Trending Today + Vision for the Future
Education Nextgen Architects

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NCARB
State of the Profession of Architecture
109,748 Architects in the United States
National Council of Architectural Registration Boards
NCARB Facilitates Initial Licensure

- **Education**: NCARB Education Standard
- **Experience**: Architectural Experience Program™ (AXP™)
- **Examination**: Architect Registration Examination® (ARE®)
NCARB Services in Support of Licensure

Education
NCARB Education Standard

Experience
Architectural Experience Program™ (AXP™)

Examination
Architect Registration Examination® (ARE®)
Validation of Education

All 54 jurisdictions recognize a degree from a NAAB-accredited program as the preferred method for fulfilling the education requirement.
Accredited Degree Requirements

NAAB required
NAAB not required
Programs

Institutions with accredited programs: 125

Accredited programs: 158

Programs pursuing candidacy and Initial accreditation: 21
Enrollment (AY 2015-2016)

Accredited programs:
- Total enrollment: 24,456
- First-time/first-year enrollment: 7,368
- Degrees awarded: 6,042

Preprofessional programs:
- Total Enrollment: 14,403
- First-time/first-year enrollment: 4,157
- Degrees awarded: 3,253
Accredited Programs 2009-2016

- Degrees Awarded
- First Time Enrollment
- Total Enrollment

2009: 25,707
2010: 27,852
2011: 27,477
2012: 26,850
2013: 25,958
2014: 24,989
2015: 24,208
2016: 24,456

First Time Enrollment:
- 6,017 (2009)
- 6,017 (2010)
- 6,191 (2011)
- 6,954 (2012)
- 7,169 (2013)
- 6,957 (2014)
- 7,368 (2015)
- 7,368 (2016)

Total Enrollment:
- 8,553 (2009)
- 8,553 (2010)
- 8,307 (2011)
- 8,120 (2012)
- 7,169 (2013)
- 6,957 (2014)
- 7,052 (2015)
- 7,368 (2016)

Percent Changes:
- Degrees Awarded: -12%
- First Time Enrollment: -14%
- Total Enrollment: -.05%
Preprofessional Programs 2010-2016

- Degrees awarded
- 1st Time Enrollment
- Total Enrollment

-19.2%
-23%
-12.6%
NAAB Enrollment
Largest Demographic Categories

- Nonresident Alien
- Asian
- Black/African-American
- Hispanic
Global Education

• International students value the US educational model
• International institutions value NAAB accreditation
Percentages by Program – B.Arch. 2016

Percentage of International Students in each Accredited B. Arch Program in 2016
Percentages by Program – M.Arch. 2016

Percentage of International Students in each Accredited M. Arch Program in 2016

22% Average
The 2014 NAAB Conditions for Accreditation outline the requirements that an accredited degree program must meet in order to demonstrate the achievement of minimum standards.
2014 Conditions

Institutional Support & Commitment to Continuous Improvement
- Identity & Assessment
- Resources

Educational Outcomes and Curriculum
- Student Performance Criteria
- Curricular Framework
- Evaluation of Preparatory Education
- Public Information

Reports
- Annual Statistical Reports
- Interim Progress Reports
Student Performance Criteria

Four Realms

• Realm A: Critical Thinking and Representation
• Realm B: Building Practices, Technical Skills, and Knowledge
• Realm C: Integrated Architectural Solutions
• Realm D: Professional Practice
<table>
<thead>
<tr>
<th>Number</th>
<th>Title</th>
<th>Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.1</td>
<td>Professional Communications Skills</td>
<td>Ability</td>
</tr>
<tr>
<td>A.2</td>
<td>Design Thinking Skills</td>
<td>Ability</td>
</tr>
<tr>
<td>A.3</td>
<td>Investigation Skills</td>
<td>Ability</td>
</tr>
<tr>
<td>A.4</td>
<td>Architectural Design Skills</td>
<td>Ability</td>
</tr>
<tr>
<td>A.5</td>
<td>Ordering Systems</td>
<td>Ability</td>
</tr>
<tr>
<td>A.6</td>
<td>Use of Precedents</td>
<td>Ability</td>
</tr>
<tr>
<td>A.7</td>
<td>History and Global Culture</td>
<td>Understanding</td>
</tr>
<tr>
<td>A.8</td>
<td>Diversity and Social Equity</td>
<td>Understanding</td>
</tr>
<tr>
<td>Number</td>
<td>Title</td>
<td>Level of Achievement</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>B.1</td>
<td>Pre-Design</td>
<td>Ability</td>
</tr>
<tr>
<td>B.2</td>
<td>Site Design</td>
<td>Ability</td>
</tr>
<tr>
<td>B.3</td>
<td>Codes and Regulations</td>
<td>Ability</td>
</tr>
<tr>
<td>B.4</td>
<td>Technical Documentation</td>
<td>Ability</td>
</tr>
<tr>
<td>B.5</td>
<td>Structural Systems</td>
<td>Ability</td>
</tr>
<tr>
<td>B.6</td>
<td>Environmental Systems</td>
<td>Ability</td>
</tr>
<tr>
<td>B.7</td>
<td>Building Envelope Systems &amp; Assemblies</td>
<td>Understanding</td>
</tr>
<tr>
<td>B.8</td>
<td>Building Materials &amp; Assembles</td>
<td>Understanding</td>
</tr>
<tr>
<td>B.9</td>
<td>Building Service Systems</td>
<td>Understanding</td>
</tr>
<tr>
<td>B.10</td>
<td>Financial Considerations</td>
<td>Understanding</td>
</tr>
<tr>
<td>Number</td>
<td>Title</td>
<td>Level of Achievement</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>C.1</td>
<td>Research</td>
<td>Understanding</td>
</tr>
<tr>
<td>C.2</td>
<td>Integrated Evaluations and Decision-Making Design Process</td>
<td>Ability</td>
</tr>
<tr>
<td>C.3</td>
<td>Integrative Design</td>
<td>Ability</td>
</tr>
<tr>
<td>Number</td>
<td>Title</td>
<td>Level of Achievement</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>D.1</td>
<td>Stakeholder Roles in Architecture</td>
<td>Understanding</td>
</tr>
<tr>
<td>D.2</td>
<td>Project Management</td>
<td>Understanding</td>
</tr>
<tr>
<td>D.3</td>
<td>Business Practices</td>
<td>Understanding</td>
</tr>
<tr>
<td>D.4</td>
<td>Legal Responsibilities</td>
<td>Understanding</td>
</tr>
<tr>
<td>D.5</td>
<td>Professional Conduct</td>
<td>Understanding</td>
</tr>
</tbody>
</table>
• The program must demonstrate that it has a thorough and equitable process for evaluating the preparatory or preprofessional education of individuals admitted to the NAAB-accredited degree program.

• Programs must document their processes for evaluating a student’s prior academic course work related to satisfying NAAB student performance criteria when a student is admitted to the professional degree program.
Evaluation of Preparatory Education

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

• The program must demonstrate that the evaluation of baccalaureate-degree or associate-degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate before accepting the offer of admission. See also Condition II.4.6.
Priorities and Initiatives

• Digital Task Force
• Preparation for ARC 19
• International Task Force
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>• New tools and templates for institutions and teams</td>
<td>• Format</td>
<td>• Institutional review/validation</td>
</tr>
<tr>
<td>• Training</td>
<td>• Capabilities</td>
<td>• Protocols for transitioning from SE to accreditation and <em>vice versa</em></td>
</tr>
<tr>
<td>• Focus on planning and implementation</td>
<td>• File/folder structure</td>
<td>• Training</td>
</tr>
<tr>
<td>• Cyclical nature of the process toward initial accreditation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Use of digital content for student work
- Deconstructing the team (asynchronous, off/on-site, cloud-based tools, different schedules)
- New sequences for team nomination, date selection, & training
Accreditation Review Conference

Timeline/Process

• ARC Implementation Task Force
• Request for papers and proposals
• Conference summer 2019
• New Conditions Drafted
• Public Comment Periods
• New Conditions published
• New Conditions take effect
<table>
<thead>
<tr>
<th>Process</th>
<th>Visits</th>
<th>Teams</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope of the ARC</td>
<td>Change the visit schedule</td>
<td>Asynchronous Teams</td>
<td>Digital Team Rooms</td>
</tr>
<tr>
<td>Conditions I.1-I.2</td>
<td>Reframe/reconstitute the exit interviews</td>
<td>Team Pool Composition</td>
<td>Digital Student Portfolio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Non-voting Team Members</td>
<td>Increase Rigor and Objectivity in Selection of Student Work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students on Teams</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Team Pool Tenure</td>
<td></td>
</tr>
</tbody>
</table>
For more information on the NAAB

www.naab.org
NCARB
Experience + Examination
Reviewed | Revisited | Revised
All 54 jurisdictions utilize AXP to meet the experience requirement for licensure.

3,740 total hours.
AXP Eligibility Date

High School Graduation
...since December 16, 2013
AXP Guidelines

Architectural Experience Program Guidelines

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Registration (Licensure) 4
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Construction & Evaluation 13

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Mentor 18
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This document, effective May 2017, supersedes all previous editions, of the AXP Guidelines and AXP Guidelines.
Please check NCARB’s website, www.ncarb.org, regularly for updates to this publication and for the most current
information regarding the Architectural Experience Program and the experience requirement for NCARB certification.

MAY 2017
<table>
<thead>
<tr>
<th>Experience Areas</th>
<th>Tasks</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Management</td>
<td>16</td>
<td>160</td>
</tr>
<tr>
<td>Project Planning &amp; Design</td>
<td>17</td>
<td>1,080</td>
</tr>
<tr>
<td>Project Development &amp; Documentation</td>
<td>7</td>
<td>1,520</td>
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<tr>
<td>Project Management</td>
<td>32</td>
<td>360</td>
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<tr>
<td>Construction &amp; Evaluation</td>
<td>6</td>
<td>360</td>
</tr>
<tr>
<td>Programming &amp; Analysis</td>
<td>18</td>
<td>260</td>
</tr>
</tbody>
</table>

Total Required Hours: 3,740
Programming & Analysis Tasks

Upon finishing the AXP, you should be able to competently perform the following tasks:

- Determine impact of applicable zoning and development ordinances to determine project constraints
- Gather information about community concerns and issues that may impact proposed project
- Consider recommendations from geotechnical studies when establishing design parameters
- Assist owner in preparing building program including list of spaces and their characteristics
- Develop conceptual budget

EXPERIENCE AREAS & TASKS
Programming & Analysis
Programming & Analysis is the first phase of a project, often referred to as pre-design. You’ll experience tasks related to researching and evaluating client requirements, building code and zoning regulations, and site data to develop recommendations on the feasibility of a project.
Experience Settings

Practice of Architecture

MINIMUM 1,860 HOURS

To earn experience in employment opportunities, you must be paid.
### Other Experiences

<table>
<thead>
<tr>
<th>Experience</th>
<th>Maximum Hours Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Other Work Experience Under Licensed Professionals</strong>&lt;br&gt;Foreign Architect, Landscape Architect, Engineer, Architect not practicing architecture</td>
<td>1,860 Hours</td>
</tr>
<tr>
<td>Design or Construction Related Employment</td>
<td>320 Hours</td>
</tr>
<tr>
<td>Community-Based Design Center/Collaborative</td>
<td>320 Hours</td>
</tr>
<tr>
<td><strong>CSI Certifications: CCS &amp; CCCA</strong></td>
<td>40 Hours</td>
</tr>
<tr>
<td><strong>Design Competitions</strong></td>
<td>320 Hours</td>
</tr>
<tr>
<td><strong>NCARB’s Professional Conduct Monograph</strong></td>
<td>10 Hours</td>
</tr>
<tr>
<td>Site Visit With Mentor</td>
<td>40 Hours</td>
</tr>
<tr>
<td><strong>Construction Work</strong></td>
<td>320 Hours</td>
</tr>
<tr>
<td><strong>AIA Continuing Education for HSW</strong></td>
<td>20 Hours/experience area</td>
</tr>
</tbody>
</table>
All 54 jurisdictions require the ARE as the professional examination to determine competency for architectural practice.
ARE 5.0 Divisions

Practice Management
80 Items
3 Hours 30 Mins

Project Development & Documentation
120 Items
5 Hours

Project Management
95 Items
4 Hours

Programming & Analysis
95 Items
4 Hours

Construction & Evaluation
95 Items
4 Hours

120 Items
5 Hours

ARE® 5.0
ARE 5.0 Resources

- ARE® 5.0 Guidelines
- ARE® 5.0 Handbook
- ARE® 5.0 Community from NCARB
- ARE® 5.0 Video Prep Series
Integrated Path to Architectural Licensure (IPAL)
Has met all requirements for Council Certification and is therefore recommended to all Registration Authorities for registration or license as an architect. Given under our hands and the Seal of the Council, this 1st day of January, of the year of Our Lord Two Thousand and Twenty.
NCARB Certification

Education
Degree from NAAB-Accredited Program

Experience
Architectural Experience Program (AXP)

Examination
Architect Registration Examination (ARE)

Certification
NCARB Certificate Supports Reciprocity
NCARB Certification

Signifies that an individual has met the professional standards established by the registration boards.

Facilitates reciprocal registration among all 54 Member Boards and 11 Canadian provinces.
Design Your Career

What does it take to get a license in your jurisdiction?
www.ncarb.org/registrationboards
Education Guidelines

Introduction
- What is the Education Requirement?
- For Initial Licensure
- For NCARB Certification
- The Education Standard
- About NCARB
- NCARB Services
- Registration (Licensure)
- NCARB Certification
- Accrediting Boards

Satisfying the Education Requirement

Foreign-Educated Applicants
- Licensure for Foreign-Educated Applicants
- Certification for Foreign-Educated Applicants

The Education Alternative to NCARB Certification

The Education Evaluation Services for Architects

The Education Standard

Resources
Trends in Licensure Support at Architecture Firms

Obtaining licensure is a primary objective for many architecture school graduates, and many architecture firms provide assistance to encourage emerging professionals along this path. But while both emerging professionals and supervisors believe that obtaining a license is important, larger differences emerge when considering the groups’ perceptions of each other.
Join the Conversation

@NCARB
@NCARB
@NCARB

National Council of Architectural Registration Boards (NCARB)

youtube.com/NCARBorg

are5community.ncarb.org
Thank You!