



Continuing Education

GUIDELINES

Introduction	2	Learning Programs	11
About NCARB.....	2	Types of Learning Programs.....	11
NCARB Services.....	2	Learning Objectives and Outcomes.....	12
Registration (Licensure).....	3	Continuing Education Compliance	13
NCARB Certification.....	4	Continuing Education Hour.....	13
What is Continuing Education?.....	5	Licensure Renewal.....	14
Who Should Use This Document?.....	5	Continuing Education Audits	16
Why Do We Have Continuing Education?.....	6		
Health, Safety, and Welfare Continuing Education (HSW CE)	7		
Health, Safety, and Welfare (HSW) Defined.....	7		
HSW Subject Areas.....	7		

INTRODUCTION

About NCARB

The National Council of Architectural Registration Boards (NCARB) is a global leader in architectural regulation, dedicated to helping professionals reach their career goals, providing key data about the path to licensure, and protecting the public's health, safety, and welfare.

We are a nonprofit organization made up of the architectural licensing boards of 55 states and territories. While each jurisdiction is responsible for regulating the practice of architecture within its borders, NCARB develops and administers national programs for licensure candidates and architects to ensure they have the mobility to go wherever their career takes them.

To accomplish this, NCARB recommends and encourages national requirements for architectural licensure. We develop and recommend standards for the 55 licensing boards, who then issue licenses to applicants who meet their specific registration requirements.

NCARB MISSION

NCARB, in collaboration with licensing boards, facilitates the licensure and credentialing of architects to protect the health, safety, and welfare of the public.

NCARB Services

NCARB exists to help you advance from student to practicing architect, so our services span the many phases of your career—think of us as your professional guide. Whether you're navigating the Architectural Experience Program® (AXP®), completing the Architect Registration Examination® (ARE®), or earning your NCARB Certificate, NCARB is here to help.

And with our secure digital filing system, we can store all your major milestones, including official transcripts, employment history, examination successes, and more—a safe record of all of your achievements and accomplishments, ready to be sent to the jurisdiction of your choice.

Registration (Licensure)

Before you can officially call yourself an architect, you have to earn your license. Once you do, you'll prove to your firm and your community that you're able to protect the health, safety, and welfare of those who live and work in the built environment. Each licensing board has its own set of requirements, but navigating them doesn't have to be complicated. NCARB has developed a number of tools and resources to help you succeed in meeting your jurisdiction's licensure requirements in the following three areas:

LICENSURE/REGISTRATION

NCARB uses the words "licensure" and "registration" interchangeably when talking about the process of becoming an architect.

NAAB EDUCATION

There is no single degree required to become an architect, but the degree you pursue can affect your future licensure options. Many jurisdictions require that applicants for initial licensure earn a professional degree in architecture from a program accredited by the [National Architectural Accrediting Board](#) (NAAB) or the [Canadian Architectural Certification Board](#) (CACB).

Some jurisdictions offer additional licensure pathways for individuals with some other college degree or no degree. Through these pathways, you'll typically earn additional professional experience to supplement your education. More information about starting your education in architecture can be found in the [Education Guidelines](#).



EXPERIENCE

Licensure candidates also have to gain experience under the supervision of a practicing architect. The AXP provides the framework to guide you through earning and recording your professional experience—covering everything from site design to project management. And you can start reporting experience after graduating high school or an equivalent.

We know you'll be busy learning the ins and outs of architecture. That's why we offer a number of resources that can help you log experience hours and understand the program requirements. And since completing the AXP is a core component for certification, you'll be on your way to earning your NCARB Certificate, too.

More information about earning experience can be found in the [AXP Guidelines](#).



EXAMINATION

Another key part of becoming an architect is demonstrating your knowledge and skills through the ARE. With exam divisions that are designed to reflect the current profession, the ARE assesses your competency to practice architecture independently. Passing the exam is another big step toward finally getting that license.

Whenever you need a helping hand, our tips, guides, and inspiring success stories are there to make sure you have what you need to get it done. To learn more about the exam, each division, and tips to start planning, read this document and the [ARE Guidelines](#).

NCARB Certification

Following initial licensure, obtaining an NCARB Certificate ensures you can get the most out of your career in architecture. It provides mobility and signifies that you have met the national standards that guide the 55 licensing boards. With an NCARB Certificate in hand, it's simpler to get licensed across jurisdictions—allowing you the freedom and flexibility to pursue your career and connect with clients regardless of location.



BENEFITS OF THE CERTIFICATE

Once you've earned your NCARB Certificate, you can take advantage of all the following benefits:

NCARB CREDENTIAL

You can use the [“NCARB” credential](#) in your title, which demonstrates you've met national standards for licensure. This qualification, and the flexibility it provides, can be an important factor for firms when hiring and promoting.

RECIPROCITY

The Certificate streamlines the process for obtaining a license in a new jurisdiction.

MOBILITY

Gaining reciprocity in multiple jurisdictions allows you the freedom to go wherever the work takes you.

COMPETITIVE EDGE

Setting yourself apart from other architects can be key for your career; the greater flexibility you'll enjoy as a Certificate holder is often an important factor for firms when hiring and promoting.

SECURITY

As an NCARB Certificate holder, you don't have to worry about record keeping—all your information is stored on our secure server, ready whenever you need it.

FREE CONTINUING EDUCATION

Earning continuing education hours in Health, Safety, and Welfare (HSW) has never been easier, thanks to NCARB's online [Continuum Education Program](#)—free for Certificate holders!

What is Continuing Education?

Continuing education is post-licensure learning that enables a registered architect to increase or update knowledge of and competence in technical and professional subjects related to the practice of architecture to safeguard the public's health, safety, and welfare.

The continuing development of professional competence involves a program of lifelong educational activities. Health, Safety, and Welfare Continuing Education (HSW CE) is the term used in this document to describe the educational subjects and topics that assist architects in achieving and maintaining quality in professional services protecting the public's health, safety, and welfare in the built environment.

Who Should Use This Document?

Member Boards that require architects to complete continuing education as a condition of license renewal. This document identifies:

- Subject areas that qualify as Health, Safety, and Welfare (HSW)
- Acceptable types of continuing education programs
- Evaluation of programs for HSW content compliance in CE audits

This guide may assist Member Boards in their evaluation of CE documentation provided by architects in support of an audit. Member Boards may also use this document to identify topics the board may deliver to its licensees as a provider.

Architects who are required to complete CE as a condition of licensure renewal. This document will help the architect:

- Understand the national standards for continuing education programs
- Understand HSW subjects that are deemed acceptable by jurisdictional licensing boards

This document may assist architects in their selection of CE course subjects that meet the requirements of most licensing boards and many professional organizations.

CE providers developing courses for architects that are likely to be deemed acceptable by licensing boards as health, safety, and welfare topics. This document will help the provider:

- Understand the national standards for continuing education programs
- Understand jurisdictional licensing boards' standards for HSW continuing education-qualified programs

CE accreditors reviewing courses for architects proposed by providers seeking acceptance by licensing boards as health, safety, and welfare topics. This document will help the accreditor:

- Understand the national standards for continuing education programs
- Understand jurisdictional licensing boards' standards for HSW continuing education-qualified programs

Why Do We Have Continuing Education?

Continuing education programs focused on health, safety, and welfare are an integral part of the lifelong learning required to provide competent service to the public. HSW CE courses enable architects to maintain their professional competence.

The Analysis of Practice is conducted periodically with architects, supervisors, mentors, licensure candidates, and educators to define the knowledge and skills they must possess and the tasks they must be able to perform competently to protect the public's health, safety, and welfare. The results of the survey are used by NCARB to establish the requirements of the Architectural Experience Program® (AXP®), develop the Architect Registration Examination® (ARE®), and inform the continuing education needs of practitioners.

The profession of architecture is characterized by constant expansion of relevant knowledge, ongoing changes, and increasing complexity. Advancing technology, globalization of commerce, increasing specialization, proliferation of regulations, and the complex nature of business transactions have created a dynamic environment that requires architects to maintain and enhance their professional competence continuously.

ACKNOWLEDGMENTS

NCARB acknowledges that the American Institute of Architects (AIA) Standards for Continuing Education Programs served as a model for this document.

HEALTH, SAFETY, AND WELFARE CONTINUING EDUCATION (HSW CE)

Health, Safety, and Welfare (HSW) Defined

Licensed architects and affiliated design professionals have, in their professional practice, a positive duty to protect the public's health, safety, and welfare. To qualify as Health, Safety, and Welfare (HSW) content, learning programs must address knowledge and abilities intended to protect the health, safety, and welfare of the occupants of the built environment, as further defined below.

HSW Subject Areas

NCARB Model Law and Regulations define Health, Safety, and Welfare subjects as:

“Health, Safety, and Welfare Subjects

Technical and professional subjects related to the Practice of Architecture that the Board deems appropriate to safeguard the public and that are within the following continuing education subject areas necessary for the proper evaluation, design, construction, and utilization of Buildings and the built environment.”

HEALTH, SAFETY, AND WELFARE SUBJECTS

Learning programs that support one or more of the competencies defined in the *NCARB Competency Standard for Architects* or topics listed below and demonstrate a direct and specific connection to protecting the public's health, safety, or welfare are considered to meet the definition of HSW and are considered HSW subjects for continuing education.

Courses outside the competencies and topics below may be considered based on the HSW definition above.

PRACTICE MANAGEMENT

This category focuses on areas related to the management of architectural practice and the details of running a business.*

- Integrate socio-demographic considerations and universal design principles (competency 5).
 - Understand how diversity, equity, inclusivity and justice principles impact architectural projects and practice.
- Execute contracts for professional services (competency 11).

- Understand statutes and regulations that govern architectural practice within U.S. jurisdictions to provide services legally (competency 14).
- Understand ethical and professional standards that govern architectural practice (competency 15).
- Understand foundational business principles to operate a practice (competency 16).

Additional topics explicitly included:

- Effective supervision of licensure candidates
- Professional ethics

For additional information on knowledge, skills, and abilities related to Practice Management, please refer to:

- [AXP Guidelines: Practice Management](#)
- [ARE Guidelines: Practice Management](#)
- [NCARB Competency Standard for Architects](#)

*NCARB Model Law and Regulations (July 2024) R103(2)

PROJECT MANAGEMENT

This category focuses on areas related to the management of architectural projects through execution.*

- Implement a work plan according to a project's scope, schedule, and budget (competency 12).
- Organize and coordinate an interdisciplinary project team (competency 13).

For additional information on knowledge, skills, and abilities related to Project Management, please refer to:

- [AXP Guidelines: Project Management](#)
- [ARE Guidelines: Project Management](#)
- [NCARB Competency Standard for Architects](#)

*NCARB Model Law and Regulations (July 2024) R103(2)

PROGRAMMING & ANALYSIS

This category focuses on areas related to the evaluation of project requirements, constraints, and opportunities.*

- Assess regulatory design requirements (competency 1).
- Evaluate existing project conditions (competency 2).
- Develop a program that establishes project criteria (competency 3).
- Create design solutions that support public and environmental well-being (competency 4).
 - Implement design strategies that support the health, safety, and welfare of building occupants and the neighboring community.
 - Advise clients and consultants regarding the sustainability and resiliency of design options in accordance with relevant codes, regulations, ratings, industry standards, and technical information.

- Integrate socio-demographic considerations and universal design principles (competency 5).
 - Utilize meaningful engagement processes that incorporate diverse perspectives into design solutions.

For additional information on knowledge, skills, and abilities related to Programming & Analysis, please refer to:

- [AXP Guidelines: Programming & Analysis](#)
- [ARE Guidelines: Programming & Analysis](#)
- [NCARB Competency Standard for Architects](#)

**NCARB Model Law and Regulations (July 2024) R103(2)*

PROJECT PLANNING & DESIGN

This category focuses on areas related to the preliminary design of sites and buildings.*

- Create design solutions that support public and environmental well-being (competency 4).
 - Implement design strategies that minimize environmental impact, safeguard environmental sustainability, ensure longevity and durability of projects, and adapt to evolving environmental and societal conditions.
- Integrate socio-demographic considerations and universal design principles (competency 5).
- Create design solutions that address project requirements (competency 6).
- Coordinate the integration of building systems into a project design (competency 8).

For additional information on knowledge, skills, and abilities related to Project Planning & Design, please refer to:

- [AXP Guidelines: Project Planning & Design](#)
- [ARE Guidelines: Project Planning & Design](#)
- [NCARB Competency Standard for Architects](#)

**NCARB Model Law and Regulations (July 2024) R103(2)*

PROJECT DEVELOPMENT & DOCUMENTATION

This category focuses on areas related to the integration and documentation of building systems, material selection, and material assemblies into a project.*

- Create deliverables that convey a design solution (competency 7).
- Coordinate the integration of building systems into a project design (competency 8).

For additional information on knowledge, skills, and abilities related to Project Development & Documentation, please refer to:

- [AXP Guidelines: Project Development & Documentation](#)
- [ARE Guidelines: Project Development & Documentation](#)
- [NCARB Competency Standard for Architects](#)

**NCARB Model Law and Regulations (July 2024) R103(2)*

CONSTRUCTION & EVALUATION

This category focuses on areas related to construction contract administration and post-occupancy evaluation of projects.*

- Prepare and administer documentation of the construction phase (competency 9)
- Evaluate the progress of construction for conformance with contract documents and design intent (competency 10).

For additional information on knowledge, skills, and abilities related to Construction & Evaluation, please refer to:

- [AXP Guidelines: Construction & Evaluation](#)
- [ARE Guidelines: Construction & Evaluation](#)
- [NCARB Competency Standard for Architects](#)

*NCARB Model Law and Regulations (July 2024) R103(2)

LEARNING PROGRAMS

HSW CE learning programs should be developed by individuals or teams having demonstrated a verifiable expertise in the subject matter. Expertise may be demonstrated through practical experience and/or education. An architect holding an active license should be consulted in the development of HSW CE learning programs.

Types of Learning Programs

Learning programs should be developed according to accepted and sound adult learning theory. Architects gain knowledge and skills through many venues and resources. Acceptable types of programs include:

LIVE IN-PERSON PROGRAM

Group participation in live learning with real-time interaction of an instructor or subject matter expert and built-in processes for attendance and interactivity. Learners are together in one or more groups with an instructor or subject-matter expert instructor.

LIVE ONLINE PROGRAM

Live learning with real-time, two-way interaction between an instructor or subject-matter expert and learners that provides the required elements of attendance monitoring and engagement where learners are in a solitary rather than group environment.

ON-DEMAND E-LEARNING PROGRAM

An educational program completed at any time or in any place that best suits the learner online or via another device individually without the assistance or interaction of a real-time instructor.

ON-DEMAND PRINT/OTHER PROGRAM

An educational program completed individually by reading materials in print or online and completing a summative assessment.

NANO LEARNING PROGRAM

A tutorial program designed to permit a participant to learn a given subject in a 15-minute or 30-minute time frame using electronic media (including technology applications and processes and computer-based or web-based technology) or in person. A nano learning program differs from a longer program in that it is typically focused on a single learning objective. Nano learning is not a substitute for comprehensive programs addressing complex issues but is typically highly targeted and needs-based. Nano learning programs are excellent for just-in-time tutorials.

BLENDING LEARNING PROGRAM

An educational program incorporating multiple learning formats.

All learning programs should employ instructional methods that clearly define learning objectives and outcomes, guide the architect through a program of learning, and include learner engagement opportunities within the program delivery.

Learning Objectives and Outcomes

All learning programs should be based on relevant, well-formed learning objectives and outcomes that clearly articulate the professional competence that should be achieved by learners. Learning programs for architects should specify knowledge level, content, and learning objectives so that potential participants can determine if the learning outcomes are appropriate to their professional development needs. Knowledge levels consist of introductory, intermediate, advanced, and update.

ASSESSMENT

There are many methods or tools that are used to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of learning program participants. The most commonly recognized assessments include:

- **Formative assessment:** Methods used to conduct in-process evaluations of learner comprehension, learning needs, and academic progress during a lesson, unit, course, or learning program. Formative assessments help instructors and learners identify concepts they are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support. Review questions are a formative assessment tool.
- **Pre-program assessment:** A method of measuring prior knowledge that is given before the learner has access to the course content of the program. Pre-program assessments may be used to tailor content more appropriately to a learner's needs and gaps.
- **Summative assessment:** Test, portfolio, or other tools used to evaluate participant learning, skill acquisition, and achievement after a learning program. Outcomes of summative assessments are used to determine successful completion of a learning program.

The type of learning program determines the type of assessment. The most common form of assessment used in CE programs is summative. Summative assessments are typically required in the following learning programs:

- On-demand e-learning programs
- On-demand print/other learning activities
- Nano learning programs
- Blended programs where the primary component is on-demand learning activity

For details on how to develop learning programs, please refer to the accrediting organization's provider guidelines

Live learning programs typically employ methods of formative assessment.

CONTINUING EDUCATION COMPLIANCE

An architect's field of employment does not limit the need for continuing education. All architects should participate in HSW CE programs that maintain and/or improve their professional competence.

Selection of HSW CE programs should be a thoughtful, reflective process addressing the architect's current and future professional plans, current knowledge and skill level, and desired or needed additional competence to meet future opportunities and professional responsibilities.

While most jurisdictions have set mandatory continuing education hour (CEH) requirements, the objective of continuing education should be maintenance and enhancement of professional competence, not attainment of hours.

Continuing Education Hour

NCARB Model Law and Regulations define:

Continuing Education Hour (CEH)

One continuous instructional hour (50 to 60 minutes of contact) spent in Structured Educational Activities intended to increase or update the Architect's knowledge and Competence in Health, Safety, and Welfare Subjects. If the provider of the Structured Educational Activities prescribes a customary time for completion of such an activity, then such prescribed time shall, unless the Board finds the prescribed time to be unreasonable, be accepted as the Architect's time for Continuing Education Hour purposes irrespective of actual time spent on the activity.

Structured Educational Activities

Educational activities in which at least 75 percent of an activity's content and instructional time must be devoted to Health, Safety, and Welfare Subjects related to the Practice of Architecture, including courses of study or other activities under the areas identified as Health, Safety, and Welfare Subjects and provided by qualified individuals or organizations, whether delivered by direct contact or distance learning methods.

Licensure Renewal

Each Member Board establishes their requirements for licensure renewal. Most boards require completion of continuing education as a condition for licensure renewal.

NCARB *Model Law and Regulations* include the following model requirement:

R304 Continuing Education

In addition to all other requirements for License renewal, an Architect must complete Continuing Education Hours each calendar year or be exempt from these Continuing Education requirements as provided below. Failure to comply with these requirements may result in non-renewal of the Architect's License.

- 1. Continuing Education Hours.** *12 Continuing Education Hours must be completed in Health, Safety, and Welfare Subjects acquired in Structured Educational Activities. Continuing Education Hours may be acquired at any location. Excess Continuing Education Hours shall not be credited to a future calendar year.*
- 2. Reporting and Record Keeping.** *An Architect shall complete and submit forms as required by the Board certifying that the Architect has completed the required Continuing Education Hours. Forms may be audited by the Board for verification of compliance with these requirements. Documentation of reported Continuing Education Hours shall be maintained by the Architect for six (6) years from the date of award. If the Board disallows any Continuing Education Hours, the Architect shall have 60 days from notice of such disallowance either to provide further evidence of having completed the Continuing Education Hours disallowed or to remedy the disallowance by completing the required number of Continuing Education Hours (but such Continuing Education Hours shall not again be used for the next calendar year). If the Board finds, after proper notice and hearing, that the Architect willfully disregarded these requirements or falsified documentation of required Continuing Education Hours, the Architect may be subject to disciplinary action in accordance with the [Act] and Board regulations.*
- 3. Exemptions.** *An Architect shall not be subject to these requirements if:*
 - a. The Architect has been granted emeritus or inactive status by the Board; or*
 - b. The Architect otherwise meets all renewal requirements and is called to active military service, has a serious medical condition, or can demonstrate to the Board other like hardship, then upon the Board's so finding, the Architect may be excused from some or all of these requirements; or*
 - c. The Architect lists the Architect's occupation as "retired" or "inactive" on the Board approved renewal form and further certifies that the Architect is no longer engaging in the Practice of Architecture.*
- 4. Reinstatement of Retired or Inactive Architects.** *In the event such a retired or inactive Person elects to return to active practice, they shall request reinstatement of their License by providing the Board with documentation of the completion of twelve (12) Health, Safety, and Welfare Continuing Education Hours within the preceding twelve (12) months before they may resume actively engaging in the Practice of Architecture. Inactive or retired Persons returning to active practice must report CEHs earned prior to the request to reactivate.*

Architects are responsible for compliance with all applicable state licensing bodies' continuing education requirements, as well as requirements, rules, and regulations of other government entities, membership associations, and other professional organizations or bodies.

Some licensing jurisdictions require specific types of continuing education (i.e.: accessibility, sustainable design, state building codes, ethics, etc.). Architects should contact each appropriate entity to which they report to determine its specific requirements or any exceptions that body may have to this document.

For jurisdiction-specific continuing education requirements, please refer to NCARB's [Licensing Requirements Tool](#).

CONTINUING EDUCATION AUDITS

Many architect licensing board rules require audits of licensees' compliance with continuing education requirements. The frequency and type of audit is determined by the licensing board. If selected for an audit, an architect may be required to provide evidence of completion of learning programs deemed acceptable to the architect licensing board. Types of documentation may include:

- A certificate or other verification supplied by the learning program provider
- AIA CES transcript
- For a college or university course that is successfully completed for credit, a record or transcript of the grade the learner received
- For college or university non-credit courses, a certificate of attendance issued by a representative of the university or college

Generally, a printed program agenda, program marketing materials, or an event program are considered insufficient evidence of participation in that program.