephone
- document shredder
- computer equipment as requested by the team chair
- Internet access
- printer
- sufficient number of electrical outlets and adapters

5.7 VISITING TEAM REPORT (VTR) FOR VISIT THREE

Purpose. The VTR serves several purposes. It is essential to the NAAB in making its decision regarding Substantial Equivalency; it may serve to strengthen the program and its position within the institution; and

it may inform current and prospective students about the nature and quality of the program. VTR*s* are considered nonbinding and advisory to the NAAB directors.

Contents. The VTR conveys the visiting team's assessment of whether the program meets the *Conditions for Substantial Equivalency*, as measured by

- Evidence of student learning
- The overall capacity of the program to fulfill its obligations to ensure student achievement
- The overall learning environment

The VTR establishes the degree to which the program is functioning in the manner described in the Program Self-Evaluation Report. Therefore, the VTR must be concise and consistent and include documentation of the following:

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

Format.
Section I, Summary of Team Findings
- *Team Comments*: Acknowledgments, general comments on the program and the PSER.
- *Conditions Not Met*: This is a list of the conditions and Student Performance Criteria that the team determines are not met.
- *Items to Address:* This is a numbered list that describes specific concerns of the team relative to not-met Conditions or to Conditions that may have been met within the strict definition of the condition/criterion but for which the team has concerns or questions. Each item should have a title. It is not necessary for a not-met Condition to generate an Item to Address; likewise, conditions/criteria that are determined to be met may have also generated concerns within the team. All of these should be documented in this section of the report.
- *Progress Since the Previous Visit*: This is a narrative in which the current team reviews the program's progress against each of the not-met conditions and Items to Address from the previous visit and VTR. It is the responsibility of the current team to determine, based on its review, whether previously not-met conditions are now met and whether the Item to Address have been addressed.

Section II, Compliance with the Conditions for Substantial Equivalency

Section III, Appendices
- Appendix A. Conditions Met with Distinction: A list of the Conditions and Student Performance Criteria for which the team wishes to commend the program. The team is encouraged to include a brief narrative for each one of the Conditions or criteria listed here.
- Appendix B. Team roster

Section IV, Report Signatures: Signature of all team members, including, if applicable, the facilitator.

Confidential Recommendation. In a separate document, the team transmits a recommendation on Substantial Equivalency to the NAAB International Committee and then to the Board of Directors. This recommendation is signed by all members of the team, except the facilitator. This document is considered confidential in perpetuity and is nonbinding on the board. This document is to be transmitted to the NAAB within 30 days after the visit ends.

Review/Acceptance/Transmittal by the Team. The team chair must transmit a final draft of the VTR to the NAAB office within 30 calendar days after the visit ends. During the interim, the team chair is

responsible for completing the draft and collecting additional input or suggested text from the other member of the team.

Review by NAAB Staff. Upon receiving the draft from the team chair, the NAAB staff reviews the draft report for completeness and edits the document (for grammar, spelling, unclear writing, and the like). In addition, the report is reviewed for completeness and comprehension and to ensure the team has not offered advice or recommendations for changes or modifications to the program. This draft, without the confidential recommendation, is then sent to the program administrator.

Corrections of Fact (COF) and Optional Response. The program administrator is then asked to review the draft VTR to make corrections of fact (misspelled names, incorrect course titles, and the like) and to write an optional response to the VTR. The optional response is sent to NAAB staff in a separate file from the VTR. The NAAB sends the COF draft to the team chair for acceptance. The team chair has five days to review and accept the COF.

Dates and Deadlines
1. Thirty days after the visit ends, the team chair sends the VTR to NAAB staff.
2. NAAB staff completes the initial edits and corrections and sends the draft to the program administrator for corrections of fact (COF) and the option to write a response to the report.
3. Within 14 days, the program sends its COF and optional response to the NAAB. The staff sends the COF draft to the team chair, who has five days to review and accept it.
4. The NAAB staff sends the VTR to the International Committee for review at its next regularly scheduled conference call. If necessary, the IC may contact the team chair for clarification of the team's findings.
5. Not later than 21 days before the next meeting of the NAAB Board of Directors, the NAAB staff prepares the final report package for board review. The package contains the following:
   o Final VTR
   o Optional program response
   o Confidential recommendation

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

Before the decision, both the NAAB and the program are prohibited from making either the PSER or the VTR available to the public.

5.8 PUBLIC DISCLOSURE OF OUTCOMES

- After the decision, the program is required to disseminate the PSER, the final VTR and pertinent attachments, the current editions of the Conditions and Procedures for Substantial Equivalency, and the NAAB's decision letter. These documents must be housed together in the architecture library and be freely accessible to all. All of these documents must also be available on the institution's website.

- Unless written permission is obtained from the NAAB, the program may disseminate only complete copies of the Conditions, the Procedures, and the VTR.

- PSERs and VTRs of all programs that have achieved the SE designation as well as those in the SE process are posted on the NAAB website.

The substantial equivalency decisions for a given year are published by the NAAB.

SECTION 6. CONFLICTS OF INTEREST

The NAAB and its volunteer leaders are dedicated to serving the interests of the NAAB's constituencies and collateral partners in the most honorable and ethical manner possible. Among the NAAB's duties is the responsibility to provide assurance to its constituencies and partners that debates, decision making, and all governance at the NAAB is conducted in an objective and bias-free context. Thus, the NAAB seeks to avoid any real or perceived conflict of interest in its procedures, deliberations, and accrediting or substantial equivalency decisions.[1]

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

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

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

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

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

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

4. When considering whether he or she has a conflict of interest or an apparent conflict of interest that would prevent the individual from taking part in the evaluation of a program, the individual should take into account such matters (nonexclusive) as these:
   a. Graduation from the institution in which the program being evaluated is located.
   b. Close association with administrative or faculty personnel in the program or at the institution at which the program is located.
   c. Having relatives or close friends who are associated with the program or the institution at which it is located.
   d. Being a donor or providing other resources and support to the program or institution at which it is located.

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[1] The policy on conflict of interest was approved by the NAAB Board of Directors on July 20, 2008.
[2] Local facilitators are likely to be alumni or individuals otherwise considered "friends" of the program. These relationships do not necessarily preclude an individual from serving as a facilitator; however, he or she must be identified and reported to the team chair before being accepted by the chair as a facilitator on the team. These relationships are to be documented in the *VTR* under Team Comments.

e. Demonstrating that he/she holds a preconceived opinion based on the type of program to be evaluated, its reputation, the underlying philosophy of the program, the extent of expected faculty research, or the extent to which it is an undergraduate or graduate program.

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

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

SECTION 7. SPECIAL CIRCUMSTANCES

7.1 REQUEST TO POSTPONE A VISIT

Under certain circumstances, a program may request to postpone a scheduled visit. Requests must be received by the NAAB at least 90 days before the date of the visit. The request should include a brief description of the reason(s) for the request and the suggested date of the rescheduled visit. Unless the request is caused by catastrophic circumstances (see below), the rescheduled date should be no later than the following semester or quarter.

Request to postpone visits two and three: After the completion of visits one and two, programs have three years in which to schedule the next visit. Requests to postpone a visit beyond the three-year time frame will be considered by the NAAB International Committee at its next regularly scheduled meeting. The committee's decision will be communicated to the program within seven calendar days of the decision.

Special Circumstances. In the event of a natural disaster or other catastrophic incident, a program may request a postponement of a scheduled visit without regard to the 90-day deadline described above. In the event of such a request, the program is advised to contact the NAAB executive director immediately.

7.2 EARLY TERMINATION OF A VISIT IN PROGRESS

Visits may be terminated only under extreme circumstances or catastrophic conditions. These include the following:

- Incomplete team due to illness or extended travel delay.
- Poor preparation by the program.
- Inadequate or incomplete team room.
- The program is unable to provide adequate information requested by the team.
- Inadequate facilities and arrangements for the team.
- Inability to follow schedule (e.g., multiple cancellations of scheduled meetings).
- Failure by any member of the team to comply substantially with established procedures for substantially equivalency visits.
- Unanticipated crisis beyond the control of the program, institution, or team (e.g., weather emergency, state or national emergencies, or illness or death).

The determination that the visit is compromised and that termination is likely must be made by the entire team and only after consultation with the program, university administrators, and the NAAB executive director. If a team agrees that a visit is sufficiently compromised, the team chair calls an immediate meeting with the program administrator, his/her superior, and the institution's chief academic officer to outline the choices available to the program. The following options are available:
1. Terminate the visit, to be rescheduled at a later time.
2. Continue the visit, after evaluating the potential consequences to the outcome or potential disruption to the procedures.

If a visit must be terminated and rescheduled because of the program's failure to prepare appropriately, the chief academic officer of the institution is notified that substantial equivalency may lapse as a result.

7.3 REQUEST TO REINSTATE SUBSTANTIAL EQUIVALENCY

A request for reinstatement following revocation or in the event that a program's substantial equivalency expires must be made in writing by an institution's chief academic officer. The request must include a succinct rationale for the reinstatement, given the parameters outlined in these Procedures. The request will be considered by the NAAB's International Committee and will be communicated to the program within seven calendar days of the decision.

7.4 PROGRAMS AT REMOTE LOCATIONS

The NAAB recognizes that institutions continue to seek innovative ways in which to deliver curricula leading to Substantial Equivalency. These innovations may vary from individual courses offered in unique settings (e.g., urban design centers) to dual-campus institutions, where a single curriculum is delivered in part or in full by the same faculty at more than one location. For the purpose of substantial equivalency of a first professional degree in architecture, the following definitions apply:

Definitions

Branch Campuses Requiring Separate Accreditation. A branch campus is a location that is geographically apart from and independent of the substantially equivalent program at the main/flagship campus of the institution, is permanent in nature, offers at least 50 percent of the curriculum leading to the professional degree under review, or has a curriculum that differs significantly from that offered at the main/flagship campus, has its own faculty and administrative/supervisory organization, including committee structures, and has its own budgetary and hiring authority. Students and faculty are engaged in committees or professional organizations that are unique to the branch campus. Opportunities for research and scholarship are controlled at the branch campus.

Programs at branch campuses must be assessed for substantial equivalency separately from those offered at the main campus. Institutional partnerships to offer a program with NAAB Substantial Equivalency at more than one main/flagship campus of more than one institution will be considered under this definition.

Additional Site as Part of a Single Program with Substantial Equivalency. An additional site is a location that is geographically apart from, but not independent of, the accredited program at the main/flagship campus or its organizational control and management. There is one dean and/or administrative head with overall responsibility for the program and one committee structure serving the programmatic needs of the additional site and the main campus site (i.e., one curriculum committee, one grievance committee, and one admissions committee). Faculty, staff, and students are integrated into the academic, professional, and social life of the program at the main campus. This includes faculty and students from the additional sites being engaged in committees and professional organizations and having comparable access to scholarly and research activities.

Programs offered at a main campus and at an additional site are assessed together for substantial equivalency as a single program.

Teaching Site and Study Abroad as Part of a Single Program with Substantial Equivalency. A teaching site is a location that is geographically apart from, but not independent of, the substantially equivalent program. It is used only for instruction during a specific course or single-semester sequence. The teaching site allows the program to meet the needs of different course components within a single curriculum. Teaching sites and study abroad programs are reviewed within the context of the curriculum for the substantially equivalent program.

Online Learning as Part of a Single Program with Substantial Equivalency. For the purposes of substantial equivalency by the NAAB, courses offered online will be considered under the definition of teaching sites, unless more than 40 percent (credit hours) of the total curriculum of the professional degree program is delivered online or the on-campus residency requirement is less than six weeks. In such cases, the online program will be considered an additional site, providing that the online and on-ground curricula are the same.

Determination of Substantial Equivalency Status for Remote Locations or Additional Sites. In the Program Self-Evaluation Report submitted for a substantially equivalency visit, the program must include its responses to the Branch Campus Questionnaire found in Appendix 6 and a narrative description of its remote locations, additional sites, teaching sites, and online learning using the definitions above. The narrative must address the following matters:
- Curriculum

- Geographic location
- Administrative structure
- Budgetary and hiring authority and responsibilities
- Faculty access to committee assignments, research and scholarship opportunities, and participation in professional societies
- Student access to services and equipment, and participation in governance
- Physical resources

The responses to the questionnaire and the narrative, taken together, will be used by the team chair and the NAAB staff to determine which category to assign and what additional requirements may be added to the visit. If adjustments need to be made to a visit to accommodate these requirement, the NAAB will notify the program at least 30 days before the visit. The criteria for the determination of the status of the remote programs are outlined below.

Separate PSER and Separate Site Visits. Programs on branch campuses will be treated as unique programs, *individually assessed for substantial equivalency,* and will follow the procedures outlined in Sections 4 or 5. This will require a separate PSER and a separate visit.

Expanded PSER and Extended Visit. Programs with additional sites, teaching sites, or online learning are required to describe these sites in the PSER and to identify the role(s) that these sites play in the ability of the program to deliver the curriculum leading to the substantially equivalent degree or the ability of the institution to meet its mission.

Visits to additional sites or teaching sites may be included in the regularly scheduled SE visit. The site visit may be extended by up to two days to accommodate the visit to the additional or teaching sites. The additional or teaching sites will be visited by the visiting team chair and one other member of the team.

Review of Student Work. NAAB visiting teams shall have access to student work completed at other locations or online. There are several options for this review. The team chair, program administrator, and NAAB staff should consult on the method that best meets the needs of the visit. These options include:

1. Establishing a team room at the additional or teaching site and displaying student work there. In this case, a day will be added to the visit.
2. Displaying student work from the additional or teaching site in the team room at the primary location for the program. The work must be clearly identified as having been produced by students at the additional or teaching site.

In all cases, the institution will coordinate the location of the display and logistics of the visit with the team chair prior to the substantial equivalency visit.

Visiting Team Report. In all cases, the NAAB Visiting Team Report shall address the additional sites, teaching sites, or online learning relative to the conformance of their administrative structure, financial responsibilities, equipment and facilities, student demographics, curriculum, and student/faculty governance policies to those of the main/flagship campus.

The evaluative measure of the substantial equivalency process is to ensure the profession and the public that the conditions and performance standards for substantial equivalency, as measured through institutional and student performance criteria, have been achieved at all sites at which the NAAB substantially equivalent degree is offered.

SECTION 8. SUBSTANTIVE CHANGES REQUIRING REVIEW BY THE NAAB

Occasionally, programs or institutions may seek to make substantive changes that will affect their NAAB-approved -Substantially Equivalent (SE) degree program. Such changes will need to be approved by the NAAB.

Definition of Substantive Change: A notable change in the professional degree program, the school of architecture, or the institution in which the architecture program resides that may affect the quality of the program or its ability to remain in compliance with the quality criteria of the *Conditions for Substantial Equivalency*.

While the decision to implement a substantive change is the prerogative and responsibility of the school and institution, the NAAB is obligated to determine the effect of any substantive change on the program's ability to comply with the quality criteria specified in the NAAB's *Conditions for Substantial Equivalency*. It is the responsibility of the dean or chief academic officer of the SE program that proposes to implement a substantive change to provide written notification of the proposed change to NAAB before the change is implemented. If a program is unclear about whether a change is substantive in nature, the dean should consult with NAAB staff.

Substantive change includes but is not limited to the following:
- A substantial change in the established mission or goals of the institution or program
- Curricular change that represents a significant departure in either content or method of delivery from that which was offered during the program's previous SE review; for example, transitioning from a traditional teaching method to an online delivery approach for a substantial portion of the curriculum (25% or more)
- A decision to move from providing a B. Arch. to an M. Arch. degree that was not already approved for Substantial Equivalency
- A substantial change in enrollment in the professional program (defined as 20% or more in one year or cumulatively over two consecutive years)
- A substantial change in the number of credit hours required for successful completion of the degree program
- A significant change in the length of the program
- The establishment of an additional geographic location at or from which substantial portions of the program are delivered
- A substantial change in academic staff composition or capacity
- A Substantial change in the legal status, governance, or ownership of the school or institution
- Substantial changes in financial resources that could affect the quality of the program
- Changes in leadership
- Changes in organizational structure that affect the delivery of the educational program substantially
- A significant change in relationship between the SE-approved institution and approved accrediting or quality assurance agencies

NAAB must receive documentation that the program will continue to comply with the NAAB's quality criteria. The notification must allow sufficient time for evaluation of continued compliance with the NAAB's *Conditions for SE*.

The NAAB reserves the right to review and reconsider the terms of Substantial Equivalency in accord with standard evaluation and operational procedures or appropriate monitoring, such as an on-site review. If a school fails to follow this Substantive Change policy and its procedures, the SE status of the program may be placed in jeopardy.

Procedure for Requesting NAAB Review of a Substantive Change to a Substantially Equivalent Program. Any program seeking to make a substantive change must first consult the NAAB to determine whether the change will require a simple modification or accommodation to the existing SE documents or whether the change is significant enough to require a new or partial reapplication and/or site visit.

Generally, review and approval of substantive changes follow this sequence:

- Letter of notification of change to the NAAB by the SE program.
- Submission of a proposal or description of the change.
- Review of the proposal by a three-person panel appointed by the NAAB International Committee.
- The panel will determine whether
  ◦ the proposal can be implemented with no further action by or input from the NAAB; or
  ◦ the proposal needs to be further assessed for its impact on the program's ability to comply with the quality criteria of the Conditions for Substantial Equivalency.
- The panel will refer its decision to the Board of Directors if it believes that the circumstances warrant an on-site visit before the next regularly scheduled visit.
- The NAAB will notify the program of its decision on the substantive change proposal within 30 days of the next regularly scheduled meeting of the NAAB Board of Directors.

If applicable, a new date will be established for submission of a Program Self-Evaluation Report and an on-site visit.

SECTION 9. LOSS OF INSTITUTIONAL QUALITY ASSURANCE RECOGNITION

The institution offering the substantially equivalent degree program must be duly authorized to offer higher education in the country in which it is located. Such authorization may come from a government ministry or other type of agency.

During the period of SE eligibility and after granting the SE designation, the NAAB International Committee will take into account all actions by recognized accrediting and quality assurance agencies in the country or region, including but not limited to: (i) denial of accreditation to the parent institution offering the SE program; (ii) placement of the parent institution on public probationary status (or equivalent); (iii) revocation of accreditation of the parent institution; and (iv) actions taken by a national or state agency that has suspended, revoked, or terminated the parent institution's legal authority to provide postsecondary education.

Upon discovery of any decision referenced above by another accrediting, quality assurance, national, or state agency, the NAAB will initiate a request for information regarding the action of the other agency and the effect of the cited issues on the ability of the program to maintain compliance with the Conditions for Substantial Equivalency. The request for information will be communicated in writing to the Dean of the school in which the architecture program resides.

The school will be given thirty (30) days to respond to such a request. Upon receiving the school's response, the NAAB staff will review the information provided to determine whether the circumstances leading to the other agency's decision will affect the ability of the professional degree program to maintain compliance with the NAAB conditions and criteria. If it is determined that the program may be impacted, all relevant information will be presented to the International Committee for review and consideration of whether to (i) place the program on probation and suspend the SE process until the institution acts to correct the cited issues, or (2) revoke the remainder of the program's SE term until the institution acts to correct the cited issues.

The NAAB will post a notice of such action on its website.

SECTION 10. COMPLAINTS ABOUT PROGRAMS

Individuals who wish to file a complaint that an SE program is not currently complying with the Conditions for Substantial Equivalency must do so in writing.

1. A letter, addressed to the NAAB president, and sent to the NAAB office at 1735 New York Avenue, NW, Washington, DC 20006, must include the following:
   a. A description of the specific nature or subject of the complaint.
   b. A description of how the failure of the program or the institution to address the subject of the complaint affects the program's SE designation.
   c. A reference to the specific section of the *Conditions for Substantial Equivalency* that may be compromised as a result of the program's failure to address the subject of the complaint.
   d. Evidence that the complainant has exhausted all other institutional means for resolving the issue.
2. Upon receiving a written complaint about a program, the NAAB will notify the program that a complaint has been received and forward a copy of the complaint. The NAAB will request a response from the program within 30 days, which period may be extended by the NAAB for good cause shown.
3. The International Committee will review the complaint and the response and will present its recommendation on appropriate action to the Board of Directors for consideration at its next meeting. At that time, the board may consider the following:
   a. Take no action and consider the complaint resolved.
   b. Require the program to address the matter of the complaint in writing.
   c. Append the complaint and response to the next VTR or Substantive Change Review Report (see Section 8), to be considered as part of the record for the next SE action.
4. The NAAB will not consider complaints from students about grades given in specific courses offered in SE programs.

Complaints may be filed at any time during a program's current SE cycle. Complaints about matters that arose prior to the most recent visit will not be considered.

Anonymous or confidential complaints will not be considered.

SECTION 11. INTERIM PROGRESS REPORTS

Substantially Equivalent programs are required to submit a narrative interim progress report in the third year after they receive a six-year term of SE. For example, a program that receives SE in 2020 will be required to submit its IPR in 2023.

The program will report on the following:

- Progress to address not-met conditions or student performance criteria identified in the most recent VTR
- Significant changes to the program or institution since the last visit
- Changes to the program's responses to Conditions I.1-I.5 since the previous PSER was submitted.
- Items to address

IPRs are due on November 30. The NAAB will notify the program by March 30 that it will have an IPR due in November and will provide a template showing the deficiencies from the previous visit. IPRs must be submitted as PDFs; files may not exceed 4 MBs.

IPRs will be reviewed by a panel composed of two members of the International Committee. The panel may make one of three recommendations to the IC about the acceptance of the report:
- Accept the report as having demonstrated satisfactory progress toward addressing deficiencies.
- Accept the report as having demonstrated progress but request more information
- Reject the IPR and notify the institution's chief academic officer of noncompliance. The NAAB may consider advancing the date of the next SE visit by one year.

Failure to submit an IPR: The NAAB International Committee may consider recommending revocation of the program's SE status to the Board of Directors.

SECTION 12. ADMINISTRATIVE/OPERATIONAL

12.1 RESPONSIBILITIES OF THE NAAB STAFF

- Ensuring that the visiting team chair, team members, and observers are informed of their responsibilities.
- Providing the team chair and team members with the *Conditions* and *Procedures*, and a template for completion of the VTR not less than four weeks before the visit.
- Providing team members with copies of the PSER at least 60 days before the visit.
- Approving all airline reservations.
- Communicating with team members on behalf of the program; team members are advised not to communicate with the program directly; this is the responsibility of the NAAB staff and the team chair.
- Sending an invoice for the visit fee to the program at least 60 days before the visit. After the visit, the NAAB will send the program an invoice for the following expenses:
  o airfare
  o visa processing fees
  o medical/security insurance
  o team member reimbursable fees (e.g., for meals, ground transportation)
  The NAAB will provide the following supporting documentation:
  o Copies of invoices or itineraries for airfare or other transportation.
  o Copies of receipts for meals and other expenses over US$25.00.

12.2 RESPONSIBILITIES OF THE VISITING TEAM CHAIR

- In cooperation with the program administrator, setting the date for the visit.
- Reviewing the PSER and identifying whether additional/different information is required.
- Developing the agenda for the visit with the program administrator.
- Consulting with the program administrator on the format and content of the team room.
- Hosting mandatory previsit conference calls with the team before the visit.
- Preparing the final draft of the Visiting Team Report and sending it to the NAAB within 30 days of the end of the visit.
- Securing the signatures of all team members. including the facilitator (if applicable), on the report.
- Securing the signatures on the confidential recommendation.
- Ensuring the team's compliance with the Procedures for Accreditation and appropriate standards of conduct during the visit.

12.3 RESPONSIBILITIES OF VISITING TEAM MEMBERS

- Contacting the NAAB office to confirm their participation in an SE visit at least four weeks before the visit.
- After the visit, each team member must promptly suggest any revisions to the visiting team chair on the draft VTR.
- Reviewing Section 6, Conflicts of Interest, and verifying to the NAAB office that no conflict of interest exists.
- Making air travel arrangements at least 4 weeks before the visit. NOTE: Business-class travel may be authorized for travel in excess of eight hours, including layovers. See Section 14, International Travel Policies, for details.
- Before the visit, reviewing the *Conditions* and the *Procedures*, the program's PSER, the format for the VTR, and the visiting team members' résumés.
- Thoroughly examining documentation in the team room as assigned by the visiting team chair.
- Actively participating or observing, as applicable, in all aspects of the visit and carrying out all tasks assigned by the team chair with integrity and timeliness.
- Participating in writing the draft of the VTR, which should reflect the team's consensus on all matters of substance, by the last night of the visit before the exit interviews.
- Holding information in strictest confidence as specified in these *Procedures*.

- Notifying the NAAB office immediately in the event of a personal emergency that renders the team member unable to fulfill his/her responsibilities.
- Completing and submitting his/her reimbursement requests in a timely manner, no later than 45 days after the visit. The reimbursement form can be found at www.naab.org. See details below.

Team member reimbursements
Requests for reimbursement must include:
- Invoice/itinerary for transportation (air or rail)
- Receipts for ground transportation, including rental car
- Receipts for meals and incidental expenses over U.S.$25.00

- Any reimbursement item in excess of US$25.00 that does not have an accompanying receipt or explanation (e.g., "3 of us shared the check for dinner; my share was US$30.00") will not be honored and the total amount of the reimbursement will be adjusted accordingly.
- Requests for reimbursement submitted more than 45 days after the visit ends will not be honored.
- The NAAB will not reimburse team members for alcoholic beverages, personal items, dry cleaning, laundry, or entertainment.
- Team members will be responsible for any fees assessed by an airline resulting from changes made to reservations that have already been made. See Section 15, Travel Policies.
- All requests for reimbursement must be submitted in U.S. currency, not in the currency of the country visited.

12.4 RESPONSIBILITIES OF THE SCHOOL/PROGRAM

- Make all local arrangements (lodging, meals, and transportation, including to/from the airport) for the team. This includes ensuring that reasonable accommodation has been made for persons with disabilities.
- Provide official documents required for obtaining visas in a timely manner—60 days before the visit, if possible.
- Notify the NAAB staff not less than 30 days before the visit if there are visit-related expenses that cannot be reimbursed according to institution policy (e.g., alcohol served at meals).
- Reimburse the NAAB for the team's direct expenses, including
  - Air travel (unless purchased by the program/institution)
  - Visas or other documentation fees
  - Local (in-country of the program and/or any required transit country) transport, lodging, and meals, if not agreed in advance to be provided by the program/institution
  - Medical and security evacuation insurance
  - Bank charges
- Ensure the NAAB's invoice for the visit fee is paid 30 days before the visit begins. The invoice for reimbursable expenses must be paid within 30 days of receipt. Programs with unpaid invoices will not receive their decision letters until the invoices are satisfied. All invoices must be paid via electronic bank transfer and must be paid in U.S. dollars.
- Provide original student work for the team room.
- Complete the NAAB's assessment/evaluation survey within 10 days of the end of the visit.

12.5 VISITING TEAM MEMBER POOL FOR SUBSTANTIAL EQUIVALENCY

Collateral organization nominations: Visiting team members for SE visits are selected from the pool of nominees submitted by the Association of Collegiate Schools of Architecture, the American Institute of Architects, the National Council of Architectural Registration Boards, and the American Institute of Architecture Students. These organizations set the timeline and process for making these nominations, and nominees remain in the team pool for four years, dating from January 1 of the year in which their name is submitted.

Self-Nomination. Individuals may also submit a self-nomination form (see appendix 8) to the NAAB. Nominations for SE visits are particularly focused on language skills and experience with international practice customs and education systems. The self-nomination form must be accompanied by a

c.v./résumé and a letter of intent that describes how the candidate's professional and academic experiences have prepared him/her to participate in SE visits. The candidate must also be a member/affiliate of one of the following organizations: AIA, ACSA, NCARB, or AIAS. All self-nominated team members must complete team member training.

SECTION 13. RECONSIDERATON OF A DECISION TO DENY SUBSTANTIAL EQUIVALENCY

The NAAB Board of Director may vote to deny SE if there is evidence that the program applying for SE exhibits substantial deficiencies that prevent compliance with the Conditions for Substantial Equivalency. Substantial Equivalency decisions may be reconsidered at the request of an institution.

Request for Reconsideration

A program may request that the NAAB Board of Directors revisit its SE decision. The program must request a reconsideration within 30 days of receiving the NAAB's decision letter. Requests must be made in writing from the institution's chief academic officer and sent to the NAAB executive director.

The program must provide evidence that
a. The board's SE decision is not supported by factual evidence cited in the Visiting Team Report and/or other official material
b. and/or he NAAB and/or its visiting team failed to comply substantially with established SE procedures and any such departure significantly affected the decision.

Requests for reconsideration on other grounds will not be considered.

Reconsideration Sequence
1. Upon receiving the request, the NAAB executive director advises the NAAB president that a reconsideration request has been received.
2. The NAAB president assigns a NAAB director, which may include the president, to oversee the reconsideration until its conclusion. Other than having participated in the accreditation decision, the assigned director shall have had no present or prior involvement with the program and shall otherwise comply with the conflict of interest requirements of Section 6.
3. The assigned director sends the request for reconsideration to the team chair and requests a written response to the assertions set forth in the request.
4. In the event that the request is based on the failure to comply with these procedures, the assigned director sends the request for reconsideration to the NAAB executive director and requests a written response to the assertions set forth in the request.
5. The assigned director, using the VTR, the program's response to the VTR, the program's request for reconsideration, the visiting team chair's response, and the executive director's response, shall prepare a written analysis of the issues and present the same to the board, along with all such noted documents which shall constitute the record for the board's consideration.
6. Reconsideration on the record
7. If the program requests reconsideration, the reconsideration will be added to the agenda for the next regularly scheduled meeting of the board.
8. The record for reconsideration will be the following:
    o   The APR
    o   The VTR
    o   The program's response to the VTR
    o   The program's request for reconsideration.
    In addition, the board will consider the following background material:
    o   The visiting team chair's response
    o   The NAAB executive director's response
    o   The assigned director's analysis
9. If the team chair has subsequently become a NAAB director, he/she is excused from the deliberations.
10. The NAAB directors shall review the record and determine whether to reconsider the accreditation decision. At least eight members of the Board must vote in favor of a motion to reconsider the decision.
11. Reconsideration of the accreditation decision:

- o If the motion to reconsider is approved, a new motion on the accreditation action will be made.
- o Any new motion regarding a reconsidered SE decision must be based only on materials provided in the record.
- o Any new motion regarding a reconsidered SE decision must have at least eight votes in favor to pass.
12. Not less than seven days after the meeting of the Board of Directors where the SE decision was reconsidered or failed a motion for reconsideration, the NAAB executive director shall send the institution the decision, which decision shall be final.

SECTION 14. INTERNATIONAL TRAVEL POLICIES

14.1 SCHEDULING TRAVEL AND VISIT DATES

Security and other related implications may be considered when dates are selected for international visits. The schedule of a visit for SE may differ from the normal Sunday through Wednesday schedule of a U.S. accreditation visit. The team chair in consultation with the program will decide on the length of the visit and what will occur each day. Normal variations include an additional day of rest and recovery from a flight before the visit begins and an extra half or full day to conduct the review.

Other considerations are the school's academic calendar, the effect of southern hemisphere locations, holidays, and significant political, religious, or sporting events within the country. The normal work week in many countries varies from that in the U.S. For example, the typical work week in most Middle Eastern countries is Sunday through Thursday; this difference must be considered for availability of faculty and students during the visit.

14.2 TRAVEL ITINERARIES AND PURCHASE OF TICKETS

Travelers are strongly encourage to use the NAAB's travel service, Concur (www.concursolutions.com), to purchase flights. Concur will bill NAAB directly for authorized tickets. Travelers are able to earn frequent flyer miles once their information is entered into the traveler's profile in Concur, although they must be willing to fly on airlines for which no frequent flyer miles or points are available. Travelers who choose not to use Concur for their travel arrangements assume the risk of not receiving full reimbursement if the stated Concur ticket price is exceeded.

Business-class for International Travel

Business-class (nonrefundable) tickets may be authorized for international flights that are greater than eight hours in total (including layovers) or if one leg alone is eight hours or more. All legs departing and arriving in the same country (e.g., in the U.S., local flights to major international hubs) will be purchased at the lowest nonrefundable coach/economy fare available.

Tickets Purchased by the Program

Programs hosting an SE visit have the option to purchase the team's tickets. Programs must follow the NAAB's policies on providing business-class tickets and must also arrange for any local flights within the U.S. necessary to reach a major international airport. Team members may be asked to provide their preferred itineraries from their home base to the major international airport near the school.

The NAAB will not accept any liability for expenses incurred by the program or institution that cannot be recovered in the event that an SE visit cannot be completed.

If a program has purchased the team's tickets, and a team member must withdraw from the team because of illness, death, or other catastrophic event, the program that purchased the ticket will be responsible for its full cost. If there is sufficient time before the visit, the NAAB will work to find a replacement team member, and the program may seek to transfer the ticket to the new team member. The consequences of withdrawing from a team depend on which SE visit is affected:

- *Visits One and Two*: If there is not sufficient time before the visit to appoint a replacement team member, the visit will be canceled and rescheduled for a later date.
- *Visit Three*: If there is not sufficient time before the visit to appoint a replacement team member, the visit may, at the discretion of the team chair and the program administrator, be conducted by a team of three people, instead of four.

Tickets Purchased by the NAAB

If the NAAB has purchased the flight tickets for team members and the visit must be canceled (due to illness, death, or other catastrophic event beyond the control of the team, program, or institution), the program will reimburse the NAAB for expenses incurred to date.

In the event that a team member must change his/her travel arrangements and thereby incur an additional expense or penalty for cancelling the ticket (except for illness, death, or other catastrophic event), the team member will be responsible for that additional expense. The NAAB will send an invoice to the team member for this cost.

Important Caveats to Note

- Given the security concerns and logistical challenges of arranging visits outside the U.S., the NAAB does not support other people (e.g., spouses, family members, or friends) accompanying a visiting team member on the visit.
- The NAAB will not arrange (or ask the host program/institution to arrange) side trips, stays before or after a visit, or multiday layovers in other cities.

14.3 VISAS, PASSPORTS, AND OTHER ENTRY DOCUMENTS

The school or institution hosting the SE visiting team is responsible for ensuring that all documentation and other assistance requested by the NAAB to support or facilitate applications for visas and/or other entry requirements (if required) for team members is provided in a timely manner. Failure to obtain visas and/or other entry requirements for a member(s) of the visiting team constitutes grounds for cancellation or postponement of a visit.

The NAAB uses a visa processing agency to obtain visa stamps from the relevant embassy/consulate in the U.S. Travelers must send their passports and other required forms and photos to the NAAB for this process. A timely response to the NAAB's request for these documents is very important; lack of a prompt response may result in removal from the visiting team. The program will reimburse the NAAB for the costs incurred in obtaining visas.

All travelers will need a passport to exit and reenter the U.S. The cost of obtaining or renewing a passport will not be reimbursed by the NAAB or the host program.

Travelers should check the expiration date of their passport. Some countries require that passports remain valid for a certain period of time (often six months) beyond the date of entry. Additional restrictions may apply; for example, some countries in the Middle East restrict visitors who have a stamp from Israel on their passport. Many countries also require a minimum number of blank facing pages in the passport.

14.4 TRAVEL ADVISORIES

The NAAB regularly monitors travel warnings and travel advisories of the U.S. Department of State, U.S. Department of Health and Human Services, the U.S. Centers for Disease Control and Prevention, and other organizations that release travel advisories and warnings.

The U.S. Department of State has adopted the following ranking for travel advisories:

Level 1 – Exercise Normal Precautions: This is the lowest advisory level for safety and security risk. There is some risk in any international travel. Conditions in other countries may differ from those in the United States and may change at any time.

Level 2 – Exercise Increased Caution: Be aware of heightened risks to safety and security. The Department of State provides additional advice for travelers in these areas in the Travel Advisory. Conditions in any country may change at any time.

Level 3 – Reconsider Travel: Avoid travel due to serious risks to safety and security. The Department of State provides additional advice for travelers in these areas in the Travel Advisory. Conditions in any country may change at any time.

Level 4 – Do Not Travel: This is the highest advisory level due to greater likelihood of life-threatening risks. During an emergency, the U.S. government may have very limited ability to provide assistance. The Department of State advises that U.S. citizens not travel to the country or leave as soon as it is safe to do so. The Department of State provides additional advice for travelers in these areas in the Travel Advisory. Conditions in any country may change at any time.

In addition, the U.S. State Department may assign a higher level of advisory to a specific geographic region of a country, which NAAB will take into consideration when a decision is made whether to sanction travel to the applicable country.

NAAB Policy on Travel Advisories

Unless specific conditions exist that would make travel unsafe, travel to countries with Level 1 or Level 2 Travel Advisories are likely be approved by the NAAB. The executive director will determine whether visiting teams will travel to countries/areas with a Level 3 Travel Advisory. Travel will be canceled or not approved for countries with a Level 4 Travel Advisory.

The NAAB may choose to alter or reverse this policy based on new information received at any time before or after travel commences. The executive director will decide whether to cancel, discontinue, or postpone travel.

14.5 INSURANCE

The NAAB also protects visiting team members with medical and security evacuation insurance provided by Global Rescue Inc. Its services include:

- Evacuation from the point of illness or injury to the home country hospital of your choice.
- Advisory services for security emergencies and natural disasters.
- Deployable medical and field rescue teams.

The program will reimburse the NAAB for the cost of each team member's Global Rescue policy.

[waiver of liability and indemnification language

14.6 REQUESTS FOR REIMBURSEMENT

Requests for reimbursement must be submitted within 45 days of the end of the visit. Requests for reimbursement must include:

- Invoice/itinerary for transportation (air or rail)
- Receipts for ground transportation, including rental cars
- Receipts for all meals and incidental expenses (except mileage and tips)

Reimbursement items that are not accompanied by a receipt will not be honored, and the total amount of the reimbursement will be adjusted accordingly.

Requests for reimbursement submitted more than 45 days after the visit must be reviewed by the NAAB Executive Committee before being processed.

All requests for reimbursement must be submitted in U.S. dollars, not in the currency of the country visited.

The NAAB does not reimburse expenses for alcoholic beverages, personal items, dry cleaning, laundry, pet or child-care services, travel/health insurance, or entertainment.

APPENDIX 1. SAMPLE SITE VISIT AGENDA, VISIT THREE

PREVISIT	
A.M/P.M.	
Team arrivals, check-in hotel	
Day for jet-lag recovery, visit team room (if possible), team dinner (introductions/orientation)	
DAY ONE	
A.M.	P.M.
Team-only breakfast	Tour of program's facilities
Review of Program Self-Evaluation Report, compile issues and questions	Entrance meeting with faculty
Overview of team room by program head	Continued review of exhibits and records
Initial review of exhibits and records	Team-only dinner
Team lunch with program administrators	Debriefing session
DAY TWO	
A.M.	P.M.
Team breakfast with program head	Observation of studios
Entrance meeting with chief academic officer	Continued review of exhibits and records
Entrance meeting with school/college administrator(s)	Optional reception with faculty, administrators, alumni, and local practitioners
Continued review of exhibits and records	Team-only dinner
Lunch with selected faculty members	Continued review of exhibits and records
	Debriefing session
DAY THREE	
A.M.	P.M.
Team breakfast with program head	Meeting with faculty
Review of general studies, electives, related programs	Complete review of exhibits and records
Observe lectures and seminars	Team-only dinner
Continued review of exhibits and records	Team deliberations/drafting VTR
Team lunch with student representatives	
DAY FOUR	
A.M.	P.M.
Check-out of the hotel	Team departures
Team breakfast with program head	
Exit meeting with school/college administrators	
Exit meeting with chief academic officer(s)	
School-wide exit meeting with faculty and students	

APPENDIX 2. TEMPLATE, FACULTY RÉSUMÉS (limit one page per faculty member)

Name: John Doe

Courses Taught (two academic years prior to current visit):
ARC 101 Principles of Design
ARC 102 Principles of Practice
ARC 210 History of Architecture – Western Hemisphere
ARC 211 History of Architecture – Eastern Hemisphere
ARC 433 Design Studio III – Historic Structures
ARC 434 Design Studio IV – Affordable Housing

Educational Credentials
B. Arch., XYZ University, 1988
M.S. E.D., University of ABC, 1992

Teaching Experience
Assistant Professor, Name of University, 1993–1998
Associate Professor, Name of University, 1998–2005
Professor, Name of University, 2006–present

Professional Experience
Intern, Name of Architecture Firm or Other Business/Government Entity, Madrid, 1988–1991
Project Architect, Gensler, Dubai, UAE, 1992–present

Licenses/Registration (as appropriate)
XXX

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

Professional Memberships
Royal Institute of British Architects
Association of Collegiate Schools of Architecture

APPENDIX 3. TEMPLATE, COURSE DESCRIPTIONS (limit one page per course)

Number & Title of Course (total credits awarded):
ARC 101, Principles of Design, 3 credits

Course Description (limit 25 words):
Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.

Course Goals & Objectives (list):
- Students will explore all forms of visual communication from freehand drawing through building information modeling software.
- Students will learn presentation skills to be used throughout their academic careers.

Student Performance Criterion addressed (list number and title):
A.1. Professional Communication Skills
A.2. Design Thinking Skills

Topical Outline (include percentage of time in course spent in each subject area):
Drawing and other representational techniques (60%)
Presentation skills (40%)

Prerequisites:
None

Textbooks/Learning Resources:
Gardner, Howard. *Frames of Mind* (Basic Books, 1983, 2004)

Offered (semester and year):
Fall only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
John Doe (adjunct)
Andrew Smith (F/T)

APPENDIX 4. BRANCH CAMPUSES QUESTIONNAIRE (limit 2 pages per site)

Name of institution:	
Title of degree:	
Name of program administrator:	
Name of person completing this form:	
Location of branch campus, additional site, teaching site, online learning, or study abroad program:	
Distance from main/flagship campus:	
Number of courses from professional degree curriculum offered at this site	

(List all courses: number, title, credits offered) [insert additional rows as necessary]		
Course Number	Credits offered	Course Title

Is attendance at the branch campus, additional site, teaching site, study abroad or online program required for completion of the professional degree program?	
Who has administrative responsibility for the program at the branch campus?	
To whom does this individual report?	
Where are financial decisions made?	
Who has responsibility for hiring faculty?	
Who has responsibility for rank, tenure, and promotion of faculty at the branch campus?	
Does the branch campus have its own curriculum committee?	
Does the branch campus have its own admissions committee?	
Does the branch campus have its own grievance committee?	
Does the branch campus have its own resources for faculty research and scholarship?	

Additional Comments:

APPENDIX 5. REQUIRED TEXT FOR PROGRAM WEBSITES

5.A AFTER VISITS ONE AND TWO

Required Text

The following text must appear on the program's website and in other promotional material as appropriate:

National Architectural Accrediting Board, Program for Substantial Equivalency

The [name of degree] offered by [name of institution and academic unit] is being assessed by the NAAB's Substantial Equivalency (SE) program. "Substantial Equivalency" identifies a program as comparable in educational outcomes in all significant aspects to a U.S.-based program and indicates that it provides an educational experience meeting acceptable standards, even though such program may differ in format or method of delivery. While Substantial Equivalency is *not* accreditation, SE recognition by the NAAB represents that a program of architecture has achieved the highest standard of quality assurance in professional architecture education.

The SE process consists of three visits by a NAAB team to a program over a minimum of three years. A NAAB assessment team visited [name of institution and academic unit] in [month and year]. A decision on whether the program will receive the SE designation is anticipated in [year of visit three].

The following SE documents are available for download from [name of program] website:

▪ 2019 Conditions for Substantial Equivalency
▪ 2019 Procedures for Substantial Equivalency

5.B AFTER VISIT THREE

The following text must be used in conjunction with the SE logo on SE program websites, in catalogs, and other material:

[*Name of university, name of academic unit*] has received the Substantial Equivalency designation from the National Architectural Accrediting Board for the [name of degree]. SE was granted in [20XX] for a term of six years.

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

Schools with programs identified as Substantially Equivalent are not formally "accredited" as that term is used with reference to programs in the United States and may not refer to their programs as "accredited" by the NAAB. However, students who graduate from Substantially Equivalent programs are able to apply for individualized review of their credentials on an expedited basis for purposes of the Educational Evaluation Services for Architects program administered by the NAAB on behalf of the National Council of Architectural Registration Boards.

The following documents are available in the [library or other public area) and also may be downloaded from the [name of institution or academic unit website]:

▪ 2019 Conditions for Substantial Equivalency

▪ 2019 Procedures for Substantial Equivalency

▪ Visiting Team Report for SE visit three

▪ Decision letter from NAAB, stating that SE has been granted

▪

Program Self-Evaluation Report for visit three

APPENDIX 6. USE OF THE SUBSTANTIAL EQUIVALENCY LOGO

Substantial Equivalency Logo

NAAB Logo

The Substantial Equivalency logo (above left) may not be used on a program's website or in catalogs and other material until Substantial Equivalency has been granted, after visit three. The NAAB will send the SE logo to the program within 30 days of the board's decision to grant SE. The SE logo should be located in close proximity to the required text as stated in Appendix 5.B.

The NAAB logo (above right) **may never** be used as a standalone graphic symbol on an SE program's website, catalog, or other material. The NAAB logo is the exclusive property of the National Architectural Accrediting Board Inc. and is protected by law. It is a registered trademark and may not be reproduced without prior written permission from the National Architectural Accrediting Board.

APPENDIX 7. SELF-NOMINATION FOR SUBSTANTIAL EQUIVALENCY—VISITING TEAM MEMBER POOL

Name: Date:

Address:

Phone: Email:

Team member designation: You will be designated in the team member pool as either an *educator* or a *practitioner*. Select the designation that most closely describes your current role in the profession.
- *Educator:* more than 50% of time spent as a full-time educator, faculty member, program administrator, or institutional leader
- *Practitioner*: more than 50% of time spent working as a licensed professional

Education

Institution	Years attended	Degree received

Educator Experience (since 2010)

Institution	Year(s) employed	Rank/title

Practitioner Experience (since 2010)

Firm/organization	Year(s) employed	Title

International Experience (since 2010): List the countries where you have lived/taught/practiced for an extended time and for which you have knowledge of local customs and practices.

Country	Role and length of time in country

Language Skills: List the foreign languages you speak/read/write and rate your proficiency in each.

Language	Ability (fluent, understanding, conversational, etc.)

Service on a NAAB Visiting Team: List: List your prior service on a domestic or international NAAB visiting team.

Program visited	Role (team member or team chair(

Supplemental Experience (since 2010): For example, participation in international chapters of the AIA or on international committees/task forces appointed by the AIA, ACSA, AIAS, or NCARB; service to an institution with a NAAB-accredited or Substantially Equivalent program.

Organization	Years affiliated	Role/position

License/Registration: List the jurisdictions (U.S. and international) in which you are currently licensed/registered to practice:

Attach a current résumé or c.v. and a letter of intent.

Send to

info@naab.org, with "SE Self-Nomination" in the subject line

APPENDIX 8. SITE VISIT PROTOCOLS

- **Treat all programs with the same degree of respect:** Deficiencies encountered at a prestigious institution should be provided with the same objective assessment offered to programs in less prestigious institutions. It is inappropriate to minimize or turn a blind eye to deficiencies or concerns out of deference to an institution's perceived stature.

- **Treat all programs with the same degree of openness.** One of the strengths of the NAAB system is that the *Conditions* are written to avoid homogenization of education experiences. Programs are encouraged to innovate and to be creative in how they deliver education. Team members must be open to creative solutions and focus on *whether* programs meet the *Conditions* rather than *how* they do so.

- **Celebrate success.** Substantial Equivalency is meant to be a constructive process to improve architecture education.

- **Do not overreact to or ignore deficiencies:** Please bear in mind that the SE process includes a structured method by which a program can improve and correct its deficiencies. It is inappropriate to react to deficiencies in a punitive, threatening manner or, conversely, to ignore them out of unfounded optimism.

- **Do not superimpose preconceived attitudes about architecture education or curriculum.** Every program should be understood in the context of its own unique mission and institutional setting.

- **Do not offer personal solutions:** It is inappropriate to suggest how a program might meet the SE Conditions or in any way impose your personal views on program structure, administration, and pedagogy.

- **Do not speculate on whether or how deficiencies may affect a program over time.** Programs, generally, are aware of their deficiencies and are unlikely to be surprised at the final interview. It is inappropriate to use the VTR as a platform for speculating on whether or how a given deficiency may affect a program over time. For example, resist the impulse to add "the failure of the university to provide a new building will affect student recruitment" to the VTR.

- **Do not publicly or privately divulge insider information:** All the information obtained by a team member in the course of a site visit is privileged and confidential. Disclosure of such information is grounds for a reconsideration of a Substantial Equivalency decision.

- **Do not use the visit as a recruiting opportunity:** It is inappropriate to solicit personnel for your own program or office during a site visit. It is inappropriate to indicate your interest in being employed by an institution in any capacity until after the institution has received its Substantial Equivalency decision.

- **Do not accept institutional gifts:** It is inappropriate to accept any institutional gifts, favors, or services during a site visit. Politely decline.

- **Do not forget your role:** It is important that teams and team members conduct themselves professionally at all times. Fatigue can lead to errors in judgment. Visiting teams are under observation at all times. Your comments and behavior, including your presence on social media (see below), are closely analyzed and can be misinterpreted.

- **Be careful when using social media.** Team members are not prohibited from using social media while on a visit; however, they are advised to refrain from posting anything that could be interpreted later as an assessment of the program, a commentary on the program's compliance with the SE Conditions, or a team's recommendation on the visit outcome.

- **Alcohol.** The NAAB encourages all team members to avoid consuming alcohol during any event that includes members of the faculty, staff, student body, or the public.

APPENDIX 9. SAMPLE TIMELINE FOR ACHIEVING SUBSTANTIAL EQUIVALENCY

(for inclusion in the Institutional Overview for SE visit one)

This sample timeline shows a very compressed, aggressive schedule for achieving Substantial Equivalency. There is a three- or four-month (and sometimes more) lag time between the end of each visit and the Board of Directors' action on the next step. Each program should determine its own timeline based on its resources and readiness, and keeping in mind the time limits on scheduling visits prescribed in the SE Procedures.

Dates	Events	Fees
Fall 2019	Submit application and Institutional Overview for visit one (eligibility) to NAAB. Determination of eligibility by NAAB. The Institutional Overview must be received by the NAAB 120 days before visit 1.	
January/February 2020	**Visit One—Eligibility**: After acceptance of application documents, a team of two NAAB representatives will conduct a two-day visit to the program. The purpose of the visit is to review the NAAB *Conditions* and *Procedures*, confirm the commitment of the program to the SE process, and see the physical arrangements for the program and for any visiting team.	Visit fee (see NAAB website) plus all expenses for the NAAB team (2 people)
Spring/summer 2020	Decision by NAAB Board of Directors on approval for visit two.	
June/July 2020	Assuming board approval of advancement to visit two, the Program Self-Evaluation Report for visit two must be received by the NAAB 120 days before the visit.	
Oct/Nov 2020	**Visit Two—Candidacy**: Four-day visit by team of two (one educator, one practitioner).	Visit fee plus all expenses for NAAB team (2 people)
Spring 2021	Decision by NAAB Board of Directors on advancement to visit three.	
June/July 2021	Program Self-Evaluation Report for visit 3 due at NAAB office.	
Oct/Nov 2021	**Visit Three—Substantial Equivalency**: Four-day visit by team of four people.	Visit fee plus all expenses for NAAB team (4 people)
Dec. 2021/Jan. 2022	NAAB processes reports	
Spring 2022	Board of Directors reviews the Visiting Team Report from visit 3 and votes on whether to grant Substantial Equivalency to the program. Substantial equivalency terms begin on January 1 of the year in which visit three occurred. Terms are for six years.	Annual SE fee until the next visit cycle to renew SE