

**Part II (Narrative Report)** is the narrative report in which a program responds to the most recent VTR. The narrative must address Section 1.3 Conditions Not Met and Section 1.4 Causes of Concern of the VTR. Part II also includes a description of changes to the program that may be of interest to subsequent visiting teams or to the NAAB.

## **2. Conditions Not Met**

- 1.1.3 Architectural Education and the Regulatory Environment
- B. 6. Comprehensive Design (B. Arch. only)
- C. 3 Client Role in Architecture
- C. 5. Practice Management
- C. 7. Legal Responsibilities

**C. Architectural Education and the Regulatory Environment.** That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located, and prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

[X] The programs are not responsive to this perspective.

2012 Team Assessment: Although there appears to be general awareness of, and conversation about, the transition to internship and licensure among students and faculty, the team discovered some issues that the program needs to address. Currently, all students do not receive consistent information about the IDP program prior to the earliest point of eligibility. In addition, the information provided to international graduate students about their options for transition to licensure in the U.S. appears to be incomplete. (See the Causes of Concern section.) Extracurricular, optional IDP seminars are organized by the AIAS, but not all students attend. The principal course that addresses professional practice was inadequately documented, so that the team was unable to assess student performance for some criteria related to the regulatory environment. (See Realm C: Leadership and Practice).

### B.Arch. Solution:

1. Freshman Orientation + Transfer Orientation\*
2. Portfolio Workshop\*\* (3<sup>rd</sup> year students)
3. PRP Information Session (Fall/Spring; Friday in 1<sup>st</sup> wk of class at 5:00pm)\*\*
4. Martin Smith, the NCARB/IDP Manager, made a presentation to the students about the IDP program

### M.Arch 1 Solution:

1. Architecture Graduate Orientation\*
2. PRP Information Session (Fall/Spring; Friday in 1<sup>st</sup> wk of class at 5:00pm)\*\*
3. Martin Smith, the NCARB/IDP Manager, made a presentation to the students about the IDP program

\*Presenters: Juan Miro and/or Charlton Lewis, IDP Coordinator; Elizabeth Danze, PRP; Ray Easterlin, Career Services

\*\*Presenters: Ray Easterlin, Career Services

Mtg: Miro, Lewis, Danze, Easterlin and Wiedemann  
4/3/2012

**B. 6. Comprehensive Design:** *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:

A.2. Design Thinking Skills	B.2. Accessibility
A.4. Technical Documentation	B.3. Sustainability
A.5. Investigative Skills	B.4. Site Design
A.8. Ordering Systems	B.7. Environmental Systems
A.9. Historical Traditions and Global Culture	B.9. Structural Systems
B.5. Life Safety	

B. Arch  
 Not Met

2012 Team Assessment: Student work produced in the comprehensive Advanced Design Studio (ARC 560T for undergraduates, ARC 695 for graduates) demonstrates comprehensive design ability; however, some undergraduates are permitted to substitute participation in the PRP program, which does not meet this criterion.

Solution: All B.Arch students take an additional comprehensive studio, Design 6. The Team explained that this studio would have met all the requirements for B.6. except for some concerns with egress as it pertains to life safety. To answer this concern, Uli Dangle, the comprehensive studio coordinator, had each studio teacher address the issue of life safety and egress directly with their classes. Each year will devote special attention to this issue in the future.

**C. 3 Client Role In Architecture:** Understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.

B. Arch  
 Not Met

M. Arch  
 Not Met

2012 Team Assessment: The course description, goals, and objectives for courses ARC 362 and ARC 392 Professional Practice seem to cover the role of clients in architecture; however, the school did not provide student work for these courses. As such the team was unable to verify student understanding of this topic in reviewing these and other course work provided.

B.Arch and M.Arch Solution:

Professor Shuley has previously made it a practice not to retain student work from his classes, and the Team explained that had they seen examples of completed exams, that would have satisfied this requirement. Professor Shuley will retain examples of student work in the future.

**C. 5. Practice Management:** Understanding of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.

B. Arch  
 Not Met

M. Arch  
 Not Met

2012 Team Assessment: The course description, goals, and objectives for ARC 362 and ARC 392 Professional Practice seem to cover practice management; however, the school did not provide student work for these courses. As such the team was unable to verify student understanding of this topic in reviewing these and other course work provided.

B.Arch and M.Arch Solution:

Professor Shuley has previously made it a practice not to retain student work from his classes, and the Team explained that had they seen examples of completed exams, that would have satisfied this requirement. Professor Shuley will retain examples of student work in the future.

**C. 7. Legal Responsibilities:** Understanding of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.

B. Arch  
 Not Met

M. Arch  
 Not Met

2012 Team Assessment: The course description, goals, and objectives for courses ARC 362 and ARC 392 Professional Practice seem to cover legal responsibilities; however, the school did not provide student work for these courses. As such the team was unable to verify student understanding of this topic in reviewing these and other course work provided.

B.Arch and M.Arch Solution:

Professor Shuley has previously made it a practice not to retain student work from his classes, and the Team explained that had they seen examples of completed exams, that would have satisfied this requirement. Professor Shuley will retain examples of student work in the future.

### **3. Causes of Concern**

#### **A. Undergraduate course load and distribution**

The current requirement of 167 credits over 10 semesters for the Bachelor of Architecture program requires 18 credits of course work in some semesters, with four courses in addition to design studio--a heavy academic load. This has caused some students to shift course work into the summer to avoid overload during the academic year. The team is concerned that current requirements exceed norms for undergraduate programs, which may affect student

performance and program cost, limit the time students have available for extracurricular involvement, contribute to excessive study hours, or result in credit hour inflation. The draft version of the 2012-14 catalog shows a total number of credits that has been reduced to 161, with semester maximums at 17 and general studies at the NAAB minimum of 45.

Solution: As stated above, the total number of credit hours required to complete the B.Arch degree has been reduced to 161 with semester maximums at 17 and general studies at the NAAB minimum of 45.

### **B. Responsiveness to student interest in digital design communications and computational design methods**

Student interest in this area, especially at the graduate level, exceeds current levels of curricular offerings and support. This is a common concern among students at U.S. schools of architecture, as well as within the profession, as practicing architects, researchers, and students attempt to keep pace with the rapid development of digital and computational design methods. Architecture programs at research universities, such as UT Austin, have opportunities to provide state-of-the-art educational experiences that anticipate future trends in design practice.

Solution: We continue to increase our offerings in this area at all levels of the school, but especially at the advanced level studios. This occurs in the hiring of new tenure track faculty who all have expertise, and also in the hiring of adjunct faculty for advanced studios and studios. Additionally, the visual communications curriculum at both the graduate and undergraduate levels has been reworked to emphasize digital tools, and graduate students have a new required visual communication course in their first year that introduces them to advanced digital tools such as BIM.

### **C. Post-professional Master of Architecture degree nomenclature**

In addition to the professional Master of Architecture degree, UT Austin offers a post-professional degree that is also called the Master of Architecture. It is restricted to students who already hold a NAAB-accredited B.Arch. degree, or an international equivalent that fulfills professional standards in other countries. Having two degrees of the same name with significantly different requirements, one that is accredited, and one that is not, is confusing for the public and to prospective students.

Solution: the curriculum committees and the administration is actively discussing alternative degree nomenclature with respect to this particular issue.

### **D. Advising and program placement for international students**

Graduate students with international professional degrees in architecture that are not accredited by the NAAB and do not meet NAAB's general and professional education requirements are admitted to the post-professional Master of Architecture program without explicit advising about the path to licensure in the U.S. The team is concerned that the school is not informing these students about the difference between the EESA process used by NCARB to assess educational preparation of foreign-educated architects and the NAAB process that only applies to the professional version of the Master of Architecture degree.

Solution: We have updated our website to make clear that the post professional degree is not accredited. We also write to each entering M.Arch II student explicitly explaining that the M.Arch II is not an accredited degree.

We also added information to our Architecture admissions website <http://soa.utexas.edu/architecture/admissions>:

#### M.ARCH. II, POST PROFESSIONAL MASTER OF ARCHITECTURE

Prerequisites for admission include a professional 5-year baccalaureate degree in architecture from an NAAB accredited school or its international equivalent. The M.Arch. II is not an accredited degree. International students interested in pursuing licensure in the United States should apply to the M. Arch. I degree.

And to our M Arch II website <http://soa.utexas.edu/architecture/postpro>:

The M.Arch. II is not a [NAAB accredited](#) degree. International applicants interested pursuing licensure in the United States should apply to the M.Arch. I degree program.

And to our graduate programs website <http://soa.utexas.edu/admissions/gradprograms>:

The M.Arch. II is not a [NAAB accredited](#) degree. International applicants interested pursuing licensure in the United States should apply to the M.Arch. I degree program.

For those of you beginning the M Arch Post-Professional degree program this fall, please carefully read this email if you're interested in pursuing licensure in the United States following graduation.

The email below is what the entering M Arch II students received in August.

We would like to make sure you are aware of this NAAB information about accreditation:

<http://www.naab.org/accreditation/>

*Most state registration boards in the United States require an applicant for licensure to have graduated from a **NAAB-accredited program**, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture. While graduation from a NAAB-accredited program does not assure registration, the accrediting process is intended to verify that each accredited program substantially meets those standards that, as a whole, comprise an appropriate education for an architect.*

*For graduates of programs that are not NAAB accredited who want to pursue licensure in the United States, please visit the EESA website <https://www.eesa-naab.org/home.aspx>.*

NCARB has advised us:

*Foreign students may have an EESA evaluation performed upon their foreign degree (<https://www.eesa-naab.org/favicon.ico>). This evaluation is performed by NAAB, but the results are sent to NCARB and tells NCARB whether or not the foreign degree satisfies the NCARB education requirement. In many cases, those students who do not meet the requirement are then given a list of courses they need to take to satisfy any deficiency. The only caveat to this process is that not all states accept EESA. However,*

*those states that don't accept EESA (e.g. New York) typically have an evaluation process of their own that an intern may utilize.*

We would like to make sure you are aware that **our M Arch Post-Professional degree is not NAAB accredited.**

Our **Master of Architecture First Professional degree is NAAB accredited.** If you would like to move your admission to the M Arch I degree program to pursue a NAAB accredited degree, please send an email to KatieLea Conwell ([katielea.conwell@austin.utexas.edu](mailto:katielea.conwell@austin.utexas.edu)) and she will forward the request to the Graduate and International Admissions Center.

Please direct any questions about licensure and your degree to the Graduate Adviser, Michael Garrison ([mgarriston@utexas.edu](mailto:mgarriston@utexas.edu)).

### **E. Library accessibility**

Battle Hall, a 100-year-old landmark building housing an extraordinary collection and a beautiful historic reading room, is a highly valued, signature resource unique to UT Austin and central to the program's identity. As with many historic buildings, access for individuals who use wheelchairs or have other mobility disabilities presents some difficulties both physically because of the inaccessibility of the stacks, and socially because of the separation of the accessible entry from the primary entry. Wheelchair access is available, but must be requested upon arrival in the accessible building entry using a courtesy phone. The team recognizes that this is a complex issue due to conflicting priorities of historic preservation and universal design.

Solution: The School of Architecture has completed a feasibility study for the renovation and preservation of Battle Hall and the West Mall office building that will address all these concerns, and has identified a \$67,000,000 budget for the work. The University recognizes the importance of this project and has prioritized its implementation, and we are currently looking for funds to hire an architect to begin the task of designing the project.