



**Committee Members
Appearing Virtually**

Victoria Brash, Chair
Mitra Kanaani
Eric Lum
Charles Ward III

NOTICE OF TELECONFERENCE MEETING

Professional Qualifications Committee

The Professional Qualifications Committee (PQC) will hold a meeting at the location below and via Webex Events

9:30 a.m. on Thursday, July 24, 2025

**California Architects Board (CAB)
2420 Del Paso Road, Suite 105
Conference Room
Sacramento, CA 95834**

The above-listed PQC members will be in virtual attendance during the meeting. A staff member of the California Architects Board will attend at the above shown location.

IMPORTANT INFORMATION: To participate in the Webex meeting, please log on to the below website on the day of the meeting:

Join Webex Meeting: (<https://dca-meetings.webex.com/dca-meetings/j.php?MTID=m791699ead3b4aef4b36b04f714490349>)

Webex Event/Meeting Number: 2489 583 3335

Password: CAB724

If joining by phone:

+1-415-655-0001 US Toll
Access code: 2489 583 3335
Passcode: 222724

Instructions to connect to the meeting can be found at the end of this notice.

Due to potential technical difficulties, please consider submitting written comments by July 18, 2024, to cab@dca.ca.gov for consideration.

(Continued)

AGENDA

9:30 a.m. to 2 p.m.
(or until completion of business)

THE PQC MAY ACT UPON ANY ITEM LISTED ON THIS AGENDA.

- A. Call to Order / Roll Call / Establishment of a Quorum
- B. Chair's Procedural Remarks and PQC Member Introductory Comments Public Comment on Items Not on the Agenda
The PQC may not discuss or act upon any item raised during this public comment section, except to decide whether to place the matter on the agenda of a future meeting (Government Code sections 11125 and 11125.7(a)).
- C. Review and Possible Action on March 30, 2022, and November 20, 2024, PQC Meeting Minutes
- D. Discuss and Possible Action on 2025–2028 Strategic Plan Objective to Determine Whether the California Supplemental Exam (CSE) Needs to Be Modified to Ensure Its Relevancy and to Remove Any Barriers to Licensure
- E. Discuss and Possible Action on 2025-2028 Strategic Plan Objective to Evaluate Continuing Education (CE) Requirements and Propose Statutory or Regulatory Changes to Ensure Relevancy and to Expand Course Options
- F. Discuss and Possible Action on 2025-2028 Strategic Plan Objective to Explore ways to Improve the Quality of CE Providers to Increase Public Protection
- G. Discuss and Possible Action on 2025-2028 Strategic Plan Objective to Enhance the Connect Platform to Require CE Documentation be Uploaded During the Renewal Process
- H. Discuss and Possible Action on 2025-2028 Strategic Plan Objective to Review the Licensing Process to Improve Efficiencies by Developing Clearer Guidelines and Improved Tools
- I. Adjournment

The time and order of agenda items are subject to change at the discretion of the Chair and may be taken out of order. The meeting will be adjourned upon completion of the agenda, which may be at a time earlier or later than posted in this notice. In accordance with the Bagley-Keene Open Meeting Act, all meetings of the PQC are open to the public.

The PQC plans to webcast the meeting on its website at www.cab.ca.gov. Webcast availability cannot be guaranteed due to limitations on resources or technical difficulties. The meeting will not be cancelled if webcast is not available.

Government Code section 11125.7 provides the opportunity for the public to address each agenda item during discussion or consideration by the PQC prior to it taking any action on said item. Members of the public will be provided appropriate opportunities to comment on any issue before the PQC, but the Chair may, at their discretion, apportion available time among those who wish to speak. Individuals may appear before the PQC to discuss items not on the agenda; however, the PQC can neither discuss nor take official action on these items at the time of the same meeting (Government Code sections 11125 and 11125.7(a)).

This meeting is being held via Webex Events. The meeting is accessible to the disabled. A person who needs a disability-related accommodation or modification to participate in the meeting may make a request by contacting:

Person: Oscar Diaz

Telephone: (916) 619-3336

Email: Oscar.Diaz@dca.ca.gov

Telecommunications Relay Service: Dial 711

Mailing Address:

California Architects Board
2420 Del Paso Road, Ste 105
Sacramento, CA 95834

Providing your request at least five (5) business days before the meeting will help to ensure availability of the requested accommodation.

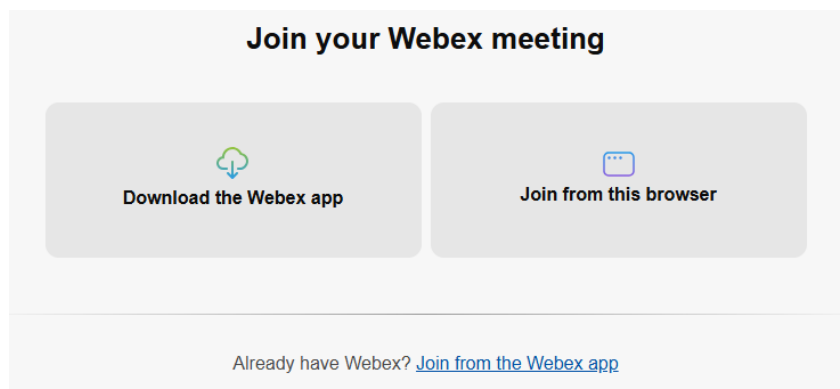
Protection of the public shall be the highest priority for the CAB and its committees in exercising its licensing, regulatory, and disciplinary functions. Whenever the protection of the public is inconsistent with other interests sought to be promoted, the protection of the public shall be paramount (Business and Professions Code section 5510.15).

Recommended: Join using the meeting link.

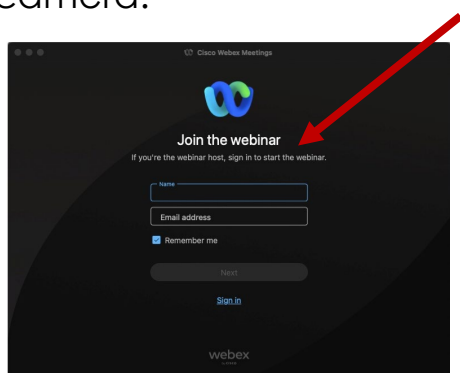
- 1 Click on the meeting link. This can be found in the meeting notice you received and is on the meeting agenda.
- 2 If you already have Webex on your device, click the bottom instruction, "Join from the Webex app."

If you have **not** previously used Webex on your device, your web browser will offer "Download the Webex app." Follow the download link and follow the instructions to install Webex.

DO NOT click "Join from this browser," as you will not be able to fully participate during the meeting.



- 3 Enter your name and email address*. Click "Next."
Accept any request for permission to use your microphone and/or camera.



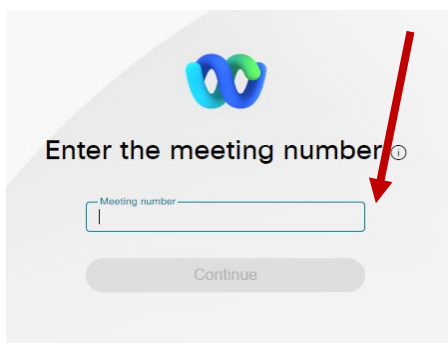
*Members of the public are not obligated to provide their name or personal information and may provide a unique identifier such as their initials or another alternative as well as a fictitious email address like in the following sample format: XXXXX@mailinator.com.

Alternative 1. Join from Webex.com

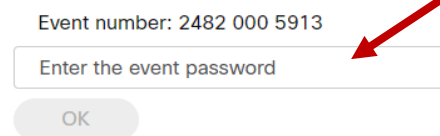
- 1 Click on “Join a Meeting” at the top of the Webex window.



- 2 Enter the meeting/event number and click “Continue.” Enter the event password and click “OK.” This can be found in the meeting notice you received or on the meeting agenda.



To view more information about the event, enter the event password.



- 3 The meeting information will be displayed. Click “Join Event.”

< Back to List

Meeting Name

Jones, Shelly@DCA | 9:45 AM - 9:55 AM | Thursday, Oct 14 2021 |
(UTC-07:00) Pacific Time (US & Canada)



Join Event



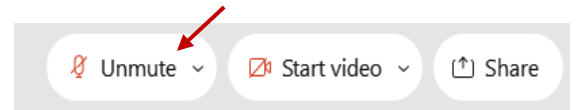
OR

Alternative 2. Connect via Telephone



You may also join the meeting by calling in using the phone number, access code, and passcode provided in the meeting notice or on the agenda.

Microphone control (mute/unmute button) is located at the bottom of your Webex window.



Green microphone = Unmuted: People in the meeting can hear you.



Red microphone = Muted: No one in the meeting can hear you.

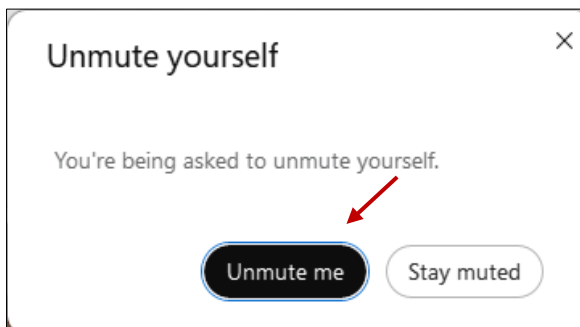
Note: Only panelists can mute/unmute their own microphones. Attendees will remain muted unless the moderator invites them to unmute their microphone.

Attendees/Members of the Public

Joined via Meeting Link

The moderator will call you by name and indicate a request has been sent to unmute your microphone. Upon hearing this prompt:

Click the Unmute me button on the pop-up box that appears.



Joined via Telephone (Call-in User)



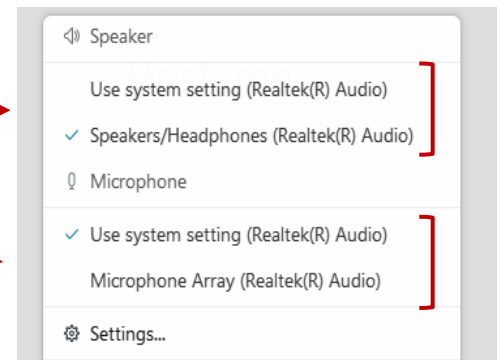
1. When you are asked to unmute yourself, press *6.
2. When you are finished speaking, press *6 to mute yourself again.

If you cannot hear or be heard

- 1 Click on the bottom facing arrow located on the Mute/Unmute button at the bottom of the Webex window.



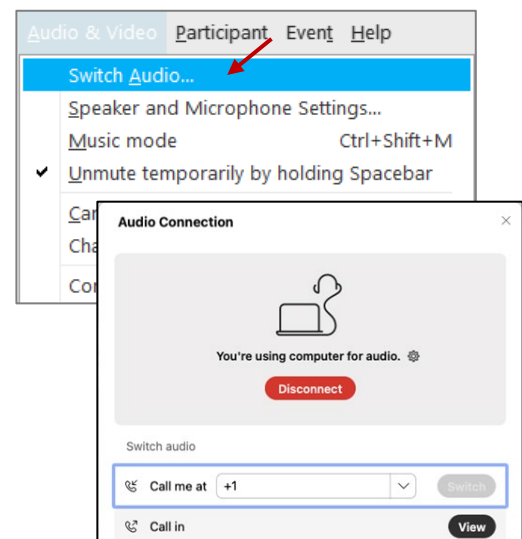
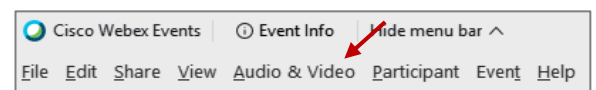
- 2 From the drop-down menu, select different:
 - Speaker options if you can't hear participants.
 - Microphone options if participants can't hear you.



Continue to Experience Issues?

If you are connected by computer or tablet and you have audio issues, you can link your phone to your Webex session. Your phone will then become your microphone and speaker source.

- 1 Click on "Audio & Video" from the menu bar.
- 2 Select "Switch Audio" from the drop-down menu.
- 3 Hover your mouse over the "Call In" option and click "View" to show the phone number to call and the meeting login information. You can still un-mute from your computer window.



Hand Raise Feature

Joined via Meeting Link

- Locate the hand icon at the bottom of the Webex window.
- Click the hand icon to raise your hand.
- Repeat this process to lower your hand.



Joined via Telephone (Call-in User)



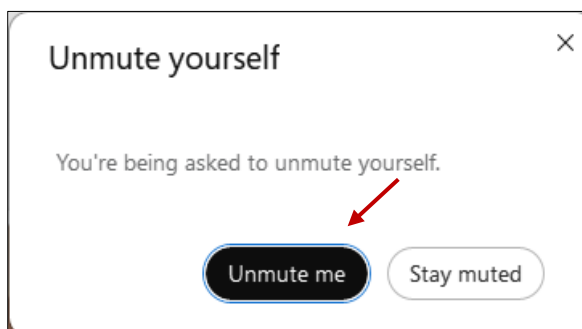
Press *3 to raise or lower your hand.

Unmuting

Joined via Meeting Link

The moderator will call you by name and indicate a request has been sent to unmute your microphone. Upon hearing this prompt:

Click the Unmute me button on the pop-up box that appears.

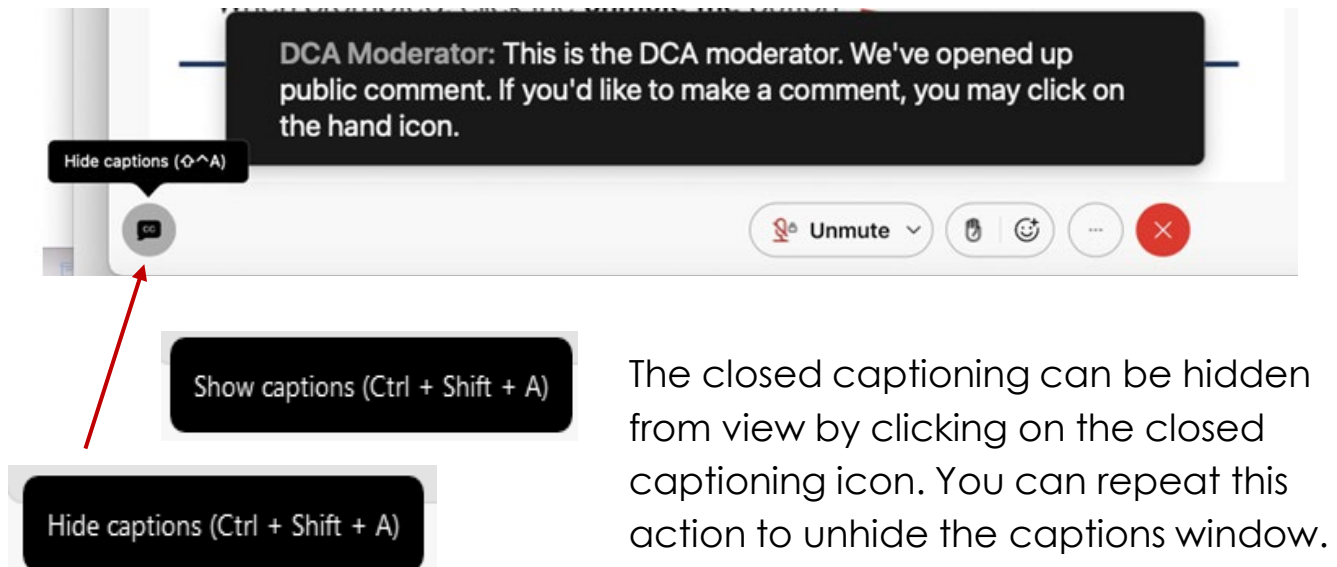


Joined via Telephone (Call-in User/Audio Only)

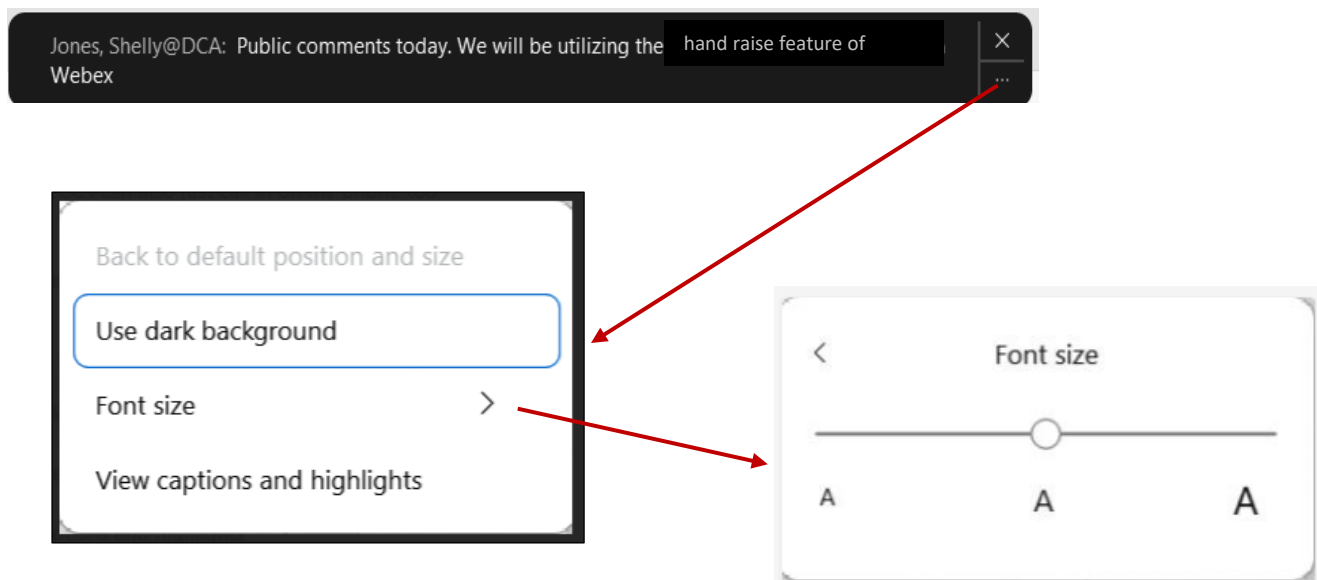


1. When you are asked to unmute yourself, press *6.
2. When you are finished speaking, press *6 to mute yourself again.

Webex provides real-time closed captioning displayed in a dialog box in your Webex window. The captioning box can be moved by clicking on the box and dragging it to another location on your screen.



You can view the closed captioning dialog box with a light or dark background or change the font size by clicking the 3 dots on the right side of the dialog box.



AGENDA ITEM A: CALL TO ORDER – ROLL CALL – ESTABLISHMENT OF A QUORUM

Roll will be called by Chair, Victoria Brash.

Three members of the Committee constitute a quorum for the transaction of business. The concurrence of three committee members in attendance during a duly held meeting at which a quorum is established shall be necessary to constitute an act or decision of the Committee.

Committee Members

Victoria Brash, Chair
Mitra Kanaani
Eric Lum
Charles Ward, III

AGENDA ITEM C: REVIEW AND POSSIBLE ACTION ON MARCH 30, 2022, AND NOVEMBER 20, 2024, PQC MEETING MINUTES

Action Requested

Members are asked to approve the minutes from the March 30, 2022, and November 20, 2024, committee meetings.

Attachments

1. March 30, 2022, Professional Qualifications Committee Draft Meeting Minutes
2. November 20, 2024, Professional Qualifications Committee Draft Meeting Minutes

DRAFT MEETING MINUTES PROFESSIONAL QUALIFICATIONS COMMITTEE

March 30, 2022

Teleconference

A. CALL TO ORDER / ROLL CALL / ESTABLISHMENT OF A QUORUM

Chair Charles Ward, III called the meeting to order at 10 a.m. and called the roll. Three members of the Committee constitute a quorum; there being four members present at the time of roll, a quorum was established.

Committee Members Present

Charles “Sonny” Ward, III, Chair
Tian Feng
Eric Lum
Barry Williams

Committee Members Absent

Malcolm Brett Gladstone, Vice Chair

Members of the Public Present

Mark Christian, Director of Government Relations, The American Institute of Architects, California (AIACA)
Glenn Gall
Cary Bernstein

Staff Present

Laura Zuniga, Executive Officer (EO)
Marccus Reinhardt, Examination and Licensing Manager
Kimberly McDaniel, Regulations Manager
Jesse Bruinsma, Examination Analyst, CSE
Coleen Galvan, Communications Analyst (Co-Moderator)

B. CHAIR'S PROCEDURAL REMARKS AND COMMITTEE MEMBER INTRODUCTORY COMMENTS

Mr. Ward announced the meeting was being webcast, with no physical location pursuant to Governor Gavin Newsom's January 5, 2022, Executive Order N-1-22. He subsequently advised members of the teleconference voting requirements.

Mr. Ward asked for public comment. There was no public comment.

C. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

Mr. Ward asked for public comment related to items not on the agenda. There was no public comment.

D. REVIEW AND POSSIBLE ACTION ON JANUARY 25, 2022 COMMITTEE MEETING MINUTES

Mr. Ward asked for public comment. There was no public comment.

Mr. Ward asked for a motion to approve the January 25, 2022, minutes.

- Mr. Williams made the motion to approve the January 25, 2022, meeting minutes.

Mr. Feng seconded the motion.

Members Ward, Feng, Lum, and Williams voted in favor of the motion.

The motion passed 4-0.

E. DISCUSS AND POSSIBLE ACTION ON 2022-2024 STRATEGIC PLAN OBJECTIVE TO COLLABORATE WITH LEGAL TO IMPLEMENT ASSEMBLY BILL 1010 (CHAPTER 176, 2021 STATS.) IN DEVELOPING REGULATIONS AND ALIGNING COMMITTEE FINDINGS TO PROVIDE MORE CONSISTENCY AND MAKE CONTINUING EDUCATION REQUIREMENTS MORE RELEVANT TO CURRENT LICENSING REQUIREMENTS

Mr. Ward introduced Ms. McDaniel to present this item. Ms. Zuniga explained that in the cover memorandum for this item the action requested asks the Committee to discuss the proposed regulatory text and define key terminology and concepts with a focus on:

- Zero net carbon design (ZNCD)
- Carbon neutral / high-performance architecture
- Providers' trainer and educator qualifications

- Examples of ZNCD continuing education (CE) course topics

Ms. Zuniga said that Attachment 1 (ZNCD Discussion Document) for this item is color-coded to assist in facilitation of the discussion with yellow related to trainers and educators, green related to ZNCD, and blue related to course topic examples. She advised that following the first attachment is the proposed text (Attachment 2).

Mr. Ward asked where within the proposed regulatory text is mention of carbon neutral and high-performance architecture. He said it appeared that such language was removed from the proposed text prior to the meeting. Ms. McDaniel responded that it is embedded within the definition for ZNCD based upon her research that included feedback from preliminary meetings with the AIACA and review of the California Senate legislative analysis. Otherwise, it would be necessary to separately define the term within the Initial Statement of Reasons.

Mr. Ward asked whether members wanted to start the conversation with reviewing the ZNCD Discussion Document one item at a time, or instead address individual member concerns regarding the attachment. Ms. McDaniel advised members she would like them to start the conversation by first addressing the ZNCD Discussion Document. She emphasized the importance of keeping the timeline in mind during the discussion because the mandate for implementation begins on January 1, 2023, while the deadline for the promulgation of regulations is July 1, 2024. Ms. McDaniel added that it is the intent of Board staff to have the regulations approved well before the deadline.

Mr. Ward asked whether his understanding would be correct that dependent upon the present conversation during the meeting and presentation to the Board in either May or September it would be possible for the regulatory proposal to be approved before January 1, 2023. Ms. McDaniel responded that it would be challenging to having the entirety of the regulatory process complete by the operative date for the new renewal requirement.

Ms. McDaniel summarized some of the key requirements specified within the proposed regulatory text:

- Five hours of coursework on ZNCD
- [Presented by] Trainers or educators with knowledge and expertise in ZNCD
- Audit of [licensee] records

Ms. McDaniel advised that the new requirement would be like the existing one on disability access requirements.

Mr. Feng suggested, for the benefit of new members, the Committee review the March 26, 2021, presentation on CE and the history of Assembly Bill (AB) 1010. Mr. Ward agreed with the suggestion. Mr. Feng, summarized for the new members the contemporary history of the Board's work to enhance the CE requirement for protection of the public. Mr. Ward then began the conversation with a review of the ZNCD Discussion Document. He reminded members that with the passage of AB 1010 the task before the Committee is to define the coursework, the requirements, and the related regulations. He opined the March 2021 CE presentation would be helpful to the current discussion because the Committee had in its preparation done significant work and defined areas of practice that California architects could perform better with corresponding CE.

Mr. Ward read the definition for ZNCD to members and speculated that most of the current discussion would be on this topic. He said, from his personal perspective, it would be his desire for the Committee to explore the course topics that would align with the definition of ZNCD that is ultimately agreed upon by members. Mr. Ward asked Ms. McDaniel to provide validation of whether those proposed topics would fall within the definition. He refined the objective of the current conversation for members and said the goal would be to define ZNCD and address the implementation of the requirement with the courses permitted by the proposed regulatory action.

Mr. Ward reminded members that at the previous meeting the consensus was to have a broad definition of ZNCD to allow for a greater variety of acceptable courses and topics. He then directed the members' attention to the March 2021 CE presentation to continue the conversation from the last meeting. Mr. Feng invited Mr. Lum to present any questions he may have regarding AB 1010 to members more familiar with its history. He reiterated that the Board through the Committee had been working on CE for more than three years and expressed his personal desire to see a convergence of the two initiatives to develop a regulatory proposal that is reflective of the efforts by each group.

Mr. Lum brought a minor error that he noticed in the ZNCD Discussion Document regarding the term "demonstrable" to the attention of members. Ms. McDaniel responded and confirmed the error; she explained that the term if kept in the definition for ZNCD would itself require clarification of meaning for the proposed regulatory language.

Mr. Ward asked Ms. McDaniel whether there was anything listed in the March 2021 presentation under Category 2 she believed would not fall under a course that would fulfill ZNCD as current defined in the ZNCD Discussion Document. Ms. McDaniel responded that the way ZNCD is defined in the related Discussion Document accommodates the subject matter topics listed in Category 2. She

added the regulatory text also incorporates the Category 2 topics into the definition.

Mr. Ward asked whether topics from other categories could be included in the definition. Mr. Ward said his concern is that in trying to further qualify a definition [for ZNCD] the opposite effect of what the Committee and Board are attempting to achieve may be the result. Ms. Zuniga advised the Committee that a broader definition for ZNCD, inclusive of the topics found in Category 2, would be easier to justify than an approach to incorporate additional topics from the other categories into the definition.

Mr. Feng said it would be ideal if all the topics covered in Category 2 were included in the definition and meet its intent.

Mr. Ward before opening to public comment asked whether any of the members had any statements regarding the discussion. Mr. Williams asked whether embodied energy (carbon) is being taken into consideration or covered under Category 2. Mr. Feng responded that as a member of the AIA Committee on the Environment there has been discussion on the topic of embodied carbon and a proposal to enhance the definition for ZNCD to include it.

Cary Bernstein (an architect member of the public) said remote projects that require tremendous transport disruption of the existing environment must have this impact factored into the carbon content calculations for the building.

Mark Christian explained to the Committee that many of the topics in Category 2 would likely meet the intent of the ZNCD requirement. However, he clarified that not all climate justice issues, or sustainability content would fall within the scope of the ZNCD requirement.

Glenn Gall said in his public comment that he is concerned the strict definition of trainers and educators would exclude researchers, regulators, and educators not directly involved with designing and building.

Mr. Lum asked for clarification whether all the topics within Category 2 is supposed to be embedded in AB 1010. He said AB 1010 is specifically focused on ZNCD and does not include sustainability, resilience, or climate justice. Mr. Ward responded by providing a summary on the history regarding continuing education from prior committee and board discussions on the subject. Specifically, he mentioned that the current discussion is an effort to expand what the Committee and Board believe to be a very narrow definition of ZNCD within the language of AB 1010.

Mr. Lum asked how Category 2 became AB 1010. Mr. Ward explained that Category 2 did not become AB 1010. He said that AB 1010 was parallel to the conversation on what the Committee and Board were working on at the time related to CE. Mr. Ward further explained that the Committee is bringing Category 2 into the conversation as it works to define what coursework should apply to ZNCD. He added that there is some crossover between the work of the Committee and AB 1010.

Ms. Zuniga said that the presentation the members were viewing is the product of the Committees work over two years and gives a general direction for where the Board would like to take the CE requirement in the future. She added that AB 1010, sponsored by the AIACA, was separate from the Committee's work and narrowly defines ZNCD. She further added that it is now the Board's responsibility to define the term and the parameters licensees complete to fulfill the CE requirement. Ms. Zuniga said that staff used the work from the Committee and documents referenced in the bill analysis to formulate the proposed definition before the Committee for its consideration.

Mr. Lum said he believes that resiliency is an important topic [from Category 2]; however, it is not really included in discussions of ZNCD. He said that if resiliency were something the Committee would like to include then it would be another subject matter apart from ZNCD.

Mr. Feng said that in the previous few weeks the AIACA Resilient Design Committee (RDC) reviewed the initial definition for ZNCD proposed by the Board and expanded it to include two new aspects: 1) embodied energy; and 2) resilient design through increased building performance to reduce the future rebuilding, repair, or reconstruction of the building. He said the effectiveness would be measurable by the building's carbon footprint. He said by expanding the definition for ZNCD, then most of Category 2 would be relevant and included, so it will hopefully reconcile some of the Committee's concerns.

Mr. Ward asked whether Mr. Feng would be able to share the text from the RDC discussion with the Committee. Alternately, Mr. Ward proposed that perhaps a description of the text would be sufficient for the Committee's discussion. He asked whether further qualification broadens or constricts the coursework. Mr. Ward suggested the Committee review the public comments and then ask Ms. McDaniel whether the proposed regulatory text would preclude coursework on embodied energy, resilient design, or building performance.

Mr. Ward asked whether any of the coursework discussed so far during the meeting is outside the existing definition for ZNCD. Ms. McDaniel responded that the focus of the definition is on operational aspects and that it would be necessary to add language that addresses embodied carbon.

Mr. Feng said it appeared there was a consensus regarding environmental justice. He felt that if the Committee, based upon the present discussion, could collaborate with Ms. McDaniel, and formulate a recommendation, then it would be probable for a proposal to go before the Board in May.

Mr. Ward suggested additional language to the proposed text regarding the submission by providers and educators of their documentation of qualifications that could be reviewed by staff. He said the language regarding provider and trainer qualifications does not seem broad enough and compared it to the proposed text (from the February 18, 2022, Board meeting) for CE on disability access requirements. Mr. Ward said the text for CE on disability access requirements seems too focused on codes. The rub, he said, is that there is no attention to the broader social implications. He said (respectively to ZNCD) that it feels as though, given the broadness of the topic, there may be voices who are not heard in the discussion.

Mr. Feng asked whether the Committee could propose a list of those educators and trainers it determines are qualified to provide CE training on ZNCD. Ms. Zuniga asked for clarification from the Committee on how the language in the proposed text is deficient, so it can be rectified for use by licensees to meet the renewal requirement. She asked whether there were additional categories the Committee would like included in the language of the proposed text.

Mr. Ward said he would like to hear from a social justice perspective and there should be allowances for courses that address more global concerns regarding climate change. Ms. Zuniga said staff would take the Committee's feedback and see whether there is a way to broaden the range of individuals who would be qualified to provide training to licensees.

Mr. Feng asked whether it would be possible for the language in the text to be more high-level, so a broader range of providers would be eligible. Ms. Zuniga explained that the regulatory text must be self-explanatory. Mr. Ward said the topic of ZNCD is wildly controversial and the definition can be different to each person. He opined that even with a definition it does not change the degree of controversy related to the topic. He said ZNCD is more conceptual than, as an example, disability access requirements.

Mr. Feng asked what degree of specificity is required by the rulemaking process and whether board counsel could provide some direction on the matter. He expressed his reservations about listing those who would be qualified to provide coursework given the dynamic nature of ZNCD. Mr. Ward said he understands the limitations on staff resources and that he does not want to make the process burdensome by requiring approval of providers. He asked whether the ZNCD definition could be simplified rather than qualified to allow for a broader, more

flexible, more diverse, and less controversial discourse. Ms. Zuniga agreed that a broader definition would make it easier, and that staff would take the feedback from the Committee and bring back revised language for consideration. Mr. Feng asked whether public comment could be reopened for additional input by those in attendance.

Mr. Ward asked whether the Committee was expected to approve the proposed text and provide a recommendation to the Board. Ms. Zuniga responded that staff would bring revised language to the Board in May based upon the feedback provided by the Committee.

Mr. Lum said he wanted to express his observations between the requirement in AB 1010 and the existing requirement on accessibility. He said the requirement for accessibility is rather specific and technical; being based upon regulations. He also said the wording for AB 1010 is similar in that it is focused on carbon-free renewable energy to meet building operation energy consumption. Mr. Lum further said it includes other topics, such as those discussed during the meeting, so he opined it is a very technical education.

Mr. Christian said he had a comment regarding paragraph (f)(1) in the proposed text. He said the language in the proposed text specifies that to qualify as a provider an individual must hold a license as a professional, civil, or structural engineer; it appears to exclude mechanical engineer. He suggested that unless mechanical engineer, which is very relevant to ZNCD, is within the definition of professional engineer, then it should be specified as well.

Mr. Christian asked whether there will be other opportunities to comment on the proposed regulatory text. Ms. Zuniga advised there would be several more opportunities, including future board meetings, the mandatory 45-day comment period, and any time the language is brought back before the board.

Mr. Christian also provided comment on paragraph (e) regarding the summative assessment and said there is a national standard related to mandatory CE for architects. He said all other U.S. jurisdictions and the National Council of Architectural Registration Boards (NCARB) accept this standard, which he elaborated is the AIA Standard (Standard).

Mr. Christian further said the AIACA believes there is a benefit to having a single standard on course criteria. He said the proposed text does not follow the Standard and explained that under the Standard summative assessments are only required for on-demand online CE courses but not for live in-person or online courses. Additionally, he said, the Standard requires a 70% pass rate, but the proposed text requires an 80% pass rate. Mr. Christian said not following the Standard would be disruptive and unnecessarily complicated for licensees. He

said the AIACA strongly recommends the proposed text be modified to align with the Standard.

Mr. Gall said the Committee should look beyond traditional practice; for instance, manufacturers, product representatives, and city planners that he said greatly have expanded his personal professional knowledge. He added that it appears these entities are being excluded from being acknowledged as valid providers.

Mr. Ward first responded to Mr. Gall's comment and expressed that he shares the same concerns and said there would be internal discussions to ascertain whether there is any ability to broaden the range of entities eligible to be providers. He then responded to Mr. Christian's comment and said the matter is being researched by staff and it is hoped more information will be available for the consideration at the next Board meeting in May.

F. DISCUSS AND POSSIBLE ACTION ON 2022-2024 STRATEGIC PLAN OBJECTIVE TO AMEND EXISTING REGULATIONS TO REVISE AND EXPAND THE TYPES OF DEGREES ACCEPTED FOR LICENSURE TO REMOVE BARRIERS TO LICENSURE

Mr. Ward lead the discussion by explaining the intent of the objective would be:

- Allow increased training experience and expand opportunities for candidates without a professional degree in architecture
- Align training and educational experience earned with contemporary professional practices and trends
- Permit candidates to earn training experience from related professions prior to achieving Architect Registration Examination testing eligibility
- Update references to National Council of Architectural Registration Board's programs
- Remove obsolete and redundant language
- Simplify the Table of Equivalents

Mr. Reinhardt explained the differences in the attachments provided members to aid in their discussion of what is being recommended in the regulatory proposal. He advised the members that in addition to approval of the proposed regulatory text, staff is seeking direction from Committee regarding the term "qualifying foreign country" which he said was based upon a now defunct NCARB publication. The NCARB publication defined a "qualifying foreign country" as one with licensure requirements like those for jurisdictions in the NCARB membership – requiring education, experience, and examination. Mr. Reinhardt said the list of qualifying foreign countries based upon the NCARB publication is available on the Board's website.

Mr. Reinhardt advised the Committee that staff was proposing multiple recommendations for Committee consideration regarding how to address the term “qualifying foreign county” no longer being supported by the NCARB publication. The recommendations included:

- Setting a fixed amount of foreign experience credit granted at a rate reduction, for instance at 50% credit
- Accepting without limit foreign experience regardless of the foreign licensure requirements but at 50% credit reduction
- Mirroring NCARB and providing a one-year limit at full (100%) credit

Mr. Ward asked Mr. Reinhardt to explain the individual proposed amendments commencing with the Table of Equivalents (TOE). Mr. Reinhardt explained for members the organizational structure of the TOE relative to the proposed amendments from staff. Mr. Ward asked for an explanation of the differences between (a)(3) and (a)(4) and why they receive the same educational experience credit. Mr. Reinhardt explained the difference between (a)(3) and (a)(4) is that the latter is related to earning a degree from a school with a program accredited by the National Architectural Accrediting Board (NAAB) **and** the degree would allow for entry into the NAAB-accredited program at **that** school. He added this would be like either the 4+2 or 4+3 Master's program.

Mr. Feng suggested there should be a consolidation between these two categories because he does not see a significant enough distinction between a nonaccredited four-year degree in architecture earned at a school without a NAAB-accredited program and a four-year degree in the same major earned at a school with a NAAB-accredited program. Mr. Reinhardt advised the members that staff would incorporate the feedback and return with amended language.

Mr. Feng said this is the perfect opportunity for revision of this regulation given the composition of the Committee and Board memberships. He added it is also an opportunity to apply a contemporary context to the regulations. He invited attending members of the public to provide their input into the discussion.

Mr. Reinhardt explained the new numbering system for the TOE and said that educational experience was consolidated into the upper portion of the table and training (work) experience remained in the lower portion. He said this makes it easier for board employees and candidates to logically locate the applicable categories. He also advised the Committee part of the consolidation included the elimination of categories that no longer seemed to be relevant given prior direction from the Board.

Mr. Williams asked how the Integrated Path to Architectural Licensure (IPAL) would be impacted by the proposed regulatory amendments. Mr. Reinhardt explained that the existence of IPAL was taken into consideration when

developing the proposed regulatory language presented for consideration and further said that IPAL was a driver for the proposed repeal of the previous category (a)(10) that limited training experience while in college to a one year maximum.

Mr. Feng asked whether educational experience credit is listed first followed by training experience. Mr. Reinhardt confirmed that is how the table is proposed to be organized along with additional improvements to make it easier for candidates to read. He added that this differs from how the TOE is presently displayed on the Board's website.

Mr. Feng asked whether the struck language would be replaced with contemporary terminology. Mr. Reinhardt explained that would be the case and then he explained the proposal to eliminate the redundant or unnecessary columns in the table to make it easier to understand for both employees and candidates.

Mr. Reinhardt continued to explain that the range of educational and training categories has been expanded for clarity.

Mr. Feng asked whether a professional degree as stated in the regulatory text is the same as a NAAB-accredited degree. Mr. Lum explained an assumption is made that an accredited degree is the first professional degree. He added that the assumption is made the nonaccredited degree is a four-year degree and that a five-year degree is accredited. Mr. Ward asked Mr. Reinhardt whether there are five-year programs that are nonaccredited.

Mr. Reinhardt explained there are five-year programs that are not NAAB-accredited, and he further explain that in the definition for a professional degree found later in the regulatory text it clarifies which degree types would fulfill that definition. He said staff would research whether the definition should be revised for contemporary context.

Mr. Feng said that with the changes by NAAB and NCARB in the past couple of years, it is a good time to revisit our regulations to align the regulatory terminology with the professional conventions. Mr. Lum said that a professional degree as defined in the regulatory text included accredited degree programs from NAAB and the Canadian Architectural Certification Board. He suggested a review of the professional degree programs of Mexico, the UK, and the EU for guidance on the definition. Mr. Feng said the Board should become familiar with the mutual recognition agreement requirements.

Mr. Feng asked for clarification why there is a distinction made between a nonaccredited four-year degree in architecture and the same type of degree from a school that also has a NAAB-accredited program. He said his preference

would be to have a distinction made between nonaccredited and accredited degrees with consideration of the field in which the degree is earned. He added the Board should take initiative to make the educational qualifications more specific.

Mr. Reinhardt advised members the four-year degree in a field related to architecture has been an issue in the past because of its prescriptive definition and provided members with examples. He said that because of the prescriptiveness candidates may be delayed in becoming eligible to test. Mr. Reinhardt read the definition from the existing regulatory text to members and explained that under guidance from legal counsel, the wording should be slightly modified, so a broader range of related majors would receive educational experience credit. He explained this would be accomplished by changing the language from "and defined as" to "such as". He further explained that without the change, candidates who do not have a degree in one of the prescriptive fields would receive half the educational experience credit as those with one; constituting an unnecessary delay in their licensure process.

Mr. Feng said he believes this is a huge challenge for staff especially in modern practice where there are many fields that purport to be architecture-related. He believes more expertise is required to formulate a reasonable definition to delineate those fields that are architecture-related from those that are not. He further said it is concerning there are academic fields that would receive the same amount of educational experience credit as others that are completely unrelated to architecture, based upon the existing regulatory language. Mr. Lum asked whether the proposed language would allow for the inclusion of a degree in sustainability. Mr. Feng said it seemed unclear and reiterated the suggestion to employ educational experts to assist in the definition. Mr. Reinhardt said either replacement of the existing language with what is proposed or the use of educational experts to create a broader definition would likely achieve the intent.

Mr. Ward expressed his concern that a student attending a two-year program at community college loses a year of credit, which seems unfair. He also suggested a reordering of the categories to place the degree or technical certificate in an architecture-related field earned at a community college before the more generic category of a two-year degree in any field. He expressed his concern for those who obtain two-year, so they can transfer to a four-year or accredited program in architecture but lose a year of educational credit because of existing regulations.

Mr. Williams concurred with Mr. Ward's assessment; however, explained that some two-year programs do not offer the same level of courses for students as

others and consequently an affected student must retake courses in a NAAB-accredited program to make up for any deficiencies. Mr. Ward asked whether a student who attended a two-year architecture program and then subsequently graduates from an accredited program would receive the maximum educational experience credit. He then explained that if on the other hand the candidate did not graduate from an accredited program but instead worked for an architecture firm, then they would only receive one year, which he felt is unfair. Mr. Reinhardt confirmed that such a candidate would receive the five years of educational credit.

Mr. Feng said that in his college district many students who earn a two-year degree enter the job force and work for a firm. Mr. Lum said another thing to consider is that many community colleges have articulation agreements with schools like the University of California, Berkeley (Cal Berkeley) and California College of the Arts. He said at these universities the two-year programs are treated as the first two years in the respective architecture program.

Mr. Ward asked whether there is any sort of accreditation for two-year architecture programs. Mr. Lum responded that other than graduate programs, there is no undergraduate accreditation in architecture. Mr. Ward said that while there are several two-year programs that are tailored to work closely with local accredited program, there are also many that offer architecturally adjacent programs that do not. He said there is no third-party accreditation process for the state to validate two-year programs and added that the only thing to provide some validation is the fact that certain accredited programs will accept two years of transfer credit from some programs. He further added that there is no portal of any kind or qualification the state could point to as acceptable evidence of qualification.

Mr. Feng asked Mr. Williams how California Polytechnic State University, San Luis Obispo (SLO) addresses this issue. Mr. Williams explained that SLO has worked with some of the local community colleges that say their programs are in alignment with what SLO teaches in the first two years. He speculated that perhaps the problem is what the other schools are teaching and how that relates to the SLO curriculum.

Mr. Ward said it is very important on multiple levels that two years of architectural educational experience be granted for a two-year degree in architecture.

Mr. Ward reiterated his concern regarding the four-year nonaccredited degree receiving more educational experience credit than a four-year degree that would be accepted for entry into an NAAB-accredited program. He believes

both degrees should be granted the same amount of educational experience credit.

Mr. Feng asked what rationale was used for determining the amount of educational experience granted to holders of a postprofessional degree and why does it appear to be dependent upon the type of first professional degree earned. Mr. Reinhardt replied that based upon his findings, it appears the additional one year of educational experience credit was intended to recognize the experience gained when performing educational work beyond the professional degree.

Mr. Ward asked whether there is a maximum education experience credit that a candidate can earn. Mr. Reinhardt explained that normally the maximum is five years. However, he said, that those with postprofessional degrees in architecture may receive an additional year for an absolute maximum of six years.

Mr. Reinhardt explained proposed category (a)(10) that relates to work (training) experience under the direct supervision of an architect. He added that candidates who use this path must still complete the NCARB Architectural Experience Program (AXP) with few exceptions. He explained that as an example of an exception, that an architect licensed at least three years would not be required to complete AXP for a California license. Mr. Reinhardt said in this kind of situation an individual would be permitted to document up to eight years of training experience. He added this was a consideration in the proposal to allow a maximum credit of up to eight years for completion of AXP.

Mr. Feng asked for an explanation of the methodology used in determining the amount of training experience credit and whether it is a 1-to-1 relationship. Mr. Reinhardt responded that a candidate earns one year of experience for each year (2000 hours totals one year) of architectural (or equivalent) training they receive. Mr. Feng expressed his disagreement with candidates receiving experiential credit on a 1-to-1 basis for architectural training. He said that the eight-year requirement is comprised of the three elements; education, [training] experience, and examination. He opined that it does not seem fair to equate each year of training experience to one of education.

Mr. Williams asked whether California has always allowed an individual to document eight years of training experience without any education to receive a license upon completion of the CSE. Mr. Reinhardt responded in the affirmative and added this was known as the apprenticeship path. Mr. Williams recalled that former Board President Jon Baker used the apprenticeship path and said he was uncertain whether the Board should increase the number of required years for those who use solely training experience to achieve licensure.

He added this path is for those individuals who cannot afford to attend college so they could become an architect.

Mr. Ward ask for some clarification regarding the amount of credit granted to those utilizing the apprenticeship method for obtaining a license. Mr. Reinhardt provided an explanation of how the credit would be granted but said he did not have a complete answer. Mr. Ward asked for additional information to be presented at the next meeting for discussion.

Mr. Feng shared with members his rationale regarding experience credit for those opting to take the apprenticeship path. He explained that during his many years volunteering for NCARB he worked on the development of experience-based qualifications for the NCARB Certificate. He said specific focus was made on the use of educational objectives in the evaluation of work performed and determining whether the results are reflective of the learning intent of an architectural educational program using the NAAB standard. He opined this was a more scientific way to measure and evaluate the work experience.

Mr. Feng continued that education is a fundamental element in becoming an architect; however, he said that the objectives of architectural education could also be met by other means.

Mr. Lum agreed with the concept proposed by Mr. Feng and raised another concern regarding the type of work performed. He elaborated on his concern and stated that it is difficult to know whether the work performed was architectural in nature and that it is possible an individual working at a firm may simply be answering phones, doing marketing, or performing some other nonarchitectural work. He mentioned that NCARB (through its AXP) requires mandated hours in specific tasks. Mr. Lum said still another concern is whether the person is working full-time or part-time and suggested that instead of documenting years, which are not clearly defined, it should be documentation of hours performing architectural work – like the reporting in AXP.

Mr. Feng said architects (to protect the public health, safety, and welfare) must fundamentally understand how [building] structure works. He questioned how much exposure to structure an individual would have if working under an architect that focuses on interior design. He asked whether the Board would feel comfortable knowing this. Mr. Williams agreed with the concept and said there must be some format for evaluation to ensure a candidate receives a well-rounded training experience. Mr. Ward added that he approves experience forms for his employees seeking licensure and said it is a duty to check and verify the work experience in accordance with NCARB and Board requirements. He added that California is one of the few jurisdictions that allows for an apprenticeship path but said it is not clear how, from reading the TOE, a

candidate would accomplish licensure, and requested this information in the future.

Mr. Reinhardt continued his explanation of the proposed amendments and advised the Committee of the proposal to allow for up to eight years of experience credit for completion AXP to align the amount of credit granted with the maximum experience granted for obtaining an NCARB Certificate.

Mr. Reinhardt then presented the category regarding training experience performed in a "qualifying foreign country." He explained to members that the NCARB publication which served as the basis for the term no longer exists. He asked the Committee to consider elimination of the "qualifying foreign country" and acceptance of a limited amount of work experience from any foreign country.

Mr. Ward voiced his concerns regarding how staff would ascertain whether foreign work experience fulfills licensure requirements without the use of a third-party publication and speculated that it may be necessary to accept all foreign experience. Mr. Feng suggested staff work with NAAB and NCARB as resources in formulation of an approach for acceptance of foreign work experience. Mr. Feng said it may be an option to develop California-specific rules for acceptance of foreign architectural experience.

Mr. Ward said he was concerned about the foreign architectural experience receiving credit at 50%, especially when there may be educated and very experienced foreign architects that may end up being discounted by the proposed amendments. He said this should be thoroughly researched by staff for a future meeting.

Ms. Zuniga suggested, due to present time constraints, that staff take the Committee's input and return at a future meeting with revised language. She added that this regulatory proposal does not have the urgency of the other packages being considered by the Board, which have legislatively mandated deadlines.

Mr. Ward summarized several key points from the day's discussion:

- Educational experience for four-year programs
- Increasing the amount educational experience for two-year programs
- An explanation of the apprenticeship process under existing regulations and circumstances
- Request staff conduct research on foreign architectural experience credit

G. ADJOURNMENT

The meeting adjourned at 2:09 p.m.

DRAFT MEETING MINUTES PROFESSIONAL QUALIFICATIONS COMMITTEE

November 20, 2024

Teleconference and Sacramento

A. CALL TO ORDER / ROLL CALL / ESTABLISHMENT OF A QUORUM

Chair Charles Ward, III called the meeting to order at 10 a.m. and called the roll.

Committee Members Present

Charles Ward, III, Chair

Victoria Brash

Tian Feng (joined at approximately 10:55 a.m.)

Eric Lum

Mitra Kanaani (joined at approximately 10:10 a.m.)

Four members of the Committee constitutes a quorum. At the time of roll call there was not a quorum of members for the transaction of business. However, at 10:10 a.m. there were four members present, and a quorum was established.

Committee Members Absent

Malcolm Gladstone, Vice Chair

Barry Williams

LATC Members Present

Pamela Brief, Chair, Landscape Architects Technical Committee (LATC)

Members of the Public Present

No members of the public were present.

Staff Present

Laura Zuniga, Executive Officer (EO)

Marccus Reinhardt, Licensing Manager

Timothy Rodda, Regulations Manager

B. CHAIR'S PROCEDURAL REMARKS AND COMMITTEE MEMBER INTRODUCTORY COMMENTS

Mr. Ward announced the meeting was being webcast with a physical location at the board headquarters in Sacramento. He also advised members present at roll call of the teleconference voting requirements.

PUBLIC COMMENT: There was no public comment.

C. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

Mr. Ward asked for public comments related to items not on the agenda. Ms. Brief advised members that she was present for the meeting and thanked members for the opportunity to potentially coordinate on the discussion related to Artificial Intelligence (AI).

D. REVIEW AND POSSIBLE ACTION ON MARCH 30, 2022, COMMITTEE MEETING MINUTES

No action was taken on the March 30, 2022, meeting minutes.

PUBLIC COMMENT: There was no public comment.

E. DISCUSS AND POSSIBLE ACTION ON THE USE OF GENERATIVE DESIGN TOOLS IN ARCHITECTURE

Mr. Ward introduced this item and advised members that he was assisted in writing his introduction by AI. He said that AI is already here, it's already useful and it's already raising important questions about accountability, ethics, and professional standards. Mr. Ward added that generative design tools and other AI systems are starting to shape the way architects work, including helping architects explore design options, optimize processes, and solving problems that could not previously be addressed.

Mr. Ward queried members whether the Board and the Committee need to think about specific rules for how AI gets used in architecture? He explained how the European Union (EU) is approaching the use of AI and how the methodology differs from the manner the United States takes to address AI.

Mr. Reinhardt advised members that on June 6, 2024, the Board received a presentation from California architect Zigmund Rubel on the issues related to the use of AI in the profession. He advised members that Mr. Rubel's presentation, a 2024 report on AI from the Royal Institute of British Architects, and the recent

NCARB AI position statement were included in the meeting packet. Mr. Reinhardt said there were two questions posed to members for their consideration and discussion:

1. How does the Board protect the public health, safety, and welfare in the age of AI tools?
2. What measures should be taken by the Board to ensure the public there will be human oversight in the use of AI tools?

Mr. Ward then sparked a general discussion amongst members regarding the role that should be taken by the Board and Committee related to the future of AI in the profession. He opined that while AI is already in use, it is not at the self-generative state warranting regulation and he has seen no evidence that the existing definition for responsible control needs to be updated. However, he expressed interest in adding future guardrails for consumer protection that would include transparency in the form of a disclaimer to consumers for when AI is used during a project.

Ms. Brash said that AI is like many other tools that are employed by architects and that it is important for architects to be aware of everything in the drawing set and that ultimately the architect assumes the responsible control and liability for the work product. Consequent, she said that in her opinion the use of AI is not a major issue at this time; however, that may change in the future depending on how it is employed.

Ms. Zuniga agreed with Mr. Ward and Ms. Brash. She said that in previous discussions about AI, it was framed as either functioning like another tool, such as Revit or AutoCAD, and something that helps architects do their work and retain control over the design or is AI something different that acts more independently. Ms. Zuniga added that it seemed some members appear to be comfortable with the idea of AI existing with the current framework of responsible control. She said the feedback from members will help staff assess whether there is a need for additional regulation.

Mr. Lum said there has been significant discussion in the architectural education environment about the responsible use of AI and whether the student or the machine is generating the work. He said in the professional environment it is different and concurred with Ms. Brash that there would be professional oversight. Mr. Lum went on to say that AI appears to be used mainly in schematic design, design generation, and development of case studies. He said AI is not really being used for drawings that would be stamped by an architect. Mr. Lum opined that the profession is not at the phase of generating construction documents or design details. He emphasized that ultimately a professional would stamp the product and would be held responsible for it.

Mr. Ward concurred with Mr. Lum that while AI is not necessarily being used to generate construction documents now, that in the next few years, he opined, a singularity moment is likely to occur because of all the data and information on subjects like construction, engineering, architecture, and landscape being fed into various AI systems that eventually, inevitably generative design will become a reality. Mr. Ward said the EU is out in front of the problem and places the responsibility on the company that created the AI system and considers risk factors related to design transparencies. He opined that the approach taken by the EU is not likely to happen in the U.S. and it does not appear U.S. regulation or government are close to considering following what the EU is doing presently.

Mr. Ward continued by emphasizing that architects will have sole responsibility under existing guidelines and framework, so it is even more important to educate architects who use AI that they will be responsible for the output. Ms. Brash agreed with Mr. Ward and added it would be for the architect to make certain through verification that the drawings produced are accurate and the architects are reminded of their duty for responsible control. Mr. Lum agreed with Mr. Ward and added that it falls upon the architect stamping the drawings to ensure the correctness of the details in relation to the project conditions and requirements.

Mr. Ward suggested that one way to address AI would be for committee members to recommend the Board add CE on AI as an additional requirement. He suggested the additional CE would be a benefit to consumers. Mr. Ward then recommended the Board require transparency of the tools used in the development of designs, so consumers are aware of how the drawings were prepared by an architect. Ms. Zuniga stated that based upon the conversation, the committee members appear to lean toward the position that additional regulation is not needed at this time and would rather do some type of education or industry bulletin to remind licensees who use AI of their responsibility under existing law. Mr. Ward agreed with Ms. Zuniga's conclusion.

Mr. Ward asked Mr. Lum whether the pedagogy has changed regarding the use of AI in the educational setting. Mr. Lum said that in general it goes back from an academic standpoint to the concept of plagiarism. The question, Mr. Lum said, is how much of the work was done by the student and how much was done by the AI. He said the discourse on the subject is similar to when students were first using AutoCAD and BIM (Building Information Modeling) tools. Mr. Lum said the question for consideration is the extent to which the tools used by architects influence the approach taken to generate designs. He expressed concerns related to the problem-solving nature of architecture and whether AI could possibly contain implicit biases in resolving the architectural problems that architects seek to answer through their designs.

Mr. Feng joined the conversation and addressed intellectual ownership, and the ethical concerns raised by using AI in design generation. He said there could be complaints against architects who use AI tools related to competency that result in the consumers seeking board action. He suggested the Board consider developing policies to address these concerns.

Mr. Ward summarized the recommendation options for members and directed staff send a reminder to licensees that the foremost requirement of architects is to produce, design, and practice exercising responsible control over the drawings they generate regardless of the tools used to generate those designs.

Ms. Kanaani explained her personal experience with using AI and said there is substantive confusion surrounding its use. She said that specifically there are concerns regarding copyright and originality of ideas. Ms. Kanaani added that anecdotally many lawsuits have arisen because of the use of AI. She opined that while AI can induce creativity for designers and other creatives, in the case of non-designers, especially those who consider copyright legality, it appears something not as well understood. Mr. Ward agreed and said that it will be interesting to see how the use of AI plays out in the legal arena. Ms. Kanaani said that design methodology in the future will change.

PUBLIC COMMENT: Ms. Brief addressed members and said that from the professional aspect as an educator and the LATC Chair wanting to protect the public that in an academic setting, specifically at the University of California, Los Angeles, students must disclose whether any tools were used in the creation of their submissions. Ms. Brief said it is wonderful to have availability of tools like AI; however, a concern she raised was whether the use of AI would have the ability to portray expertise in an area where the user doesn't have that experience.

F. ADJOURNMENT

Mr. Ward adjourned the meeting at 11:18 a.m.

AGENDA ITEM D: DISCUSS AND POSSIBLE ACTION ON 2025–2028 STRATEGIC PLAN OBJECTIVE TO DETERMINE WHETHER THE CALIFORNIA SUPPLEMENTAL EXAM (CSE) NEEDS TO BE MODIFIED TO ENSURE ITS RELEVANCY AND TO REMOVE ANY BARRIERS TO LICENSURE

Summary

The Board, for several years, has been working to identify and remove barriers to licensure for candidates. One major step in this direction was the amendment of California Code of Regulations section 117 that:

- Aligns training and educational experience with contemporary practice
- Increases training and education experience credit in some categories
- Expands opportunities for candidates without a professional degree
- Broadens the acceptable fields related to architecture

Another step the Board has taken is a proposal presently at the Office of Administrative Law for review that, when approved, would allow candidates to immediately test upon application with the board. Specifically, the proposed amendment would allow candidates to take either the ARE or CSE upon submitting the corresponding application and when they are ready for the exam instead of after a prescribed quantity of work or educational experience.

In October 2025, the Office of Professional Examination Services (OPES) will commence the first workshop for the 2025 California Supplemental Examination (CSE) Occupational Analysis (OA). The OA will serve as the basis for future revisions to the CSE, so it remains relevant to contemporary practice. The OA is expected to be complete by June 30, 2026.

Action Requested

Discuss the objective and recommend additional actions for removal of barriers to licensure.

AGENDA ITEM E: DISCUSS AND POSSIBLE ACTION ON 2025-2028 STRATEGIC PLAN OBJECTIVE TO EVALUATE CONTINUING EDUCATION (CE) REQUIREMENTS AND PROPOSE STATUTORY OR REGULATORY CHANGES TO ENSURE RELEVANCY AND TO EXPAND COURSE OPTIONS

Summary

The Committee and Board for several years have considered expansion of the mandatory continuing education (CE) requirement to reflect the continually evolving landscape of the profession. At its June 11, 2021, meeting the Board was presented a recommended framework for consideration and decided to table expansion of the CE requirement until the next strategic planning session.

During the 2022-2024 strategic planning session the Board identified an objective to implement CE on zero net carbon design, an initiative that was led by the American Institute of Architects and became effective on January 1, 2023, after it was signed into law by Governor Gavin Newsom. The Board was advised that any additional mandatory CE would require further amendment to Business and Professions Code section 5600.05. and, consequently, decided not to explore any additional CE. Board members have previously expressed a concern about piecemeal implementation of mandatory CE and expressed an intent to be proactive regarding relevant CE for architects.

Most recently at the Committee's November 20, 2024, meeting, Former Committee Chair, Charles Ward III, proposed the idea of mandatory CE on artificial intelligence (AI). The suggestion was made in regard to the Committee exploring the impact of AI on the profession.

Action Requested

Discuss the objective and make a recommendation to the Board, if needed.

Attachment(s)

NCARB Continuing Education Guidelines (March 2025)



Continuing Education

GUIDELINES

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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.



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

Obtaining and maintaining an NCARB Certificate demonstrates that you've met national standards. You can now use the letters "NCARB" after your name.

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.

Acknowledgements

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

The AIA *Standards for Continuing Education Programs* (September 2018) defines Health, Safety, and Welfare (HSW). AIA Standard 23 states:

Licensed architects and affiliated design professionals have, in their professional practice, a positive duty to protect the public's health, safety, and welfare. Learning programs must address knowledge intended to protect the health, safety, and welfare of the occupants of the built environment, as defined below:

Health: Those aspects of professional practice that improve the physical, emotional, and social well-being of occupants, users, and any others affected by buildings and sites.

Safety: Those aspects of professional practice that protect occupants, users, and any others affected by buildings or sites from harm.

Welfare: Those aspects of professional practice that enable equitable access, elevate the human experience, encourage social interaction, and benefit the environment.

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 must address one or more of the following subjects/topics that meet the definition of HSW on page six to be considered HSW CE:

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

Acceptable topics include, but are not limited to:

- Applicable Laws and Regulations*
- Ethics*
- Insurance to Protect Owner and Public*
- Business Management*
- Risk Management*
- Information Management*
- Design for Community Needs*
- Supervisor Training*

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

[AXP Guidelines: Practice Management](#)

[ARE Guidelines: Practice Management](#)

PROJECT MANAGEMENT: This category focuses on areas related to the management of architectural projects through execution.

Acceptable topics include, but are not limited to:

- Project Delivery Methods*
- Contract Negotiation*
- Pre-Design Services*
- Site and Soils Analysis*
- Consultant Management*
- Project Scheduling*
- Quality Control (QA/QC)*
- Economic Assessment*
- Value Engineering*

HEALTH, SAFETY, AND WELFARE SUBJECTS (CONT.)

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

[AXP Guidelines: Project Management](#)

[ARE Guidelines: Project Management](#)

Learning programs must address one or more of the following subjects/topics to be considered HSW CE:

PROGRAMMING & ANALYSIS: This category focuses on areas related to the evaluation of project requirements, constraints, and opportunities.

Acceptable topics include, but are not limited to:

Land-Use Analysis

Programming

Site Selection

Historic Preservation

Adaptive Reuse

Codes, Regulations, and Standards

Natural Resources

Environmental Impact and Ecosystem Risk Assessment

Hazardous Materials

Resilience to Natural and Human Impacts

Life Safety

Feasibility Studies

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

[AXP Guidelines: Programming & Analysis](#)

[ARE Guidelines: Programming & Analysis](#)

HEALTH, SAFETY, AND WELFARE SUBJECTS (CONT.)

PROJECT PLANNING & DESIGN: This category focuses on areas related to the preliminary design of sites and buildings.

Acceptable topics include, but are not limited to:

Building Systems

Urban Planning

Master Planning

Building Design

Site Design

Safety and Security Measures

Impacts, Adaptation and Mitigation of a Changing Climate

Energy Efficiency and Positive Energy Design

Sustainability

Indoor Air Quality

Ergonomics

Lighting

Acoustics

Accessibility

Construction Systems

Budget Development

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

[AXP Guidelines: Project Planning & Design](#)

[ARE Guidelines: Project Planning & Design](#)

HEALTH, SAFETY, AND WELFARE SUBJECTS (CONT.)

Learning programs must address one or more of the following subjects/topics to be considered HSW CE:

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.

Acceptable topics include, but are not limited to:

Construction Documents

Materials and Assemblies

Fixtures, Furnishings, & Equipment

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

[AXP Guidelines: Project Development & Documentation](#)

[ARE Guidelines: Project Development & Documentation](#)

CONSTRUCTION & EVALUATION: This category focuses on areas related to construction contract administration and post-occupancy evaluation of projects.

Acceptable topics include, but are not limited to:

Construction Contract Administration

Bidding and Negotiation

Post Occupancy Evaluation (POE)

Building Commissioning

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

[AXP Guidelines: Construction & Evaluation](#)

[ARE Guidelines: Construction & Evaluation](#)

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.

Learning program content should be unbiased, evidence-based, and focused on increasing knowledge. Learning programs are not sales or marketing events and should not promote or market products or services. Learning programs should only contain material relevant to the program learning objectives and desired outcomes during the instructional portion of the program.

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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.

Blended 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

Live learning programs typically employ methods of formative assessment.

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

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.*

LICENSURE RENEWAL (CONT.)

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.

AGENDA ITEM F: DISCUSS AND POSSIBLE ACTION ON 2025-2028 STRATEGIC PLAN OBJECTIVE TO EXPLORE WAYS TO IMPROVE THE QUALITY OF CE PROVIDERS TO INCREASE PUBLIC PROTECTION

Summary

Licensees have expressed their respective opinion regarding the quality of continuing education (CE) providers since mandatory CE was first required starting on July 1, 2009. However, Business and Professions Code (BPC) 5600.05 does not grant the Board authority to regulate CE providers who provide coursework for architects.

Assembly Bill 1010 (Chapter 176, Statutes of 2021) authorized the Board to promulgate regulations to establish qualifications for courses and course providers (including trainers). The Board adopted regulations (include effective date here) to further define requirements for CE courses and providers.

The approval of CCR sections 165 and 166 by the Office of Administrative Law notably improves the quality of course providers and courses (when compared to beforehand) through standardization of qualifications and requirements for acceptable trainers and coursework. Staff have determined that through continued use of the regulatory process it is possible to make further improvements, if necessary, in a graduated approach to fulfill this objective.

Action Requested

Discuss the objective and make a recommendation to the Board, if needed.

Attachment(s)

1. CCR Section 165
2. CCR Section 166

[Home Table of Contents](#)*§ 165. Continuing education coursework regarding disability access requirements.*

16 CA ADC § 165

Barclays Official California Code of Regulations

Effective: January 17, 2023

Barclays California Code of Regulations
 Title 16. Professional and Vocational Regulations
 Division 2. California Architects Board (Refs & Annos)
 Article 10. Continuing Education

Effective: January 17, 2023

16 CCR § 165

§ 165. Continuing education coursework regarding disability access requirements.[Currentness](#)

(a) For purposes of this section, the following terms have the following meanings:

- (1) "Certified access specialist" means a person who is certified pursuant to Government Code section 4459.5.
- (2) "Disability access requirement" means a provision, standard, or regulation under state or federal law requiring compliance with standards for making new construction and existing facilities accessible to persons with disabilities, including, but not limited to, any provision of, or standard or regulation set forth in, the following:
 - (A) Civil Code sections 51, 54, 54.1, and 55.
 - (B) Part 5.5 (commencing with section 19955) of the Health and Safety Code.
 - (C) California Building Code, section 1.9.1 and chapters 11A and 11B of volume 1 of part 2 of title 24 of the California Code of Regulations.
 - (D) Titles II and III of the federal Americans with Disabilities Act of 1990 ("ADA") (42 U.S.C. Sec. 12101 et seq.).
 - (E) Title II of the ADA Standards for Accessible Design (state and local government facilities), consisting of part 35.151 of title 28 of the Code of Federal Regulations (CFR) and the ADA Accessibility Guidelines (36 CFR part 1191, appendices B and D).
 - (F) Title III of the ADA Standards for Accessible Design (public accommodations and commercial facilities), consisting of subpart D (commencing with section 36.401) of part 36 of title 28 of the CFR and the ADA Accessibility Guidelines (36 CFR part 1191, appendices B and D).

(b) As a condition of renewal, a licensee shall complete five hours of continuing education (CE) coursework on the subject of California and federal disability access requirements that meet the criteria specified in this section during each two-year license renewal period prior to the license expiration date, or, if the license is delinquent, during the 24 months immediately preceding the date on which the licensee submits the delinquent renewal application. The board shall consider CE coursework incomplete and the licensee not in compliance with this section if, within 15 days of the board's notice of audit and written request, the licensee does not make available to the board the proof required by this section. For purposes of this section "proof" shall mean any of the following:

- (1) a certificate of completion described in subsection (h),
 - (2) attendance or course completion records from the course provider as described in subsection (g), or,
 - (3) other records of completion that contain the information specified in Section 5600.05 of the code.
- (c) The CE coursework shall have clear and identifiable learning objectives, systematic presentation of material, and be presented by trainers or educators who meet the qualifications in subsection (e).
- (d) A provider shall only issue a certificate of completion to a participant who:

(1) completes an in-person or live webinar course, or

(2) takes a recorded course not presented live or presented by recorded webinar and successfully passes a test of the participant's knowledge and understanding of the CE coursework at the end of the period of instruction (post-course test). "Successfully passing" shall mean a minimum cumulative passing score of at least seventy percent (70%).

(e) A provider must use trainers or educators who have knowledge and expertise in disability access requirements and meet one of the following criteria:

(1) Be a certified access specialist or certified by another United States jurisdiction to perform one or more of the services described in section 113 of title 21 of the California Code of Regulations.

(2) Hold a certification from the International Code Council ("ICC") National Certification as one of the following:

(A) Commercial Building Inspector.

(B) Building Plans Examiner.

(C) Certified Building Official.

(D) Code Specialist.

(E) Accessibility Inspector/Plans Examiner.

(3) Hold a certification from the ICC California Certification Program as one of the following:

(A) California Commercial Building Inspector.

(B) California Building Plans Examiner.

(4) Hold a license or registration issued by a United States jurisdiction as an architect or a professional, civil, or structural engineer.

(5) At least two years' employment by a building department or other building code enforcement agency of any state or local governmental jurisdiction as a plan reviewer, plans examiner, building inspector, building or construction consultant or construction inspector.

(6) At least three years' employment as a disability access specialist conducting assessment of facilities for specific needs of the disability community.

(f) An architect shall not certify completion of the CE requirement through self-teaching or self-directed activities. Teaching, instructing, or presenting a course on disability access requirements shall not qualify as credit for fulfillment of the CE requirement of this section.

(g) A provider shall maintain for at least three years from the date of course completion records of participant attendance and course completion, including the information specified in section 5600.05(b) of the code, for each CE participant.

(h) Within ten business days from the completion of the course, a provider shall issue a certificate of completion to each participant, subject to the requirements in subsection (d). The certificate of completion shall include the information specified in section 5600.05(b) of the code.

(i) Upon written request by a licensee who is the subject of a CE audit, a provider shall issue within ten days of the date of the request a copy of the records specified in subsection (g). It shall be the responsibility of a licensee to obtain those records from the provider if they are requested by the board and make those records available to the board. In addition, the licensee shall cooperate in the audit and investigation of the licensee's compliance with this section, including taking all steps required by the CE provider to authorize the release of information to the Board, including signing any authorization or consent to release the licensee's records of completion or coursework to the Board.

(j) A licensee not in compliance with this section shall remedy any deficiency of the CE requirements of this section by completing the coursework prescribed by this section for the prior renewal period during the current renewal period, in addition to completing the CE coursework required in this section for the current renewal period. Before the end of the current renewal period, the licensee shall provide the board proof, as described in subsection (b), that the deficiency of CE credits has been remedied as prescribed by this section.

Credits

NOTE: Authority cited: Sections 5526 and 5600.05, Business and Professions Code. Reference: Sections 5578 and 5600.05, Business and Professions Code; Section 55.52, Civil Code.

HISTORY

1. New article 10 (section 165) and section filed 1-17-2023; operative 1-17-2023 (Register 2023, No. 3).

This database is current through 6/20/25 Register 2025, No. 25.

Cal. Admin. Code tit. 16, § 165, 16 CA ADC § 165

END OF DOCUMENT

[Home Table of Contents](#)*§ 166. Continuing education requirement for coursework in zero net carbon design.*

16 CAADC § 166

Barclays Official California Code of Regulations

Effective: December 28, 2023

Barclays California Code of Regulations
 Title 16. Professional and Vocational Regulations
 Division 2. California Architects Board (Refs & Annos)
 Article 10. Continuing Education

Effective: December 28, 2023

16 CCR § 166

§ 166. Continuing education requirement for coursework in zero net carbon design.[Currentness](#)

(a) For purposes of this section, the following terms have the following meanings:

- (1) "Trainers or educators with knowledge and expertise in zero net carbon design" means a person with a minimum of three projects within the last ten years in the designing of carbon neutral architecture and who meets one of the three additional requirements of subsection (f), or an architect or engineer of a regulatory authority responsible for promulgation of building standards in the Title 24, Part 6, California Energy Code, or Title 24, Part 11, California Green Building Standards Code (CALGreen).
- (2) "Zero net carbon design" means architectural designs including resilient designs of new construction and/or existing facilities that produce on-site, or equitably procure from offsite, enough carbon-free renewable energy to meet building operations energy consumption over the building project's life-cycle. This also includes architectural design responsive to embodied carbon reduction and resilient performance of a facility that results in reduced embodied carbon or minimized carbon.
- (A) For the purposes of this section, "resilient performance" describes the capacity of a system, for example: a community, society, or ecosystem, to withstand physical calamities and continue to function.
- (B) For the purposes of this section, "equitably procure from offsite" shall refer to consideration of environmental justice goals.

(b) As a condition of renewal, a licensee shall complete five hours of continuing education (CE) coursework on the subject of zero net carbon design that meets the criteria specified in this section during each two-year license renewal period prior to the license expiration date, or, if the license is delinquent, during the 24 months immediately preceding the date on which the licensee submits their delinquent renewal application. The board shall consider CE coursework incomplete and the licensee not in compliance with this section if, within 15 days of the board's notice of audit and written request, the licensee does not make available to the board the proof required by this section. For the purposes of this section "proof" shall mean any of the following:

- (1) a certificate of completion described in subsection (i),
- (2) attendance or course completion records from the course provider as described in subsection (j), or,
- (3) other records of completion that contain the information specified in Section 5600.05 of the code.

(c) All CE course topics, subject matters, and course materials shall be pertinent to the practice of architecture as defined in Section 5500.1 of the code and the provision of an architect's professional services relating to zero net carbon design. Examples of zero net carbon CE coursework topics or subjects may include any one or combination of the following: energy efficient building systems, deep energy efficient retrofits of existing buildings, adaptive reuse, natural ventilation, daylighting, solar harvesting design, advanced energy efficiency strategies, including energy modeling, renewable energy strategies, embodied carbon analysis, CALGreen -- Title 24, Part 11, of the California Code of Regulations, renewable energy systems, climate sustainability, resilient design, and environmental justice.

(d) In addition to the requirements of subsection (c), CE courses shall meet the following requirements: (1) have curriculum that meets the educational objectives of providing training to licensees on the subject matter listed in subsection (c), (2) have subject

areas or modules that are presented in a logically organized manner or sequence to participants, and (3) be presented by trainers or educators who meet the qualifications in subsection (f).

(e) A provider shall only issue a certificate of completion to a participant who:

(1) completes an in-person or live webinar course, or

(2) takes a recorded course not presented live or which is presented by recorded webinar and successfully passes a test of the participant's knowledge and understanding of the CE coursework at the end of the period of instruction ("post-course test").
"Successfully passes" shall mean a minimum cumulative passing score of at least seventy percent (70%).

(f) A provider must use trainers or educators with knowledge and expertise in zero net carbon building design or in the designing of carbon neutral and/or high-performance buildings or groups of buildings or structures and meet at least one of the following criteria:

(1) Hold a license or registration issued by a United States jurisdiction as an architect or a professional, civil, mechanical, or structural engineer with a minimum of three years of demonstrable direct experience in the designing of carbon neutral and/or high-performance buildings or groups of buildings and structures.

(2) Have a qualifying faculty appointment at an accredited educational institution, or an educational institution approved by the Bureau for Private Postsecondary Education. To be considered "qualifying" under this subsection, faculty must be directly responsible for the teaching of carbon reduction, carbon neutral, and/or high performance or passive building topics. For the purposes of this section, "accredited" means recognition from an accrediting agency recognized by the Secretary of the United States Department of Education.

(3) Hold a current, unexpired certification from the International Code Council ("ICC") California Certification Program and have a minimum of three years of demonstrable direct experience in the designing, examining, or inspecting of carbon neutral and/or high-performance buildings or groups of buildings and structures as one of the following:

(A) CALGreen Inspector/Plans Examiner.

(B) California Commercial Building Inspector.

(C) California Building Plans Examiner.

(4) For purposes of this section, "demonstrable direct experience" is experience, established by documentary evidence such as signed plans, work contracts, or other documents that establish the individual's direct involvement in the design process.

(g) An architect shall not certify completion of the CE requirement of this section through self-teaching or self-directed activities. Teaching, instructing, or presenting a course on zero net carbon requirements shall not qualify as credit for fulfillment of the CE requirement of this section.

(h) A provider shall maintain for at least three years from the date of course completion records of participant attendance and course completion, including the information specified in section 5600.05(b) of the code, for each CE course participant.

(i) Within ten days from the completion of the course, a provider shall issue a certificate of completion to each participant, subject to the requirements of subsection (e). The certificate of completion shall include the information specified in section 5600.05(b) of the code.

(j) Upon written request by a licensee who is the subject of a CE audit, a provider shall issue within ten days of the date of the request a copy of the records specified in subsection (h). It shall be the responsibility of a licensee to obtain the records from providers if records are requested by the board and make those records available to the board. In addition, the licensee shall cooperate in the audit and investigation of the licensee's compliance with this section, including taking all steps required by the CE provider to authorize the release of information to the Board, including signing any authorization or consent to release the licensee's records of completion or coursework to the Board.

(k) A licensee not in compliance with this section shall remedy any deficiency of the CE requirements of this section by completing the coursework prescribed by this section for the prior renewal period during the current renewal period, in addition to completing the CE coursework required in this section for the current renewal period. Before the end of the current renewal period, the licensee shall provide to the board proof, as described in subsection (b), that the deficiency of CE credits has been remedied as prescribed by this section.

Credits

NOTE: Authority cited: Sections 5526 and 5600.05, Business and Professions Code. Reference: Sections 5560, 5578 and 5600.05, Business and Professions Code.

HISTORY

1. New section filed 12-28-2023; operative 12-28-2023 pursuant to Government Code section 11343.4(b)(3) (Register 2023, No. 52).

This database is current through 6/20/25 Register 2025, No. 25.

Cal. Admin. Code tit. 16, § 166, 16 CA ADC § 166

END OF DOCUMENT

AGENDA ITEM G: DISCUSS AND POSSIBLE ACTION ON 2025-2028 STRATEGIC PLAN OBJECTIVE TO ENHANCE THE CONNECT PLATFORM TO REQUIRE CE DOCUMENTATION BE UPLOADED DURING THE RENEWAL PROCESS

Summary

The Board's 2019-2022 Strategic Plan charged the Committee with providing licensees an online option for submission of continuing education (CE) coursework documentation. Staff worked with the Department of Consumer Affairs (DCA), Office of Information Services (OIS) to develop a stopgap measure until the Board transitioned to its new enterprise licensing system. The online submission system developed by OIS launched in December 2019.

On June 1, 2023, the Board transitioned to a new enterprise system for candidate tracking and license issuance, the system is known as Connect. When Connect initially launched, candidates could submit the Application for Eligibility Evaluation, Application for California Supplemental Examination, and Application for Licensure. Since then, the Reciprocity Application, Military Spouses/Partners Temporary License application, and architect renewal application have been added to the system.

Launch of the renewal application in Connect affords the Board an opportunity to retire the existing online CE submission system. It also affords staff the opportunity to streamline the CE audit process.

Business and Professions Code section 5600.05 requires architects to provide coursework documentation in response to audit. There is not specific authority granted the Board to require the submission of the documentation at renewal.

Action Requested

No action is requested of the Committee.

AGENDA ITEM H: DISCUSS AND POSSIBLE ACTION ON 2025-2028 STRATEGIC PLAN OBJECTIVE TO REVIEW THE LICENSING PROCESS TO IMPROVE EFFICIENCIES BY DEVELOPING CLEARER GUIDELINES AND IMPROVED TOOLS

Summary

Marccus Reinhardt will provide members with a brief overview of the application and licensing processes.

Action Requested

Discuss the objective and recommend process efficiencies, if needed.