

**University of Texas at Arlington
School of Architecture**

Visiting Team Report

Master of Architecture

Track I (pre-professional degree plus 54 credit hours)

Track II (degree plus 104 credit hours)

The National Architectural Accrediting Board
24 February 2010

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

Table of Contents

<u>Section</u>	<u>Page</u>
I. Summary of Team Findings	
1. Team Comments	1
2. Progress Since the Previous Site Visit	1
3. Conditions Well Met	4
4. Conditions Not Met	4
5. Causes of Concern	4
II. Compliance with the Conditions for Accreditation	5
III. Appendices	20
A. Program Information	
1. History and Description of the Institution	20
2. Institutional Mission	21
3. Program History	22
4. Program Mission	24
5. Program Self Assessment	24
B. The Visiting Team	27
C. The Visit Agenda	29
IV. Report Signatures	31

This page is left blank intentionally.

I. Summary of Team Findings

1. Team Comments

The team extends sincere thanks to Dean Gatzke and Program Director Youssefzahdeh, their staff, and particularly the faculty and students at the University of Texas at Arlington (UTA) School of Architecture (SoA) for the thorough preparation, meticulous organization and display of program materials, the warm reception, tireless assistance and the gracious hospitality that have made our work here over the past several days so rewarding.

The overall tone of the visit was exceptional and allowed faculty, staff and students to showcase their dedication to their architectural education. The overall presentation of the students' work and faculty accomplishments, coupled with candid discussions regarding concerns, were refreshing and aided the team greatly. The staff and leadership are genuine assets to the program.

We would also like to express our deepest appreciation to the students who shared their thoughts and concerns with the entire team, and for their commitment to the quality of their education and their desire to become good citizens of the architectural community. We found them to be highly diverse, enthusiastic, articulate, motivated, talented and engaged.

The team particularly credits Dean Gatzke for the close ties he has forged with the professional communities of Dallas and Fort Worth through pro-active outreach; his advisory council; his support and encouragement of the Dallas magnet school focused on architecture; his service on the executive committees of the AIA chapters in both Dallas and Fort Worth; his effective advocacy for the school and program with the university administration and the sustained academic leadership that has supported and nurtured this vibrant program.

Program Director Youssefzadeh is a highly positive asset to the School of Architecture, its faculty, staff and students. He has been an incredible resource for the team in the time before their arrival and during their visit to UTA. His commitment to the SoA is extremely impressive and evident to not only the team, but faculty, staff, students and alumni.

The team is very impressed with the faculty (over 60% of whom are licensed or working toward licensure) balanced with new hires and respected, energetic veterans. The faculty show a genuine commitment to the student body and have a concern for the students architectural knowledge and experiences. The faculty provided extensive informative dialogue with our team and proved to be a wonderful resource during our time at UTA.

The School of Architecture has an impressive history of hand drawing and delicately crafted models rich in student design exploration and expression. Without losing that impressive history, UTA has successfully engaged in highly creative study of architecture and fabrication through new technological tools recently acquired. The use of new technologies is propelling UTA and its students into the next age of architecture and design.

2. Progress Since the Previous Site Visit

Condition 2, Program Self Assessment (2004): *The program must provide an assessment of the degree to which it is fulfilling its mission and achieving its strategic plan.*

Previous Team Report (2004): The team finds that this condition is not met. While the team recognizes that considerable effort has been made by the faculty and student community at UTA to preserve the legacy of design excellence in the curriculum through a period of considerable

transition, there is a need to formulate an articulate vision for the future. The team recognizes that the Unit Effectiveness Plan is a reasonable start but not sufficient.

It is important that this plan address enrollment management, the required resources to address faculty workload and appropriate class size, information technology requirements, facility needs, faculty transition including performance and tenure expectations, the oversight and responsibilities of the adjunct faculty, a substantive diversity plan for the recruitment and retention of students and faculty, student advising, and a meaningful mission statement.

It is important to mention that the team is optimistic about the school's ability to successfully navigate this process. The faculty indicates a willingness to explore the future of the school. A new dean has been appointed, and a supportive attitude exists among the senior levels of the university administration for this effort to be brought to a successful conclusion.

2010 Visiting Team Assessment: This condition is now Met [see commentary below].

Criterion 12.28, Technical Documentation (2004): Ability to *make technically precise descriptions and documentation of a proposed design for purposes of review and construction*

Previous Team Report (2004): The team finds that this criterion is not met due to a limited demonstration of the ability to provide technical documentation for a design project. Further, the course dedicated to this subject is elective and the participation by students is minimal. There is concern among members of the team that many students graduate without having the experience of preparing documentation that is a common required skill within the profession.

2010 Visiting Team Assessment: This condition is now Well Met.

Criterion 12.29, Comprehensive Design (2004): Ability to *produce an architecture project informed by a comprehensive program, from schematic design through the detailed development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies, as may be appropriate; and to assess the completed project with respect to the program's design criteria*

Previous Team Report (2004): The team did not find evidence that the expectations of this criterion have been successfully met in the design studio sequence. While the team applauds the diversity of intellectual approaches to the advanced studios, it is necessary to articulate the requirement that students must all experience the process of design from its most conceptual to its most specific requirements. The craft that is so clearly evident in the physical model approach to the design process must also be demonstrated in the detailed development of a project. The Visiting Team wishes to challenge the school to find the means to make this connection.

2010 Visiting Team Assessment: This condition is now Well Met.

[Causes of Concern taken from VTR dated March 31, 2004]:

Diversity

The team notes that there is a need for the school to develop a plan for increasing gender and racial diversity.

2010 Visiting Team Assessment: The student body is now highly diverse. Some progress in faculty diversity has occurred, however gender and racial diversity remain a concern.

Human Resources

The team finds it necessary to observe that the growth of the program is causing stress on faculty workloads. While the team has been assured of the provision for new positions and resources to respond to enrollment growth, teaching loads remain heavy and threaten to undermine an intensely personal teaching pedagogy that is the strength of the program. The students have noted a significant change in the size of class sections undermining the quality of their educational experience.

2010 Visiting Team Assessment: With a student population over 1000, the faculty has grown substantially placing them closer to their strategic planning goal of a 15:1 faculty to student ratio. Faculty workload is now commensurate with national norms.

Human Resource Development

It is apparent that a plan for the transition of faculty must be developed that includes recruitment, reappointment, and Tenure and Promotion expectations. In particular the team notes the need for a faculty transition plan as senior members of the faculty approach retirement. This implies an effort to provide junior faculty with a clear statement of expectations, as they will assume the leadership of the school. In addition the students note two areas of concern that require attention. First, an effort must be made to encourage the faculty to become literate with new information technologies and, second, the students indicate a desire for improved advising staffing.

2010 Visiting Team Assessment: While progress has been made in faculty transition and information technologies, student advising remains a concern.

Physical Resources

While the team recognizes the quality of the existing facilities, there is concern about recent growth in enrollment that is causing stress on the facilities and jeopardizing the ability of the program to provide appropriate work space for students.

2010 Visiting Team Assessment: With additional space acquired in adjacent buildings, this concern has been alleviated.

Financial Resources

The team finds that considerable progress has been made regarding the financial resources of the school. However, continuing attention will be necessary as the strategic plan is developed and decisions are undertaken to address enrollment growth and faculty workloads.

2010 Visiting Team Assessment: This concern has been resolved.

Public Information

The team finds that there are differences between the school's printed materials and the information found on the Web site. As the public is becoming more inclined to access information through electronic means, attention to this matter is becoming critical.

2010 Visiting Team Assessment: The UTA School of Architecture webpage is now a robust source of information. This condition is now Met.

3. Conditions Well Met

- 13.3 Graphic Skills
- 13.6 Fundamental Skills
- 13.11 Use of Precedents
- 13.18 Structural Systems
- 13.21 Building Envelope Systems
- 13.26 Technical Documentation
- 13.28 Comprehensive Design

4. Conditions Not Met

- 13.16 Program Preparation
- 13.31 Professional Development

5. Causes of Concern

Studio Culture

The team recognizes the environment of camaraderie and positive esteem within the school, noting the positive rapport of students and faculty. While a studio culture policy has been written and presented to the dean for implementation by a committee of students and faculty, there is no evidence of broader participation or awareness by the larger student body and student leadership. As presented, the policy lacks specificity with regard to the distinctive nature of the student body, especially non-traditional and commuter student communities.

Advising

A strongly diverse student population has added greatly to the richness of the SoA environment. Some undergraduate students have not yet made professional connections with either faculty mentors or undergraduate advisors causing them to feel some amount of disassociation. Many students feel that they are underserved. The University's stated goal is 1 advisor for every 200 students. Currently the SoA provides 1 advisor for every 400 students.

II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. Each school is expected to address these interests consistent with its scholastic identity and mission.

1.1 Architecture Education and the Academic Context

The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the APR, the accredited degree program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel.

	Met	Not Met
M. Arch. (Track I)	[X]	[]
M. Arch. (Track II)	[X]	[]

The team finds that the School of Architecture draws success from its academic and metropolitan settings. Faculty members actively participate in University wide committees and governing bodies. Faculty are encouraged to seek grants within the university context for research and creative work. Faculty are also able to complete Research Enhanced Proposals [R.E.P.] for funds towards research and scholarly works. In addition, within the last several years, start-up funds have been made available for new tenure track faculty for travel, equipment, books, etc.

The university [president, provost, vice provost and dean of the graduate school] believe that the School of Architecture is a “gem” that fits well within the university plan. As the university pushes to achieve “Tier 1” research school status, significant money will be invested in the School of Architecture including increased graduate teaching assistantships. In an attempt to further connect the SoA to the campus at large, faculty present at the university’s annual “Research Day” highlighting ongoing projects.

Foreign programs and associated work are also impressive; students have several options to expand their academic context outside of the campus and DFW area. Students make exceptional follow-up use of the architecture, urban design, landscape and interiors information they develop while studying abroad.

1.2 Architecture Education and Students

The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program’s mission, the APR may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students’ diversity, distinctiveness, self-worth, and dignity are nurtured.

	Met	Not Met
M. Arch. (Track I)	[X]	[]
M. Arch. (Track II)	[X]	[]

The school benefits from a student body whose cultural, socio-economic, life-experiential, and professional diversity enriches the academic and social environment. Indeed, the student body reflects the human panorama of the Dallas-Fort Worth metropolitan area, and the school and the university are well situated in serving the needs of the community in providing a professionally-oriented program in architecture.

Students have also recognized the diversity of thought within the school as an asset both to be recognized and celebrated. The team recognizes the spirit of camaraderie between students and their peers, and students with the faculty. The team also recognizes a proposal for a new studio culture policy has been drafted, though not yet implemented at the time of the visit. However, there was no evidence that the new policy or the status quo has substantively addressed the specific needs of a large population of commuter students (some who are driving a fair distance after nights without sleep) or non-traditional students (who may have employment-related or familial responsibilities).

The team notes a student sentiment of self-responsibility and ownership in their education, but many students noted frustration with the advising process. While the school has made strides in hiring new undergraduate advising staff, there is still a need for a formal mechanism for advice regarding professional issues, specifics of the curriculum relative to individual professional goals and selection of graduate schools among other topics requiring sensitivity to the discipline. Similarly, students have difficulty in finding course syllabi and detailed course descriptions at registration time. Students currently rely on ad hoc mentorship from professors, but the mechanism is informal and inconsistent. Students expressed the concern that catalog course descriptions are extremely brief. Detailed course syllabi are available online through the provost's webpage but are difficult to find and are not directly linked from the SoA webpage.

The student organizations, also wanting to gain a greater ownership in their education, have noted they wish to be more actively involved in the leadership of the school and interact more substantively with the school administration, a testament to the drive and ambition of the student body as a whole.

1.3 Architecture Education and Registration

The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the APR the accredited degree program's relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit.

	Met	Not Met
M. Arch. (Track I)	[X]	[]
M. Arch. (Track II)	[X]	[]

The stated focus of the program is to prepare students for a career in architecture. The success graduates and undergraduates have in obtaining employment locally is a

testament to the program’s achievement of that goal. The architecture program has historically enjoyed a good relationship with the Texas Board of Architectural Examiners and regularly hosts presentations by board members. The visiting team found evidence that students are presented the pathway to professional licensure, and that they are exposed to the concepts of IDP, licensure and continuing education through ARCH 1301/5301, the first year introductory course, and ARCH 5331, the professional practice course.

The team noted that, while ARCH 1301/5301 introduces the necessity of IDP and the process of obtaining registration, during discussions with students they frequently indicated a lack of knowledge about the process. ARCH 5331 is typically taken in the final year of each M. Arch track by which time many students may have lost the opportunity to take fullest advantage of their eligibility to initiate a council (NCARB) internship record as early in their education as the third year of the pre-professional program. It was also noted that no IDP Coordinator is currently appointed in the program.

1.4 Architecture Education and the Profession

The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Given the program’s particular mission, the APR may include an explanation of how the accredited degree program is engaged with the professional community in the life of the school; how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how they develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how they develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how they learn to reconcile the conflicts between architects’ obligations to their clients and the public and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.

	Met	Not Met
M. Arch. (Track I)	[X]	[]
M. Arch. (Track II)	[X]	[]

The team finds that UTA curriculum offers a broad and diverse professional education. Through lectures, collaborative research and information sharing, graduate students become thoroughly immersed in the roles and responsibilities of their future profession.

UTA enjoys the support and resources of two AIA chapters within a 20 mile radius of its campus. AIA Fort Worth established an endowed scholarship for UTA students, and AIA Dallas has matched their investment. Until the recent economic downturn, area firms responded enthusiastically to UTA’s architecture job fair; every graduate found employment within the region if that was desired.

The Advisory Council, established by the dean, is a manner in which practitioners provide insight regarding current industry issues as well as assist in school based development. The team feels that this interaction is positive in its affect on the students’ education and the professional context.

1.5 Architecture Education and Society

The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the APR, the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical implications of decisions involving the built environment; and how a climate of civic engagement is nurtured, including a commitment to professional and public services.

	Met	Not Met
M. Arch. (Track I)	[X]	[]
M. Arch. (Track II)	[X]	[]

The school’s foci on sustainability, suburban sprawl, and real world projects, as well as the Building Community Workshop, Arlington Urban Design Center, and work with regional non-profits evidences compliance.

2. Program Self-Assessment Procedures

The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty’s, students’, and graduates’ views on the program’s curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program’s focus and pedagogy.

	Met	Not Met
M. Arch. (Track I)	[X]	[]
M. Arch. (Track II)	[X]	[]

The team finds that, aside from student evaluation, there exists no formal review process for teaching, projects/assignments and results. There exists a “show and tell” event in December following fall coursework. Faculty reaction to this process is mixed. Some faculty [mostly newly hired faculty] find this review helpful in learning about the history of the school and its pedagogy as well as learning the curriculum of other courses. For the most part, the tenured/tenure track faculty find the “show and tell” to be too long, out dated and focused around conformity, not creativity. Both faculty groups agreed that there currently exists no follow up from the “show and tell” and feel that this should occur.

Students complete faculty and course evaluations at the conclusion of each semester. These evaluations are read by the dean and director and are utilized for compensation adjustment for full-time and tenured/tenure-track faculty. Conversely, the part-time, adjunct, visiting and clinical faculty receive the results of the evaluations, but do not receive feedback or formal performance reviews from the dean, director or administration.

The school has adopted the NAAB student performance criteria as their metric under the Unit Effectiveness Process / Plan [UEP]. How this will function is as yet unclear.

An alumni survey has been started to review the SoA’s coursework, pedagogy and faculty. The results of this survey are just coming in with limited results.

3. Public Information

To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.

	Met	Not Met
M. Arch. (Track I)	[X]	[]
M. Arch. (Track II)	[X]	[]

4. Social Equity

The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program’s human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

	Met	Not Met
M. Arch. (Track I)	[X]	[]
M. Arch. (Track II)	[X]	[]

5. Studio Culture

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

	Met	Not Met
M. Arch. (Track I)	[X]	[]
M. Arch. (Track II)	[X]	[]

6. Human Resources

The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.

	Met	Not Met
M. Arch. (Track I)	[X]	[]
M. Arch. (Track II)	[X]	[]

The team finds the faculty and staff to be a cohesive, collegial team. With a student population over 1000, the faculty has grown substantially placing them closer to their strategic planning goal of a 15:1 faculty to student ratio. Full-time staff members currently work with the shop facilities, visual resource center and digital media/print labs.

All faculty maintain weekly office hours in addition to being on campus one hour per day minimum. Students are encouraged to seek out their faculty for additional help through office hours, scheduled appointments and “dropping by”. The University of Texas Arlington considers creative activity to be equal to research, encouraging faculty growth in their personal areas of interest. Faculty find intellectual and financial encouragement from the school and university administrations for creative and scholarly work.

Both the dean and program director teach studio courses, connecting them with the student body.

Some progress in faculty diversity has occurred. Although recent hires have included women and minority faculty, the percentage of those cohorts are still substantially below desirable levels.

7. Human Resource Development

Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.

	Met	Not Met
M. Arch. (Track I)	[X]	[]
M. Arch. (Track II)	[X]	[]

The team finds the university, as a whole, supports the hiring and development of faculty both financially and pedagogically. This support is also evident within the School of Architecture administration and its relationship with its faculty. Faculty feel welcomed and encouraged to seek grants within the university context for research and creative work. The faculty is also encouraged to complete Research Enhanced Proposals [R.E.P.] for funds towards research and scholarly works. Within the last year, start-up funds have been made available for new tenure track faculty for travel, equipment, books, etc.

As the university pushes to achieve “Tier 1” research school status, they plan on putting significant money into the School of Architecture including increasing graduate teaching assistantships. This increase in funds is an attempt to not only retain the highest quality students as they move from undergraduate to graduate coursework but also to attract students from other universities. Based on the latest strategic plan, the SoA will create five additional graduate fellowships to recruit out-of-state students.

8. Physical Resources

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

	Met	Not Met
M. Arch. (Track I)	[X]	[]
M. Arch. (Track II)	[X]	[]

The procurement of new technologies [laser cutter, 3D printer] in the arena of Digital Fabrication has expanded and enriched the School of Architecture’s pedagogy.

9. Information Resources

Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720–29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.

	Met	Not Met
M. Arch. (Track I)	[X]	[]
M. Arch. (Track II)	[X]	[]

Plans are being developed to expand the amount of shelving space available for an already over-crowded library collection.

10. Financial Resources

An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.

	Met	Not Met
M. Arch. (Track I)	[X]	[]
M. Arch. (Track II)	[X]	[]

11. Administrative Structure

The accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

	Met	Not Met
M. Arch. (Track I)	[X]	[]
M. Arch. (Track II)	[X]	[]

The University of Texas at Arlington received a full Tier IV [4 or more Doctoral Degrees] accreditation by the Southern Association of Colleges and Schools in 2007. The next reaffirmation for this accreditation will occur in 2017.

12. Professional Degrees and Curriculum

The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The

curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

	Met	Not Met
M. Arch. (Track I)	[X]	[]
M. Arch. (Track II)	[X]	[]

13. Student Performance Criteria

The accredited degree program must ensure that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

13.1 Speaking and Writing Skills

Ability to read, write, listen, and speak effectively

	Met	Not Met
M. Arch. (Track I)	[X]	[]
M. Arch. (Track II)	[X]	[]

13.2 Critical Thinking Skills

Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards

	Met	Not Met
M. Arch. (Track I)	[X]	[]
M. Arch. (Track II)	[X]	[]

13.3 Graphic Skills

Ability to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process

	Met	Not Met
M. Arch. (Track I)	[X]	[]
M. Arch. (Track II)	[X]	[]

13.4 Research Skills

Ability to gather, assess, record, and apply relevant information in architectural coursework

	Met	Not Met
M. Arch. (Track I)	[X]	[]
M. Arch. (Track II)	[X]	[]

13.5 Formal Ordering Skills

Understanding of *the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design*

	Met	Not Met
M. Arch. (Track I)	[X]	[]
M. Arch. (Track II)	[X]	[]

13.6 Fundamental Skills

Ability to use *basic architectural principles in the design of buildings, interior spaces, and sites*

	Met	Not Met
M. Arch. (Track I)	[X]	[]
M. Arch. (Track II)	[X]	[]

13.7 Collaborative Skills

Ability to *recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team*

	Met	Not Met
M. Arch. (Track I)	[X]	[]
M. Arch. (Track II)	[X]	[]

13.8 Western Traditions

Understanding of *the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them*

	Met	Not Met
M. Arch. (Track I)	[X]	[]
M. Arch. (Track II)	[X]	[]

13.9 Non-Western Traditions

Understanding of *parallel and divergent canons and traditions of architecture and urban design in the non-Western world*

	Met	Not Met
M. Arch. (Track I)	[X]	[]
M. Arch. (Track II)	[X]	[]

13.10 National and Regional Traditions

Understanding of *national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition*

	Met	Not Met
M. Arch. (Track I)	[X]	[]
M. Arch. (Track II)	[X]	[]

13.11 Use of Precedents

Ability to *incorporate relevant precedents into architecture and urban design projects*

	Met	Not Met
M. Arch. (Track I)	[X]	[]
M. Arch. (Track II)	[X]	[]

13.12 Human Behavior

Understanding of *the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment*

	Met	Not Met
M. Arch. (Track I)	[X]	[]
M. Arch. (Track II)	[X]	[]

13.13 Human Diversity

Understanding of *the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects*

	Met	Not Met
M. Arch. (Track I)	[X]	[]
M. Arch. (Track II)	[X]	[]

13.14 Accessibility

Ability to *design both site and building to accommodate individuals with varying physical abilities*

	Met	Not Met
M. Arch. (Track I)	[X]	[]
M. Arch. (Track II)	[X]	[]

13.15 Sustainable Design

Understanding of the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities

	Met	Not Met
M. Arch. (Track I)	[X]	[]
M. Arch. (Track II)	[X]	[]

13.16 Program Preparation

Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria

	Met	Not Met
M. Arch. (Track I)	[]	[X]
M. Arch. (Track II)	[]	[X]

Evidence was not found that all students were required to complete a comprehensive program based on client and user needs, with analysis of site conditions and assessment of relevant laws and standards.

13.17 Site Conditions

Ability to respond to natural and built site characteristics in the development of a program and the design of a project

	Met	Not Met
M. Arch. (Track I)	[X]	[]
M. Arch. (Track II)	[X]	[]

13.18 Structural Systems

Understanding of principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems

	Met	Not Met
M. Arch. (Track I)	[X]	[]
M. Arch. (Track II)	[X]	[]

13.19 Environmental Systems

Understanding of the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope

	Met	Not Met
M. Arch. (Track I)	[X]	[]
M. Arch. (Track II)	[X]	[]

13.20 Life-Safety

Understanding of *the basic principles of life-safety systems with an emphasis on egress*

	Met	Not Met
M. Arch. (Track I)	[X]	[]
M. Arch. (Track II)	[X]	[]

13.21 Building Envelope Systems

Understanding of *the basic principles and appropriate application and performance of building envelope materials and assemblies*

	Met	Not Met
M. Arch. (Track I)	[X]	[]
M. Arch. (Track II)	[X]	[]

13.22 Building Service Systems

Understanding of *the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems*

	Met	Not Met
M. Arch. (Track I)	[X]	[]
M. Arch. (Track II)	[X]	[]

13.23 Building Systems Integration

Ability to *assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design*

	Met	Not Met
M. Arch. (Track I)	[X]	[]
M. Arch. (Track II)	[X]	[]

13.24 Building Materials and Assemblies

Understanding of *the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse*

	Met	Not Met
M. Arch. (Track I)	[X]	[]
M. Arch. (Track II)	[X]	[]

13.25 Construction Cost Control

Understanding of *the fundamentals of building cost, life-cycle cost, and construction estimating*

	Met	Not Met
M. Arch. (Track I)	[X]	[]

M. Arch. (Track II) []

13.26 Technical Documentation

Ability to make technically precise drawings and write outline specifications for a proposed design

	Met	Not Met
M. Arch. (Track I)	<input checked="" type="checkbox"/>	[]
M. Arch. (Track II)	<input checked="" type="checkbox"/>	[]

13.27 Client Role in Architecture

Understanding of the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user

	Met	Not Met
M. Arch. (Track I)	<input checked="" type="checkbox"/>	[]
M. Arch. (Track II)	<input checked="" type="checkbox"/>	[]

13.28 Comprehensive Design

Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability

	Met	Not Met
M. Arch. (Track I)	<input checked="" type="checkbox"/>	[]
M. Arch. (Track II)	<input checked="" type="checkbox"/>	[]

13.29 Architect’s Administrative Roles

Understanding of obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts

	Met	Not Met
M. Arch. (Track I)	<input checked="" type="checkbox"/>	[]
M. Arch. (Track II)	<input checked="" type="checkbox"/>	[]

13.30 Architectural Practice

Understanding of the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others

Met Not Met

M. Arch. (Track I)	[X]	[]
M. Arch. (Track II)	[X]	[]

13.31 Professional Development

Understanding of *the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers*

	Met	Not Met
M. Arch. (Track I)	[]	[X]
M. Arch. (Track II)	[]	[X]

While there is evidence that the topic may be presented in ARCH 5331 Professional Practice through a lecture and some student presentations, students are receiving this information in the final year of their curriculum and not in a consistent manner. When surveyed in the entrance meeting, a majority of students indicated that they are unfamiliar with the licensure process and the Intern Development Program.

13.32 Leadership

Understanding of *the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities*

	Met	Not Met
M. Arch. (Track I)	[X]	[]
M. Arch. (Track II)	[X]	[]

13.33 Legal Responsibilities

Understanding of *the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws*

	Met	Not Met
M. Arch. (Track I)	[X]	[]
M. Arch. (Track II)	[X]	[]

13.34 Ethics and Professional Judgment

Understanding of *the ethical issues involved in the formation of professional judgment in architectural design and practice*

	Met	Not Met
M. Arch. (Track I)	[X]	[]
M. Arch. (Track II)	[X]	[]

This page is left blank intentionally.

III. Appendices

Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2010 University of Texas at Arlington Architecture Program Report.

Arlington College, 1895-1902

Arlington College was established to improve the availability of quality education in the recently founded rural town. A private institution, Arlington College's first class of roughly 75 students received schooling from the elementary to about today's high school level.

Carlisle Military Academy, 1902-1913

Col. James M. Carlisle arrived in 1902 and converted the campus into a private academy "for the literary, military, and manual training of boys," as its charter stated. Despite its official admission policy, the school had at least eight female graduates during its eleven-year existence.

Arlington Training School, 1913-1916

Educator H.K. Taylor re-opened the institution as Arlington Training School with military-style discipline and high-school level coursework. Although the institution focused still on boys' preparatory education, females were admitted as day students.

Arlington Military Academy 1916-1917

Arlington Military Academy operated only for the 1916-17 academic year. This marked the end of Arlington's community attempts to support a private intermediate and secondary institution.

Grubbs Vocational College, 1917-1923

In 1917, the institution became a branch of the Agricultural and Mechanical College of Texas (now Texas A&M). The state junior college's curriculum focused on the agricultural, mechanical and industrial trades, as well as household arts for female students. Enrollment at Grubbs reached 808 during the 1922-23 school year.

North Texas Agricultural College, 1923-1949

In 1923 the college was renamed to better reflect the fact that it had become a public institution with a liberal arts curriculum that was no longer strictly vocational, as well as a rapidly expanding enrollment. Unsatisfied with NTAC's two-year status, the administration unsuccessfully petitioned Texas A&M's board throughout the 1940s to elevate it to senior-college status.

Arlington State College, 1949-1967

As the largest state-supported junior college in the Southwest, the school had transitioned into a comprehensive academic institution. Its name once again changed, and in 1959 Arlington State became a four-year institution. The college was the first in the A&M system to integrate African-American students in 1962. In 1965, the institution was transferred to the University of Texas System. During ASC's years, enrollment grew from 1,532 students to more than 11,000.

The University of Texas at Arlington, 1967-Present

The institution received its current name by act of the state legislature making each of the UT System campuses "The University of Texas at...". Its ever-expanding facilities span 420 acres and include over 100 buildings, with a newly established campus in downtown Ft. Worth. UT Arlington has become a high-activity research university with an active and diverse campus of

25,000 students, 5,000 on-campus residents, 12 NCAA Division I athletic teams, and over 180 bachelor's, master's and doctoral degree programs.

Excerpted from:

Saxon, G.D. (1995). Transitions: A centennial history of The University of Texas at Arlington 1895-1995. The UTA Press: Arlington, DC.

2. Institutional Mission

The following text is taken from the 2010 University of Texas at Arlington Architecture Program Report.

The University of Texas at Arlington is a comprehensive research, teaching, and public service institution whose mission is the advancement of knowledge and the pursuit of excellence. The University is committed to the promotion of lifelong learning through its academic and continuing education programs and to the formation of good citizenship through its community service learning programs. The diverse student body shares a wide range of cultural values and the University community fosters unity of purpose and cultivates mutual respect.

As a University, we affirm our commitment to the following objectives:

- The University is committed to comprehensive programs of academic research. This research effort requires attracting and retaining scholars who promote a culture of intellectual curiosity, rigorous inquiry, and high academic standards among their fellow faculty and the students they teach.
- The University prepares students for full, productive lives and informed and active citizenship. To that end, we have developed undergraduate and graduate curricula and classroom practices that engage students actively in the learning process. Outside the classroom a wide range of student organizations and activities contribute to the learning environment. Our service learning program offers students the opportunity to supplement their academic study with internships in a variety of community settings, testing their skills and aptitudes and challenging their values. State-of-the-art teaching technologies, distance education, and off-site instruction afford access to off-campus as well as traditional students. Non-degree certificate and continuing education programs offer practical, aesthetic, and intellectually stimulating opportunities for community learners, for individual courses or a sustained program of study.
- The mission of a university can be achieved only when its students, faculty, staff, and administrators value and promote free expression in an atmosphere of tolerance, responsibility, and trust. The University regards these attributes as prerequisites for any community of learners and vigilantly strives to maintain them.
- Mindful of its role as a resource to the community, regionally, nationally, and internationally, the University continually seeks partnerships with public and private concerns in order to advance the economic, social, and cultural welfare of its constituencies. We serve the needs of the North Texas community by sponsoring public lectures and academic symposia, as well as artistic, musical, and dramatic productions.

3. Program History

The following text is taken from the 2010 University of Texas at Arlington Architecture Program Report.

At the University of Texas at Arlington, Architecture was first taught in the early **1940's** as a two year non degree program in the School of Engineering. The program remained unchanged until 1968 when Architecture left the umbrella of the School of Engineering and became a department in the College of Liberal Arts. The move had the support of the professional architectural community in both Dallas and Ft. Worth since it was the only institution in North Texas to provide professional education in architecture. Growth continued and in 1973 the Department of Architecture separated from Liberal Arts and became a School of Architecture.

Initially the curriculum provided a four year undergraduate program with a two year Master of Architecture program as the first professional degree. The School followed the popular academic model first introduced in the Princeton Report of the late 1960's. In 1974, the School was renamed the School of Architecture and Environmental Design and quickly grew to more than one thousand students and a full time faculty of thirty one in all fields under Dean Hal Box, FAIA. Architecture, Landscape Architecture, and Interior Design remained the three dominant programs while City and Regional Planning moved to the Institute of Urban Studies and Building Systems fused with the Construction Research Center in Civil Engineering. During the **1970s and 1980s** the enrollment fluctuated while the permanent faculty continued to grow. George S. Wright FAIA became the second Dean and during his tenure, the School of Architecture established the School's Italy summer study program that has continued for more than thirty years.

In **1986** the School moved to its present location after sharing facilities in several buildings over the years. Its 122,000 sf nearly doubled the previous available square footage.

Edward Baum, FAIA became the third dean and introduced the visiting critic program for the M.Arch. studios and established study abroad programs in Sweden, Spain and Austria. This international reach helped the School's reputation as did a strong design program. During Baum's tenure, students and faculty from the School won more design competitions than any other ACSA professional program in the country.

In **1989**, the SAED changed its name to School of Architecture. Architecture remained the largest enrollment while the programs in interior design and landscape architecture grew more slowly. Interior Design is currently accredited by CIDE and NASAD; Landscape Architecture is accredited by CELA.

After Ed Baum retired as Dean the School entered a period of some instability, Professor Lee Wright, AIA served as Interim Dean for two years, **1999-2001**, as the search for a permanent Dean was conducted.

Professor Martha LaGess served as Dean from **2001 to 2002** and was replaced by the Provost.

Richard Dodge, Barlette Cocke Centennial Professor of Architecture Emeritus University of Texas at Austin, succeeded LaGess as Interim Dean.

Don Gatzke, formerly Dean at Tulane University, was appointed dean beginning January 2004 and was reappointed to a second 5 year term beginning September **2009**.

The first NAAB accreditation team visited the School in 1975 and recommended a full five year accreditation. The program received reaccreditation for five year terms in 1980, 1985, 1990 and 1995. In 2000, the NAAB team recommended a 3 year re-accreditation. In 2004, the program was reaccredited for a 6 year term with a 3 year focused evaluation.

Since the 1990's student enrollment has remained relatively steady at approximately 1080 students in all programs. Studio spaces and classrooms are approaching capacity.

During the late 1980s the full time faculty size remained constant due to a strained University budget. As faculty retired, they were replaced by non tenure track adjunct faculty on a selective basis. Most adjunct faculty are local practicing architects who teach design studios or technical support courses. More recently, the School has been rebuilding the tenure track faculty, and since the last NAAB visit 10 tenure track faculty have been hired, 7 of whom have primary teaching responsibilities within the undergraduate or graduate architecture programs. In addition, the School obtained approval for a clinical faculty status that allows for multiple year contracts, payment of benefits and a certain measure of employment security and status for non-tenure-track faculty.

A School Advisory Council was formed in the early 1980's of approximately twenty-seven design professionals, community leaders, and friends of the School. Reformed as the Dean's Advisory Council in 2004, the DAC meets on a semi annual basis to provide input on curricular and professional issues, sponsors enrichment events such as the annual Developers' Roundtable and represents the School within the advisory structure of the University.

In 2005, a collaboration of individuals representing public, private and academic community sectors founded a regional visioning effort entitled Vision North Texas www.visionnorthtexas.org. UT Arlington was one of the 3 founding partners through the participation of Dean Gatzke, who continues to represent the University on the management board.

The latest initiatives of the School are the anticipated launch of a graduate level certificate program in Fall 2009, "*Certificate in Property Repositioning and Turnaround Strategies*" and a full Master of Science degree program in real estate development in fall of 2010. Michael Buckley, formerly director of the Masters of Real Estate Development Program at Columbia University directs this initiative.

In the summer of 2009, a pilot program the Arlington Urban Design Center was established as a joint venture with the School of Urban and Public Affairs and the City of Arlington Planning Department. Initial funding is being provided the Office of the Provost. As of this writing, a team of two faculty, one each from Architecture and SUPA and a team of 9 students are involved in providing design assistance to neighborhoods, community groups and businesses in Arlington under the auspices of the city.

4. Program Mission

The following text is taken from the 2010 University of Texas at Arlington Architecture Program Report.

The mission of the School of Architecture is to provide students with a rich learning experience and the opportunity to pursue an accredited professional degree in Architecture, Landscape Architecture, and Interior Design. We are here to provide an academic climate that fosters and rewards faculty accomplishment in teaching, research, and design and to be an active partner in the community.

5. Program Self Assessment

The following text is taken from the 2010 University of Texas at Arlington Architecture Program Report.

In general, the School and the Architecture Program is considered to be strong and increasing in quality, as measured by student achievement and external reputation by the faculty, the University administration, the regional profession and the public at large. Commensurate with the University's reputational rise, the School has significantly improved its reputation through outreach efforts, innovative extracurricular programming and communications. An indication of the rising external reputation is the Graduate Program's ranking by Design Intelligence in 2008 as second among the top ten programs in the South as ranked by firms within the region.

While not attempting to limit discourse or investigation of emerging ideas or trends in architectural practice and theory, the core ethos of the program is that the practice of architecture is the making of buildings and the consideration of the broad range of issues, human and technological, in the design and construction of environments for human habitation. That ethos is sufficiently consensual among the faculty as to give the program a coherence and comprehensibility for students that contributes to their success.

While the program enrolls a highly diversified student body as measured by gender, ethnicity, and socio-economic background, the typical UTA student is from North Texas, the first generation in his/her family to attend college, and highly focused on a traditional career in the profession. Students are ambitious, exhibit a strong work ethic and are cooperative and collegial. Student disciplinary problems are exceedingly rare.

Strengths

- Preservation of a institutional culture that places a premium on drawing, model making and compositional strategies for ordering form and space as the foundation of design education, while prudently addressing emerging trends within design education and the profession
- A strong relationship with the local, regional and state profession that provides input, support, and validation of the curriculum
- A location within a vibrant metropolitan region with a splendid catalog of master works of modern architecture and one of the centers for development design and construction in the nation
- A critical mass of senior, highly experienced faculty who help maintain a curricular cohesion
- Another critical mass of young faculty who are introducing new ideas, strategies and objectives

- A very supportive University administration that offers high operational autonomy with little bureaucratic interference but has financially supported new initiatives directed towards institutional excellence: new faculty research funds, Arlington Urban Design Center, SEED (High school architecture camp), TexFiles (publication of work of the School), among others.

Weaknesses

- The lack of a true research component. While many of the faculty are actively pursuing topical research or creative projects, the School does not have the research infrastructure that can support a higher level of faculty research in areas that can produce innovations of use to the profession and society. Current funding for research is essentially on an ad hoc basis and dependent upon external gifts. Areas of research that would be particularly meaningful would be in construction technology, building systems and energy/sustainability. However, it should be noted that as of 2009, the Provost is providing significant research and professional development start up funding for all new tenure track faculty hires in the School.
- It should also be noted that there is some debate among the faculty and, to a lesser extent, within the student body about the number of faculty members who were educated at the UTA School of Architecture, and that this contributes to a lack of intellectual pluralism and an inbreeding of ideology and pedagogical technique. While it is true that a number of the current faculty both tenure, tenure track and adjunct have undergraduate and/or graduate degrees from this School, many have additional educational and professional experiences that have broadened their understanding and approach. One of the strengths of the School is a coherent disciplinary and pedagogical philosophy which is successful in "framing" the study of architecture and equipping the students with the tools for both analysis and synthesis, and that many of the faculty share this perspective and skills contributes to this success. However, the assessment of the Visiting Team will be helpful in understanding the merits of this debate.

Challenges

- In an era of dramatic change and increasing complexity in the theory and practice of architecture, entering students seem to be less prepared than previous generations to succeed at rigorous college level study. Written and verbal communications skills and mathematical ability are areas of greatest concern.
- Incorporation of building information management and related technological innovations that have affected professional practice.
- While higher education in Texas remains better funded than in most states at this time, state support and tuition does not meet financial needs. Increasingly, the School is dependent upon external funding and development efforts to support new initiatives, acquisition of educational equipment and other "enrichment" programs beyond the basics. During the current economic conditions, fundraising is significantly down and a contraction of the overall budget is anticipated for the coming several years.
- Continued diversification of the faculty. The faculty is still significantly less diverse than the student body.

This page is left blank intentionally.

Appendix B: The Visiting Team

Team Chair, Representing the NCARB
Frank M. Guillot, FAIA
Guillot-Vivian-Viehmman Architects Inc
284 South Union Street
Burlington, VT 05401
(802) 862-9631
(802) 660-9010 fax
fg@gvvarchitects.com

Representing the ACSA
David Shove-Brown, AIA, NCARB
Assistant Dean
The Catholic University of America
School of Architecture + Planning
Washington, DC 20064
(202) 319-5786 direct
(202) 319-4288 fax
(202) 319-5188
shovebrown@cua.edu

Representing the AIAS
Tony P. Vanky
881 Massachusetts Avenue, #31
Cambridge, MA 02139
(734) 846-7057
tony@tonyvanky.com

Representing the AIA
Sheila K. Snider, FAIA
222 Banta Trail
Indianapolis, IN 46227
(317) 783-3662
skrsnider@aol.com

Observer
Joseph L. Mashburn
Professor
University of Houston
3614 Montrose Boulevard
Unit 1202
Houston, TX 77006
(713) 202-1249
Mashburn@uh.edu

This page is left blank intentionally.

Appendix C: The Visit Agenda

SATURDAY_20 February 2010

1:00	Lunch	Chair (FG), Dean (Donald Gatzke, AIA), Program Director (Bijan Youssefzadeh)
2:00	Review Team Room (Team arrival)	FG, DG and/or BY
6:30	Welcome & Dinner	Team, DG, BY
9:00	Team Orientation	Team

SUNDAY_21 February 2010

7:30	Breakfast	Team
8:30	Review APR – Issues & Questions	Team
9:30	Overview of the Team Room by Program Director	Team, BY
10:00	Initial review of exhibits and records	Team
12N	Lunch	Team, DG, BY
1:00	Tour of facilities	Team, BY
2:30	Continued review of exhibits and records	Team
4:30	Entrance meeting w/faculty	Team, FT faculty, Adj faculty, Advisory Council.
6:00	Dinner (Texas BBQ) & continued review	Team
9:30	Debriefing	Team

MONDAY_22 February 2010

7:30	Breakfast with Prog. Dir.	Team, BY
9:00	Entrance meeting w/ chief academic officers of institution	Team
10:00	Meeting w/ Assoc. Dean, Asst to Dean, Int. Des. Prog Dir, LA Prog Dir., Bldg. Comm. WrkShp Dir., Arlington Comm. Des. Ctr. Dir.	Team
11:00	Continued review	Team
12N	Lunch (Faculty Club)	Team, Grad. Advising Asst, U. Grad Advisors, Visual Resource Curator, Personal Computing Asst., Shop Dir, Librarians
1:30	Observations of studios	Team
3:00	Continued review	Team
5:30	School-wide entrance meeting w/ students	Team, students
6:30	Reception (at Faculty Exhibit)	Team, faculty, administrators, alumni/ae, practitioners
8:00	Dinner (Team Room) & continued review	Team

9:30 Debriefing Team

TUESDAY_23 February 2010

7:30 Breakfast Team, BY

8:30 Meeting w/ FT faculty Team

9:30 Meeting w/ Adjunct faculty Team

10:30 Continued review Team

12N Lunch (Faculty Club) w/ student representatives Team

1:00 Complete review of exhibits & records Team

6:30 Dinner (Team Room) Team

Accreditation deliberations & drafting the VTR

WEDNESDAY_24 February 2010

7:00 Check-out of the hotel

7:30 Breakfast Team, BY

9:00 Exit meeting w/ DG

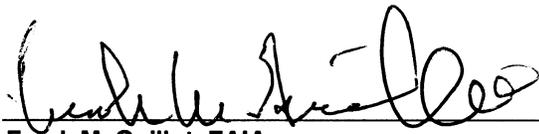
10:00 Exit meeting w/ chief academic officers of the institution

11:00 School-wide exit meeting w/ faculty & students

12N Team lunch & departure Team

IV. Report Signatures

Respectfully submitted,



Frank M. Guillot, FAIA
Team Chair

Representing the NCARB



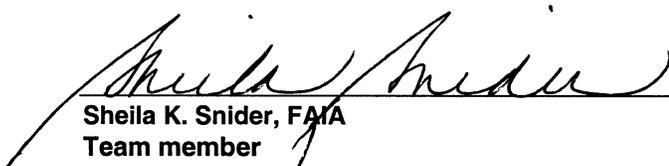
David Shove-Brown, AIA, NCARB
Team member

Representing the ACSA



Tony P. Vanky
Team member

Representing the AIAS



Sheila K. Snider, FAIA
Team member

Representing the AIA



Joseph L. Mashburn
Observer

This page is left blank intentionally.