NCARB Certificate Portfolio Applicant Guide

The NCARB Certificate Portfolio is a collection of exhibits in which you demonstrate your learning. It is not a marketing portfolio, nor is it the same as the portfolio you would use for a job interview.

The NCARB Certificate Portfolio allows you to meet the requirements of the ***NCARB Education Standard*** by demonstrating learning through your experience as a licensed architect. The NCARB Certificate Portfolio is for U.S. architects without a degree from a program accredited by the National Architectural Accrediting Board (NAAB) and allows you to meet the requirements of the *NCARB Education Standard* by demonstrating learning through your experience as a licensed architect. As you complete your NCARB Certificate Portfolio, please use this guide to understand the requirements and process for the preparation, submission, and review of your portfolio. You must include descriptions and documentation as evidence of learning in relation to the subject areas you are assigned. The *NCARB Education Standard* includes five subject areas:

1. Liberal Arts
2. History, Theory, and Human Behavior
3. Design Synthesis
4. Building Technology
5. Professional Practice

Your portfolio is customized per your education background and will identify subject area assignments based on your Education Evaluation Services for Architects (EESA) report. Applicants who choose not to obtain an EESA must complete all subject areas. Note: If you hold a U.S. or Canadian bachelor's degree or higher, you do not need to address the *Education Standard*'s Liberal Arts subject area in your Certificate Portfolio, even if you do not obtain an EESA.

Once you have been made eligible to pursue NCARB certification through the NCARB Certificate Portfolio option, you may access the portfolio system by logging in to **My NCARB**, selecting NCARB Record, going to the "Education" tab, and selecting the "NCARB Certificate Portfolio" link.

Requirements

You are required to provide evidence of learning through a recommended number of exhibits for each assigned category within the relevant subject area. An exhibit must include your **applicant's explanation**, which must:

- Explain how your exhibit demonstrates competency in the assigned category
- Explain what you learned from the exhibit
- Explain your role related to the exhibit

Each of these items must be addressed. Duplicate answers will not be accepted, and the portfolio will be returned. For example, information provided here is in addition to the required annotations (see below).

In addition, your exhibit must include three critical elements:

1. **Descriptions**
You must describe how you gained learning through experience as a registered architect. These experiences must relate directly to the documentation submitted and your specific education deficiencies. Descriptions must also include your involvement, how decisions were made, challenges you faced, etc. It is important to tell the story for each exhibit to give the reviewer context and also to provide enough information to be able to make a proper assessment.

2. **Documentation**
There are a number of experiences that can result in learning at the appropriate level. These experiences may include but are not limited to various aspects of practice, architectural projects, professional responsibilities, seminars and training programs, continuing education, and professional volunteer and community activities. You may recreate missing steps in the design process for the purpose of telling the story—for example, a bubble diagram completed during the schematic design phase that may have been thrown out or misplaced. Any recreation of documents must be identified/acknowledged as such in your annotations or descriptions.

3. **Annotation**
Your annotations are where you tell the story of your involvement and demonstrate your learning through experience. For the purposes of the NCARB Certificate Portfolio, an **annotation** is a brief, personal narrative added directly onto your exhibit documentation that articulates your thought process, actions, and decisions to provide direct evidence of what you have learned through experience.

Annotations should be distinct and easily identifiable on the documentation. This is best achieved using clearly identifiable callout boxes with leader lines or arrows pointing to the specific element on the documentation.

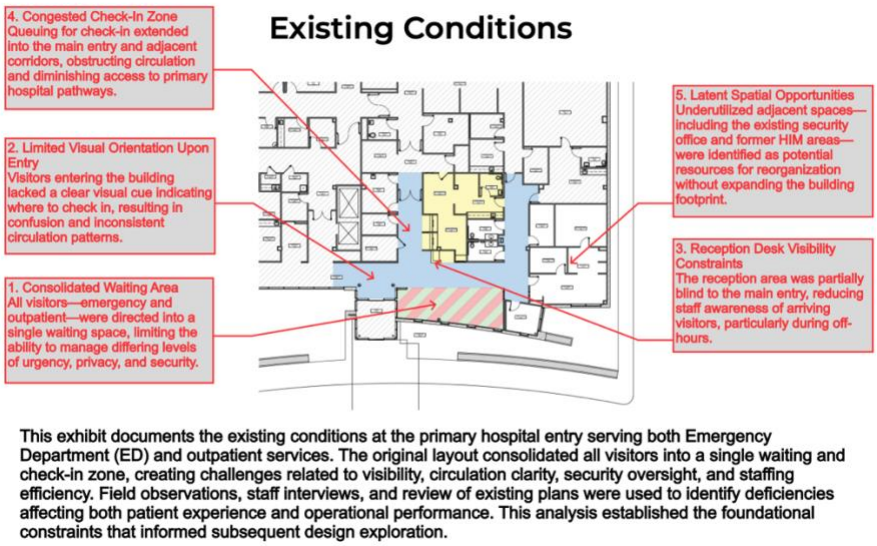
These brief annotations are separate from the main “applicant's explanation” required for each exhibit. Your annotations are intended to supplement, not duplicate, this explanation. The applicant's explanation provides the overall context for your exhibit, while each annotation offers a focused insight into a specific part of the document. Therefore, do not copy your full exhibit description or explanation onto the document itself.

A valid annotation moves beyond simply identifying a feature of the document and instead explains the *why* and *how* behind it. To be effective, your annotations on each exhibit document must achieve the following requirements:

- Articulate your specific role and contribution to the work shown in the exhibit, detailing the actions you personally took.

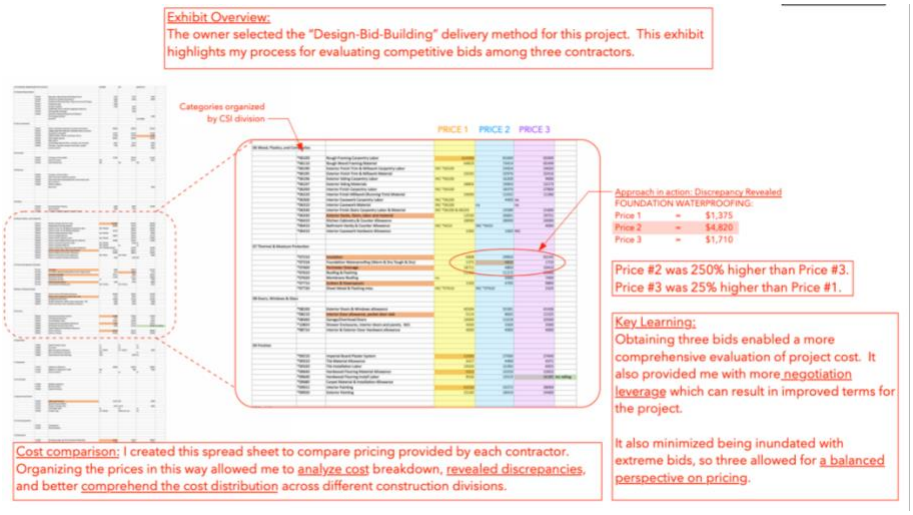
- Explain your thought process by describing a specific challenge, the options you considered, and the reasoning behind your final decision or solution.
- Connect the specific document to the project or activity's broader goals and describe the key lessons you learned from that experience.

Example 1: Please use this link to access the full example.



This exhibit documents the existing conditions at the primary hospital entry serving both Emergency Department (ED) and outpatient services. The original layout consolidated all visitors into a single waiting and check-in zone, creating challenges related to visibility, circulation clarity, security oversight, and staffing efficiency. Field observations, staff interviews, and review of existing plans were used to identify deficiencies affecting both patient experience and operational performance. This analysis established the foundational constraints that informed subsequent design exploration.

Example 2: Please use this link to access the full example.



Your exhibits should be prepared with close reference to category definitions, which are conveniently located within the portfolio template.

As noted above, for each exhibit, you are required to address the following items as part of your explanation:

1. **Explain how your exhibit demonstrates competency in the assigned category.**
2. **What did you learn from the exhibit?**
3. **What was your role?**

Note: The description requirements per each exhibit (the **description** plus the three questions under the **applicant's explanation**) are different from **annotations** and will not be accepted if duplicated.

Selecting Projects

Each exhibit must be linked to a single project or activity. However, a project or activity can be linked to multiple exhibits. While you can include multiple projects and activities per category, keep in mind there is a recommended number of exhibits for each category.

All uploaded documents must be annotated. Annotation facilitates the review process by pointing out key aspects of a specific document, highlighting areas of design and decision-making, and emphasizing elements of your description relative to the category. Adding labels to drawings is NOT sufficient annotation. You may only upload documents in PDF format, so be sure to add your annotation to the documents prior to uploading them to your portfolio.

Due to the typically collaborative nature of architectural projects, it is important for you to clarify your specific individual responsibilities for projects that are the result of a team effort. It is important that you do not rely upon a title alone, such as “Project Architect,” or a single statement of authorship as evidence of your level of responsibility for a project.

Please Note:

Your portfolio may only include projects completed post-licensure for the project duration. Projects outside of your jurisdiction(s) of registration must have been completed under the supervision of an architect licensed in that jurisdiction. All projects must be completed and/or built in a U.S. jurisdiction. You may not use projects completed or built outside of the United States to demonstrate learning as an architect registered in the United States.

Quality Over Quantity

Although each category and subject area has a recommended number of exhibits, you may submit less or more than the recommended number of exhibits. Please note that all submitted exhibits must directly relate to the subject area category and demonstrate learning in the assigned area. Exhibits that do not fully demonstrate competency in the assigned subject area category will be returned for revision. Please be succinct when explaining how each exhibit demonstrates competency in the related subject area and category.

Exhibit Examples

Each category includes a list of Exhibit Examples (see pages 5-14) to use for preparation of your exhibits. You are not limited to this list; however, you are required to provide evidence of learning through descriptions and supporting documents to address each assigned subject area category.

Portfolios without annotations will be returned for revision.

Category	Recommended # of Exhibits	Exhibit Examples
Communication Skills ***Communication Skills is defined as effective written and oral communication using the conventions of*** *Standard English as taught in English-speaking countries.*	3	*Exhibits in Communication Skills must demonstrate applicant's correct written use of the English language. All supporting documents must meet annotation requirements listed in the guidelines. There are various documents that may demonstrate learning in this category including, but not limited to the following:* • Official project-related correspondence • Project proposals • Reports or articles substantially authored by applicant • Architectural building program • Written and graphic presentation authored by applicant • Basis of design describing design included with applications for design award programs • Written design narrative
Humanities and Arts ***Humanities and Arts is defined as the academic study of the expressions and artifacts of human experience*** *in word, image, music, and gesture using methods that are primarily analytic, critical, or speculative and that apply rational thought to construct and assess opinions, ideas, and arguments.*	2	*Exhibits in Humanities & Arts must demonstrate learning related to humanities and arts. All supporting documents must meet annotation requirements listed in the guidelines. There are various documents that may demonstrate learning in this category including, but not limited to the following:* • Travel report with graphic documentation articulating lessons learned • Research reports on project context (including graphic documentation) • Candidate-created artwork including narrative of creative process • Video and/or photography journals articulating learning opportunities
Mathematical Sciences *Mathematical Sciences is defined as the study of quantitative methods and rational, systematic steps based on sound mathematical procedures to arrive at a conclusion.*	2	*Exhibits in Mathematical Sciences must include mathematical calculations. All supporting documents must meet annotation requirements listed in the guidelines. There are various documents that may demonstrate learning in this category including, but not limited to the following:* • Structural load analysis/calculations • Building egress/travel distance analysis • Construction cost estimate • BOMA or equivalent rentable/usable floor area calculations • Zoning analysis (FAR calculations, lot coverage, parking, etc.) • Value engineering study

		• Occupancy load calculations • Personal budget • Timesheet analysis • Fee calculations
Natural Sciences *Natural Sciences is defined as the study of the universe using a naturalistic approach, which is understood as obeying rules or laws of natural origin. The term Natural Science is also used to distinguish study in those fields that use the scientific method to study science and nature.*	2	*Exhibits in Natural Sciences must pertain to scientific evaluation or analysis. All supporting documents must meet annotation requirements listed in the guidelines. There are various documents that may demonstrate learning in this category including, but not limited to the following:* • Application of geotechnical report in design • Materials research • Presentations narrating project design in response to natural science factors • Plant selection for the environment/climate • Wetlands analysis and management • Storm water management design • Solar orientation analysis/daylighting/wind • Building envelope hygrothermal analysis
Social Sciences *Social Sciences is defined as the study of the fields of academic scholarship that explore human society.*	2	*Exhibits in Social Sciences must address response to social needs. All supporting documents must meet annotation requirements listed in the guidelines. There are various documents that may demonstrate learning in this category including, but not limited to the following:* • Zoning presentations/review • Evidence of active participation in community service project • Site selection studies (community, access, orientation, historical context, climate, etc.) • Project documentation reflecting relationship to social needs • Travel report with graphic documentation articulating lessons learned • Project master planning addressing community needs

History, Theory, and Human Behavior		
Category	**Recommended # of Exhibits**	**Exhibit Examples**
History and Theory of Architecture ***History and Theory of Architecture is defined as the study of the traditions of architecture and the built environment, with attention to its broad contexts and the ways that it serves diverse human needs, values, and aspirations, and an understanding of cultural, climatic, ecological, technological, socioeconomic, and*** *public health conditions.*	3	*Exhibits in History and Theory of Architecture must demonstrate applicant's understanding of the history and/or theory of architecture. All supporting documents must meet annotation requirements listed in the guidelines. There are various documents that may demonstrate learning in this category including, but not limited to the following:* • Evidence of active participation in historical building societies • Travel report with graphic documentation articulating lessons learned • Reports or articles substantially authored by applicant (buildings, sites, theory, etc.) • Application for historical building or landmark status • Documentation of research conducted on project site from a cultural or historical perspective
History and Theory of Urbanism ***History and Theory of Urbanism is defined as the study of cities as complex, interdependent, and evolving systems of urban form embedded in broad social, cultural, ecological, economic, technical, and political*** *frameworks that inform various scales of settlement and habitation (i.e.,*	3	*Exhibits in History and Theory of Urbanism must demonstrate applicant's understanding of the history and/or theory of urbanism. All supporting documents must meet annotation requirements listed in the guidelines. There are various documents that may demonstrate learning in this category including, but not limited to the following:* • Evidence of active participation on a planning board or board of adjustment or zoning appeals • Documentation of research conducted on urbanism from a historical perspective • Travel report with graphic documentation articulating lessons learned • Reports or articles substantially authored by applicant (cities, sites, theory, etc.) • Urban renewal studies/analyses • Master planning • This category is not limited to only urbanism; it can also include suburbanism

block, neighborhood, region).		
Human Health and Behavior ***Human Health and Behavior is defined as the study of effects of built environments on human physical and psychological health; the characteristics, nature, and behavioral norms of diverse individuals and groups that relate to the economic, physical, and spatial environments in which they function; and processes to assess*** *and modify environments.*	3	*Exhibits in Human Health and Behavior must demonstrate applicant's response to human health and behavior issues. All supporting documents must meet annotation requirements listed in the guidelines. There are various documents that may demonstrate learning in this category including, but not limited to the following:* • Post occupancy evaluation • Documentation demonstrating an understanding of the principles of cultural diversity • Site/building design (accessibility, circulation, security, etc.) • Space planning/furniture design and layout responding to human behavior • Document demonstrating knowledge of ergonomics • Evidence-based design report • Project commissioning report • Urban renewal studies/analyses • Planning/zoning presentation • Evidence of active participation on a planning/zoning commission

Design Synthesis		
Category	**Recommended # of Exhibits**	**Exhibit Examples**
Fundamental Design ***Learning experiences that require learners to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards; use basic formal, organizational and environmental principles and the capacity of each to inform two-dimensional and three-dimensional design; application of the fundamentals of both natural and formal ordering systems and the capacity of each; and articulating*** *effectively and using representational media appropriate for the assignment.*	4	*Exhibits in Fundamental Design must contain drawings, diagrams, or sketches illustrating applicant's ability to produce fundamental architectural design. All supporting documents must meet annotation requirements listed in the guidelines. There are various documents that may demonstrate learning in this category including, but not limited to the following:* • Documentation of interaction with regulatory and planning agencies including drawings or diagrams describing proposed design • Sketchbook studies, bubble diagrams illustrating design thought process • Narrative of design concept and process illustrated with drawings, sketches or diagrams • Plans, elevations, sketches, or diagrams showing organizational elements such as solid/void, public/private, and transparency/opacity
Investigative Design ***Learning experiences that require learners to engage in research, assessment, and analysis leading to a responsive design solution. These experiences include preparing a program***	4	*Exhibits in Investigative Design must present research conducted to inform design decisions. Exhibits must include drawings, sketches, and/or diagrams supplementing the research. All supporting documents must meet annotation requirements listed in the guidelines. There are various documents that may demonstrate learning in this category including, but not limited to the following:* • Building section studies and analysis • Site research and analysis (alternative locations, cost, etc.) • Research on precedents and/or building type

for an architectural project that includes an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); reviewing relevant building codes and standards, and assessing their implications for the project; examining the fundamental principles present in relevant precedents and making informed choices about the incorporation of such principles into design projects; *responding to site characteristics, including urban context and developmental patterning, historical fabric, topography, ecology, and climate in the development of project goals and design; gathering, assessing, recording, and comparatively evaluating relevant information and performance in order to support conclusions related to a specific project; and using theoretical and applied research methodologies and practices to inform the design process.*		• Floor plans or elevations / sections with analysis of ordering systems such as balance/symmetry, geometry, hierarchy, and layering. • Code research and description of effect on design • Sketches or diagrams comparing two or more systems considered for a project • Building related data analysis and projections • Presentations of schematic design options

Design Building and Integration ***Learning experiences that require learners to evaluate options and reconcile the implications of design decisions across systems and scales; to synthesize variables from diverse and complex systems*** *into an integrated architectural solution, while responding to environmental stewardship goals across multiple systems including building design and detailing, planning, programming with integrated structural, mechanical, environmental, building services systems, accessibility, site conditions, life safety, building enclosure systems and assemblies.*	4	*Exhibits in Design and Building Integration must contain documents demonstrating applicant's ability to integrate building systems in project design. All supporting documents must meet annotation requirements listed in the guidelines. There are various documents that may demonstrate learning in this category including, but not limited to the following:* • Project design describing incorporating complex program requirements. • 3D BIM coordination model view, showing relationships of systems • Renewable energy study • Coordination drawings for a project integrating required services and systems (MEP, structural, electrical, communications, etc.) • LEED certification application and documentation • Description and illustration of special systems integrated into architectural design (solar design, green roofs, wind design, etc.) • Solution for challenging grade changes integrated to building architectural design
Total Exhibits	**12 – 21**	

Building Technology		
Category	**Recommended # of Exhibits**	**Exhibit Examples**
Structural Systems ***Structural Systems is defined as the study of the basic structural elements of buildings, their interaction as a support system, the forces that act on and in buildings, and the principles, theory, and appropriate*** *applications of these systems.*	3	*Exhibits in Structural Systems may include structural engineering drawings, with annotations by applicant, indicating coordination of proposed solution with the architectural design. All supporting documents must meet annotation requirements listed in the guidelines. There are various documents that may demonstrate learning in this category including, but not limited to the following* • Written report with graphic documentation describing the process of evaluation and selection of a structural system for a project, articulating lessons learned • Drawings showing integration and coordination of structural systems/elements with other building systems • Structural systems analysis (load, seismic, wind, etc.) • Annotated project construction photographs showing structural framing, details, or special conditions. • Plans, sections, and details clearly documenting structural systems
Environmental Control Systems ***Environmental Control Systems is defined as the study of building elements that pertain to the modification*** *of the microclimate for purposes of human use and comfort.*	3	*Exhibits in Environmental Control Systems may include mechanical engineering drawings, annotated by applicant, to demonstrate understanding of system concepts. All supporting documents must meet annotation requirements listed in the guidelines. There are various documents that may demonstrate learning in this category including, but not limited to the following:* • Building HVAC system selection analysis • Building envelope performance analysis (thermal, moisture management) • Plans, sections, and details clearly documenting the HVAC and environmental control systems • Description of sustainable principles and design strategies incorporated in a project • Drawings showing integration and coordination of HVAC and environmental control systems with other building systems • Implementation of smart building technologies • Environmental systems study (Passive solar shading analysis, indoor air quality assessment, acoustical, etc.)
Construction Materials and Assemblies *Construction Materials and Assemblies is defined*	4	*Exhibits in Construction Materials and Assemblies must demonstrate applicant's understanding of materials selection and assembly details. All supporting documents must meet annotation requirements listed in*

as the study of the basic principles and appropriate selection and application of interior and exterior construction materials, finishes, products, components, and the assemblies based on their inherent performance, including environmental impact and reuse.		*the guidelines. There are various documents that may demonstrate learning in this category including, but not limited to the following:* • Evaluative studies (green design, life cycle, daylighting, solar, energy, fire assemblies, acoustics, net zero carbon emissions, etc.) • Written report with graphic documentation describing the process of evaluation and selection of construction materials and assemblies for a project, articulating lessons learned • Construction documents clearly illustrating the materials selection and assembly • Specifications with an explanation of the rational for product selection or explanation of the project-specific criteria incorporated into the specification
Building Service and Enclosure Systems *Building Service and Enclosure Systems is defined as the study of the appropriate selection and application of building service systems including plumbing, electrical, communication, vertical transportation, security, fire protection, nonthermal mechanical, control, circulation, and signal systems and application of building enclosure systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy.*	4	*Exhibits in Building Service and Enclosure Systems must contain documents reflecting integration of building services and systems and may include annotated engineering drawings. All supporting documents must meet annotation requirements listed in the guidelines. There are various documents that may demonstrate learning in this category including, but not limited to the following:* • Plans, sections, elevations, details, and specifications clearly documenting building services, analysis, selection, or integration (mechanical, electrical, plumbing systems, communications, security, etc.) • Energy efficiency studies of mechanical, electrical, and plumbing systems
Technical Documentation ***Technical documentation is defined as the study of preparing technically clear and accurate drawings, preparing outline and***	4	*Exhibits in Technical Documentation must demonstrate applicant's ability to prepare clear technical drawings and specifications. All supporting documents must meet annotation requirements listed in the guidelines. There are various documents that may demonstrate learning in this category including, but not limited to the following:* • Construction documents clearly illustrating a buildable design • Photographs of building model

comprehensive narrative specifications, and models illustrating and identifying the *assembly of materials, systems, and components appropriate for a building design.*		• Construction phase directives, supplemental instructions, requests for information, etc. (text, data, drawings, etc.) • Project specifications • 3D modeling
Project Cost Analysis ***Project Cost Analysis is defined as the study of building economics and the fundamentals of building costs,*** *project financing, methods, and feasibility.*	3	*Exhibits in Project Cost Analysis must demonstrate, through annotations, applicant's understanding of project cost analysis and management. All supporting documents must meet annotation requirements listed in the guidelines. There are various documents that may demonstrate learning in this category including, but not limited to the following:* • Construction project budget (data analysis, design options, design, construction, value engineering analysis, change order, etc.) • Bid alternates • Cost-loaded project schedule including design and construction activities • Preliminary project budget (financing study, feasibility study, life-cycle cost study, etc.)
Building Performance ***Building performance is defined as the study of the efficiency and efficacy of the design and occupancy of buildings and their related systems. Considerations should be given to how design and construction of buildings has an impact/influence on the financial, operational, environmental, social, physiological, and*** *psychological effects of buildings.*	3	*Exhibits in Building Performance must include studies investigating the impact of factors influencing design decisions. All supporting documents must meet annotation requirements listed in the guidelines. There are various documents that may demonstrate learning in this category including, but not limited to the following:* • Written narrative of sustainable principles related to environmental impact as incorporated into a project • Samples of specifications in support of materials selected • Energy modeling report • Daylighting/solar modeling report • Post occupancy evaluation/performance verification reports/commissioning
Total Exhibits	**25 – 34**	

Professional Practice		
Category	**Recommended # of Exhibits**	**Exhibit Examples**
Project Management ***Project Management is defined as the study of the entire range of activities involved in a typical architectural design project as it moves from inception through completion of construction including*** *methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.*	2	*Exhibits in Project Management must demonstrate applicant's experience in managing construction projects. All supporting documents must meet annotation requirements listed in the guidelines. There are various documents that may demonstrate learning in this category including, but not limited to the following:* • Project schedules (critical path analysis, phasing, benchmarks, etc.) • Narrative describing project delivery methods considered for a project • Narrative describing project team assembly • Project specifications document (front end - Divisions 0 and 1) • Contract development • Project fee development • Bids evaluation • Construction phase project documentation • Project plan or work breakdown structure
Business Management *Business Management is defined as the study of the concepts, standards, and practices related to different forms of organization for architectural practice.*	2	*Exhibits in Business Management must demonstrate applicant's experience in practice management areas. All supporting documents must meet annotation requirements listed in the guidelines. There are various documents that may demonstrate learning in this category including, but not limited to the following:* • Business plan strategy/outline • Human resources manual, policies, etc. • Firm business brochure • Business data, analytics and projections • Description of marketing strategy • Professional development strategies • Insurance and risk management • Supervisor's evaluation of staffing • Professional development/mentorship strategies
Laws and Regulations ***Laws and Regulations is defined as the study of the body of common law, legislation, codes and standards,*** *and regulation in the United States that*	2	*Exhibits in Laws and Regulations must demonstrate applicant's understanding of laws and regulations affecting practice. All supporting documents must meet annotation requirements listed in the guidelines. There are various documents that may demonstrate learning in this category including, but not limited to the following:*

affect architectural practice.		• Documents reflecting integration of accessibility standards, barrier-free design guidelines, environmental regulations, life safety requirements, building code provisions, etc. • Written report articulating lessons learned through participation in a minimum of eight-hour continuing education courses in professional liability insurance • Written report articulating lessons learned through the process of evaluation and selection of professional liability insurance • Written report articulating lessons learned through service as an expert witness • Written report articulating lessons learned through the interpretation of the practice act and its effect on the services you can legally provide • Written report describing service on rule-making body or advocacy service at the local, state, or national level, articulating lessons learned • Code compliance analysis
Ethics and Professional Conduct *Ethics and Professional Conduct is defined as the study of ethical issues involved in the exercise of professional judgment in architectural design and practice. This also includes the role of the NCARB Model Rules of Conduct and the AIA Code of Ethics in defining professional conduct.*	1	*Exhibits in Ethics and Professional Conduct must demonstrate applicant's understanding and integration of professional ethics in candidate's application of professional judgment in architectural design and practice. All supporting documents must meet annotation requirements listed in the guidelines. There are various documents that may demonstrate learning in this category including, but not limited to the following:* • Complete NCARB's **Professional Conduct Continuum Education Series** for all five categories; all five certificates will need to be uploaded—you will not need annotations—Parts 1 – 5 (proof of certificates required) • Written report describing your application of the AIA's Code of Ethics or NCARB's *Model Rules of Conduct* in professional practice
Total Exhibits	**7 – 12**	

Activities

Activities include anything unrelated to a specific project, such as work experiences, life experiences, workshops, seminars, continuing education courses, or other professional activities. Evidence of attending continuing education courses must include a detailed description of what you learned, how it applies to the category being addressed, and, where possible, how you applied what you learned to a specific project. A reiteration/copy of Learning Objectives is not sufficient evidence of learning.

Submission

You must submit your initial portfolio within three months of your notice of eligibility. **Please be advised that when your portfolio is submitted, you are required to meet the NCARB *Education Standard* in effect at the time of submission. *Please be sure to proofread and correct any grammatical errors before submitting your Certificate Portfolio for review*.** Once you submit your portfolio, you will be unable to make additional edits until your portfolio has been reviewed and returned. NCARB will be notified of your submission and will assign two architects from our pool of trained reviewers to independently evaluate your portfolio.

1. Your reviewers will review and evaluate your submitted exhibits against the subject area definition and requirements and return the portfolio to you if they need clarification or additional information. You should receive your evaluated portfolio within six weeks.
2. If your portfolio is returned to you with issues raised by the reviewer(s), you can address them through additional explanations or exhibits. If an issue is unclear, please contact NCARB.
3. Portfolios that are returned with issues raised must be addressed and resubmitted within six weeks of receiving portfolio comments. If issues are not addressed within this time frame, your portfolio review and certification process may be delayed.
4. Your reviewers will evaluate the updated issues and either mark them as resolved or return them to you for further clarification. Once all issues are resolved, NCARB will conduct a final evaluation of your NCARB Record before an NCARB Certificate is issued.

Please Note:

- All submissions become part of your NCARB Record. NCARB reserves the right to verify information and/or documentation submitted.
- All confidential information should be redacted prior to submission.
- It is your responsibility to ensure that your portfolio conforms to all requirements and that all information and documentation is accurate and complete.
- You are encouraged to clarify any questions you may have with the Experience + Education Department prior to submitting your portfolio at **educationalternative@ncarb.org**.

Reciprocity

Many architects apply for an NCARB Certificate to seek reciprocal registration in other U.S. jurisdictions. Reciprocal registration requirements vary, and not all jurisdictions accept an NCARB Certificate issued upon satisfaction of the education requirement through the education alternative program. NCARB's **licensing requirements tool** includes the basic requirements of each jurisdiction and includes links to each jurisdiction's website for more information. Because requirements may change, it is important to confirm requirements with the jurisdiction in which you are seeking reciprocal registration.

Questions? Contact our Customer Relations team **on our website** or at 202-879-0520.