NAAB REVIEW OF ARCHITECTURAL PROGRAM REPORT

School Name The University of Texas at Arlington
Address   Arlington, Texas 76019

Method of Support State
Name of President Wendell Neddermann, Ph.D.
Regional Accreditation Southern Association of Colleges

School or College School of Architecture & Environmental Design
Year Established 1974
Dean   George S. Wright, FAIA
Phone number (817) 273-2801

Department or Division Architecture
Chair   John McDermott
Phone number (817) 273-2801

Programs: Master of Architecture (4 + 2)
            Master of Architecture (3 + Summer)
            B. S. in Architecture (not accredited)

Total FTE Student Enrollment: 608
Total Full-Time Faculty: 25
Total Part-Time Faculty: 10

Studio Faculty/Studio Student Ratio: 20:387 (19.4)
Studio Area/Studio Student Ratio: 26,039:387 (67.3)

Graduates from Accredited Program(s) in 1984-85: 14
Last Accreditation Term: 1981-86

3.2.1 Introduction

a. Institution Description and History

One of 14 institutions in the University of Texas system with 10 major divisions; current administrative organization chart included.

b. Program History

Very large enrollment for a young school, due to growth in region.

3.2.2 Program Mission and Educational Intent

Intention to produce graduates with traditional and comprehensive skills and values.

3.2.3 Academic Context

a. Institutional Context

School of Architecture is one of ten divisions within a rapidly growing campus in the expanding Dallas-Fort Worth region.

b. Human Resources

Almost all students are in state, and the majority work, live off campus and take reduced academic loads. The faculty is highly tenured and quite active in practice. Staffing is complete and qualified.

c. Physical and Information Resources

The new building is to be occupied in 1986 which will double the available space and consolidate the School under one roof. The branch library in the School has a core collection only. The computer lab will be on line in Fall 1985.

d. Administration

Well organized administration with a School Council, Visiting Council, and clear lines of responsibility.

3.2.4 Academic Program

a. Curriculum requirements for graduates

Clearly outlined with about one-third of the courses in general education; the first two years are basic studies for all three design disciplines; graduate matriculants must have a bachelor degree.

b. Architectural program

Very well structured curricula with a B. S. program in Architecture including an urban design/planning option; three graduate programs available for students with different undergraduate preparation; a joint graduate degree in planning and architecture. Complete course descriptions with responsible faculty provided.

Assessment Key:	+ meets criteria	− area of concern

	curriculum opportunity	achievement evidence

HISTORY, HUMAN BEHAVIOR AND ENVIRONMENTAL CONTEXT

History:

		curriculum opportunity	achievement evidence
1.	Understand theories and principles	+	−
2.	Understand impact of cultural values	+	−
3.	Understand historical antecedents	+	−
4.	Be able to draw upon an understanding of history	+	+
5.	Be able to bring an understanding of history	+	−
6.	Be able to use an understanding of history	+	+
7.	Be aware of historical methods of inquiry	+	−

History Comments:

All of the opportunities are provided as described in the course outlines. However, since Professors Henry and Yardley teach all of the history courses, either they are very overloaded or the elective courses are not regularly offered. Achievment evidence is not always explained in the APR.

Human Behavior:

		curriculum opportunity	achievement evidence
8.	Understand psychological and physiological needs	+	−
9.	Understand how people interact with environment	+	+
10.	Be able to gather information about human needs	+	+
11.	Be able to extract and graphically describe	+	+
12.	Be able to contribute to studies	+	+

Human Behavior Comments:

These curriculum opportunities are implicit rather than explicit in the curriculum. There are no specific courses dealing with this content. Some of it could be more directly addressed in ARCH 5363 Design Research.

	curriculum opportunity	achievement evidence

Environmental Context:

		curriculum opportunity	achievement evidence
13.	<u>Understand</u> technical, traditional, symbolic	+	−
14.	<u>Be able</u> to determine criteria for the location	+	−
15.	<u>Be aware of</u> diversity of approaches	+	−

Environmental Context Comments:

These opportunities are provided in Site Development (LARC 3337)
in the undergraduate curriculum but no equivalent course is
required in Graduate Program II. Achievment evidence is not
explained in the APR.

DESIGN

Analysis:

		curriculum opportunity	achievement evidence
16.	<u>Understand</u> ways of dividing the design process	−	−
17.	<u>Understand</u> techniques of analysis	+	+
18.	<u>Understand</u> ways of articulating and clarifying	+	+
19.	<u>Understand</u> major current building project types	+	+
20.	<u>Be able</u> to analyze problems	−	−

Analysis Comments:

The extent to which design analysis is taught or exercised
in the design studios is not evident from the APR.

Synthesis:

		curriculum opportunity	achievement evidence
21.	<u>Understand</u> the significant purposes for building	+	−
22.	<u>Understand</u> buildings as elements in evolution	+	−
23.	<u>Understand</u> ordering principles	+	+
24.	<u>Be able</u> to organize concepts and assemble ideas	+	+
25.	<u>Be able</u> to integrate all aspects	+	+
26.	<u>Be able</u> to express concepts clearly	+	+

	curriculum opportunity	achievement evidence

Synthesis Comments:

The curriculum structure acknowledges these performance criteria but the level of achievment must be ascertained by the Visiting Team.

Judgment:

		curriculum opportunity	achievement evidence
27.	Be able to formulate general objectives	+	−
28.	Be able to exercise architectural judgment	−	−
29.	Be able to engage others in these judgment processes	+	+
30.	Be aware of how architects & others exercise judgment	+	+

Judgment Comments:

The format for student project reviews is not explicated in the APR. The guest jury week is useful in achieving these performance criteria.

Communication:

		curriculum opportunity	achievement evidence
31.	Understand the ideas and purposes	+	+
32.	Understand the types of communications media	+	+
33.	Be able to communicate the programmatic intent	+	+
34.	Be able to convey the essentials of the building	+	+
35.	Be able to communicate with project constructors	+	+
36.	Be aware of emerging technologies	+	−

Communication Comments:

This is a well organized and comprehensive area of the curriculum with the planned inclusion of computer graphics in 1985.

	curriculum opportunity	achievement evidence

TECHNICAL SYSTEMS AND REQUIREMENTS

Structural Systems:

		curriculum opportunity	achievement evidence
37.	Understand theory of simple structures	+	–
38.	Be able to design simple building elements	+	+
39.	Be able to analyze structural systems	+	+
40.	Be able to organize building systems	+	–
41.	Be able to select, integrate and coordinate	+	+
42.	Be aware of current and developing structural systems	+	+

Structural Systems Comments:

This area is treated comprehensively in the curriculum but the achievment evidence is not always explained in the APR.

Environmental Control Systems:

		curriculum opportunity	achievement evidence
43.	Understand the fundamental principles	+	–
44.	Understand elementary environmental control systems	+	+
45.	Be able to critique systems designed by others	+	+
46.	Be aware of relevant codes and regulatory standards	+	+
47.	Be aware of alternative energy sources	–	–

Environmental Control Systems Comments:

Although there is an elective course in energy conservation, this topic should also be a part of the required curriculum.

	curriculum opportunity	achievement evidence

Construction Materials and Assemblies:

		curriculum opportunity	achievement evidence
48.	<u>Understand</u> the performance of building materials	+	+
49.	<u>Be able</u> to select building materials	+	+
50.	<u>Be aware of</u> the·formation and manufacture	+	−
51.	<u>Be aware of</u> existing and emerging construction methods	−	−

Construction Materials and Assemblies Comments:

Resources of the region could be utilized to study emerging construction methods (No. 51).

Safety and Accessibility:

		curriculum opportunity	achievement evidence
52.	<u>Understand</u> the principles of life safety systems	+	+
53.	<u>Understand</u> relationships between life safety systems	+	+
54.	<u>Be aware of</u> relevant codes and standards	+	+
55.	<u>Be aware of</u> site and building design modifications to accommodate human disabilities	+	+
56.	<u>Be aware of</u> the limiting aspects of human disabilities	−	−
57.	<u>Be aware of</u> relevant codes and standards	+	−

Safety and Accessibility Comments:

As noted in the APR, most of these curriculum opportunities seem to be provided to some extent.

	curriculum opportunity	achievement evidence

PRACTICE

Process:

		curriculum opportunity	achievement evidence
58.	Understand the traditional arrangements	+	+
59.	Understand nontraditional ways of rendering services	+	−
60.	Understand the types of documentation	+	+
61.	Be aware of computer usage in the process	−	−
62.	Be aware of the issues and ideas	+	−
63.	Be aware of the various professional disciplines	+	−
64.	Be aware of various individuals, groups & resources	+	−

Process Comments:

Criterion 61 will be aided through the use of the planned computer lab. Means to determine achievment are not always explained in the APR.

Project Finance and Economics:

		curriculum opportunity	achievement evidence
65.	Be aware of building economics, development economics and finance	+	−
66.	Be aware of value engineering, life cycle cost analysis	+	−

Project Finance and Economics Comments:

Means to determine achievment are not explained in the APR.

	curriculum opportunity	achievement evidence

Business and Practice Management:

		curriculum opportunity	achievement evidence
67.	Be aware of contract negotiations, office organization	+	–
68.	Be aware of the architect's responsibility	+	–
69.	Be aware of the ethics of the profession	+	–

Business and Practice Management Comments:

Means to determine achievment are not explained in the APR.

Laws and Regulations:

		curriculum opportunity	achievement evidence
70.	Understand the legal relevance of the public health, safety and welfare	+	–
71.	Be aware of areas of the law which affect architecture	+	–
72.	Be aware of the relevance of the law to professional registration	+	–
73.	Be aware of the mechanisms and procedures for enforcement	+	–

Laws and Regulations Comments:

Means to determine achievment are not explained in the APR.

3.2.5   Program Enrichment

   a.   Research

        Center for Design and Research (CEDR) has been estab-
        lished, but only a few projects have been undertaken.

   b.   Service

        Some interesting projects have been completed through
        the design studios and/or CEDR.

   c.   Related Curricula

        There are Bachelor of Science degrees in Interior Design
        and Landscapre Architecture along with an Urban Design &
        Planning Option in the Architecture program. There is also
        a joint Masters program with City and Regional Planning.

   d.   Other Activities

        Guest lecture series, guest jury week, Rome summer
        program, numerous field trips.

3.2.6   Response to Previous Visiting Team Report

   a.   Previous visiting team report

        Completely presented

   b.   School's response to each of the concerns and recommendations of the previous
        visiting team report

        All of the concerns and recommendations have been add-
        ressed with action taken on the majority and continuing
        effort to resolve the others. *

3.2.7   Self-Assessment

   a.   Description of the process of self-assessment

        Undergraduate and graduate curriculum committees are
        continually active.

   b.   Results of self-assessment and planned changes

        The most significant planned change will be the intor-
        duction of computer technology into the curriculum.

        The planned addition of another summer session for
        Graduate Program II is advisable because it will give
        four semesters to cover the basic courses before entering
        the regular professional program.

        * Lack of a full time commitment to study and the low
          number of graduates from the accredited program are
          two concerns which have not been fully resolved.

3.2.8   Appendix

a.   Concise descriptions, prerequisites and completion requirements for each
      course of the curriculum

            Provided under Section 3.2.4 of the APR. Are the basic
            courses in graduate program II discrete courses or
            advanced undergraduate courses with graduate numbers?

b.   Professional resumes of academic staff as they relate to the program

            Complete with teaching duties, time commitments
            and professional experience.

c.   NAAB's Annual Report Statistics

            Completely provided

d.   An appropriate school catalog

            Separate graduate and undergraduate catalogs provided.

e.   Transfer standards and procedures

            Not included.