

**University College of Dublin
UCD School of Architecture
Richview Campus
Belfield
Dublin 4, Ireland**

Visiting Team Report

Visit Two for Substantial Equivalency

M. Arch. (prerequisite 3-year BSc Arch + 2-year M. Arch.)
[120 ECTS approx. 60 U.S. credits]

The National Architectural Accrediting Board
Visit Two - November 8 – 12, 2014

Year of visit one: 2013

Vision: The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architecture profession.

Mission: The NAAB develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

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I. Summary of Team Findings

1. Team Comments and Visit Summary

The University College Dublin (UCD) (Catholic University of Ireland) was founded in 1854 by John Henry Cardinal Newman, its first rector (1854–1858). It is Ireland's largest university with an enrollment of over 30,000. UCD is strategically shifting from an undergraduate to a graduate education. The current BArch is being phased out and replaced with the MArch, which will become the professional component of a two-part continuum: Part I, the BSc (Arch. pre-professional); Part II is the MArch (professional). Both degrees are accredited by the RIAI and RIBA, and both are required to attain the professional degree.

The team found the UCD campus open, friendly, and collegial. The Richview quad is a charming source of pride and program identity. Faculty are well-balanced in terms of academic backgrounds and experience. Students are bright, congenial, and focused. Ethnic diversity among the students is limited; however, when current initiatives are achieved this situation promises to improve. Excellent gender diversity was found in both faculty and students.

As a refresher on UCD's NAAB Substantial Equivalency timeline, UCD formally requested substantial equivalency for its M. Arch. program from the NAAB on January 28, 2013. NAAB's executive director conducted visit one on April 2–3, 2013. Her assessment was "the program is well-positioned for Visit Two."

Visit two is complete and, pending the NAAB board's approval of the team's recommendation, the program is positioned to achieve its goal envisioned in 2013, setting a path for routine international peer review and continuous improvement. This possibility, coupled with students' enthusiasm for international experiences, promises to increase the program's international prominence and quality of curriculum.

The team recognizes that this is the program's first formal NAAB review. Although a number of issues have been cited, the team felt it may be simple to subsume many SPC requirements within the existing curriculum framework. With concerted effort by the faculty, the program can be well-positioned for visit three; however, timing of a strategy and curriculum-tuning is critical.

Space resources are challenges in many programs and is likewise the case at UCD. Student work, pin-up and crit areas are marginal for a professional design program. If Substantial Equivalency is granted and student enrollment increases, marginal conditions will likely become critical. With the existing fondness for Richview, planning at both the college and university levels should begin immediately to avoid crisis management—particularly when seeking to attract international students to a quality program.

2. Conditions Not Met/Not Yet Met

I.2.3 Physical Resources (not met)

II.1.1. Student Performance Criteria

- A.4 Technical Documentation (not yet met)
- A.9 Historical Cultures and Traditions (not yet met)
- A.10 Cultural Diversity (not yet met)

- B.1 Pre-design (not yet met)
- B.2 Accessibility (not yet met)
- B.4 Site Design (not yet met)
- B.5 Life Safety (not yet met)

- B.6 Comprehensive Design (not yet met)
- B.7 Financial Considerations (not yet met)
- B.8 Environmental Systems (not yet met)
- B.9 Structural Systems (not yet met)
- B.11 Building Service Systems Integration (not yet met)

3. Causes of Concern

Strategic Objectives and Physical Constraints – The program's strategic plan calling for enrollment increases will eventually intersect with available space and academic resources. This appears to be a near-term problem rather than an intermediate- or long-term problem.

Curriculum Transition and Adjustment – Prior to this visit the program was in transition from its two-year BArch curriculum to a two-year MArch curriculum. After the program receives the VTR and Board's recommendation, it might revisit or adjust the transition strategy.

II. Compliance with the Conditions for Substantial Equivalency

Part One (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

Part One (I): Section 1. Identity and Self-Assessment

I.1.1 History and Mission: *The program must describe its history, mission and culture and how that history, mission, and culture is expressed in contemporary context. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that history, mission, and culture is expressed in contemporary context.*

The substantially equivalent degree program must describe and then provide evidence of the relationship between the program, the administrative unit that supports it (e.g., school or college) and the institution. This includes an explanation of the program's benefits to the institutional setting, how the institution benefits from the program, any unique synergies, events, or activities occurring as a result, etc.

Finally, the program must describe and then demonstrate how the course of study and learning experiences encourage the holistic, practical and liberal arts-based education of architects.

[X] The program has fulfilled this requirement for narrative and evidence.

Visit two team assessment: The program mission is to prepare graduates for careers in architecture and a role in the architectural culture of Ireland. The dean and key faculty are in regular contact with University Registrar Mark Rogers and school Principal David Fitzpatrick regarding coordination of the strategic program and the university mission. The School of Architecture and faculty are sources of pride for UCD; the program is looked upon as a cultural resource for both Dublin and Ireland as a whole.

Evidence of scholarly research and writing indicates students are enriched by a liberal arts culture, which serves them well in critical thinking and communication skills regarding Ireland's built environment.

I.1.2 Learning Culture and Social Equity:

- *Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments both traditional and nontraditional.*

Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.

Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community (faculty, staff, and students) are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.

- *Social Equity: The substantially equivalent degree program must first describe how social equity is defined within the context of the institution or the country in which it is located and then demonstrate how it provides faculty, students, and staff with a culturally rich educational environment in which each person is equitably able to learn, teach, and work.*

[X] The program has demonstrated that it provides a positive and respectful learning environment.

[X] The program has demonstrated that it provides a culturally rich environment in which each person is equitably able to learn, teach, and work.

Visit two team assessment: The school provides a learning culture in which the contributions of all participants are valued. Students are bright, enthusiastic, and active learners. The faculty is congenial, approachable, insightful, and talented, and its first interest is with the students and architecture. The administration is thoughtful and imaginative in seeking opportunities to best provide for the education of the student architect where funding is limited. The pursuit of substantial equivalency is in part directed to this end. Students actively participate in the Erasmus student exchanges, and the school benefits from a cadre of international students who help to diversify the school while uniting it globally. For all students, travel to gain a global understanding is a significant part of the curriculum.

Since the school is recognized by many as “the” school of architecture in Ireland, students, faculty and staff relate to this as an honor and uphold the obligation that this notice carries. The school is interested to develop a studio culture around “project based work, theory and practice, workshops, and first hand observation.” Studio culture is valued as a resource to support communication.

The school’s four principles of studio teaching uphold and tune this mode of learning and dialog in the education of the architect. The school recognizes the opportunities the university provides and has sought occasions where students can become engaged with the larger campus community. Faculty are pursuing new initiatives to collaborate with other campus sectors.

As one of the leading Irish universities, UCD commits itself to equal opportunity for all staff and students. Its policies indicate that this mission directs the operational activity. Within the school, student concerns are addressed during meetings with the dean and associate dean with monthly meetings in the Staff/Student Committee (SSC) with student representatives from the BSc (Arch) pre-professional degree and MArch.

I.1.3 Response to the Five Perspectives: Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.

- A. Architecture Education and the Academic Community.** That the faculty, staff, and students in the substantially equivalent degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.¹ In addition, the program must describe its commitment to the holistic, practical, and liberal arts–based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

[X] The program is responsive to this perspective.

Visit two team assessment: The school is well positioned and has developed opportunities to collaborate with multiple allied disciplines within the school and to those across the university to advance a program that values the breadth of learning and the contribution this knowledge brings to the discipline. The program collaborates with all of the colleges on campus. This engagement is unique among the university’s schools and colleges and a hallmark of this program. UCD’s Horizon Program offers undergraduate students the opportunity to select electives from programs across the university. Since school faculty are involved in notable practice, students and the

¹ See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching. 1990.

university-at-large are provided a direct link to the profession of architecture. Student and faculty work is internationally recognized through publications and community projects.

- B. Architecture Education and Students.** That students enrolled in the substantially equivalent degree program are prepared to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices and; to develop the habit of lifelong learning.

[X] The program is responsive to this perspective.

Visit two team assessment: While most of the students in the program are from Ireland, students in the program see themselves as future global citizens expecting to practice architecture beyond their home country. While this position may have started for many in Ireland due to poor economic conditions, most see this situation as an opportunity where they are prompted to become active participants in other cultures. Students in the school are grounded in this also by having a faculty where many have achieved a global reach with their professional work. Being in the midst of multiple practice examples, students look with optimism to possibilities of practice, study abroad, and travel opportunities to contribute to their global understanding. Over half the students take advantage of an international experience (ERASMUS). Conversely, students are well grounded with the attributes of their local region. The resources the university provides through the libraries and faculty alerts them to the wealth of materials that are readily accessed locally.

- C. Architecture Education and the Regulatory Environment.** That students enrolled in the substantially equivalent degree program are provided with a sound preparation for the transition to licensure or registration. The school may choose to explain in the *APR* the degree program's relationship with the process of becoming an architect in the country where the degree is offered, the exposure of students to possible internship requirements, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure or registration since the previous visit.

[.X.] The program is responsive to this perspective.

Visit two team assessment: UCD offers professional practice courses in years one and three of the Bachelor's option and a five-credit professional practice module is taught in year two of the MArch sequence. Ethics and behavior are offered in course ARCT 40190 in year two. The program is accredited by both the RIAI (Royal Institute of Architects of Ireland) and the RIBA. A mutual credential recognition agreement exists for citizens of the European Union. Students are aware of steps in the sequence to professional practice.

- D. Architecture Education and the Profession.** That students enrolled in the substantially equivalent degree program are prepared: to practice in a global economy; to recognize the positive impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of diverse clients and populations, as well as the needs of communities; and to contribute to the growth and development of the profession.

[X] The program is responsive to this perspective.

Visit two team assessment: Guest critics are regularly invited to participate in reviews and juries of student work. Studio work themes (annually – known as Common Ground) focus on relevant extramural professional activities / challenges such as the Venice Biennale, the City of Dublin,

and Landscape and the Economy. This process is one of parallel academic and real-world path interactions, creating complementary learning opportunities. A high percentage of the faculty are licensed practitioners.

Emeritus faculty helped shape Ireland's first Government Policy on Architecture in 2009 and continue to assist in implementation of the policy.

- E. Architecture Education and the Public Good.** That students enrolled in the substantially equivalent degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation, and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

[X] The program is responsive to this perspective.

MArch students regularly participate in community-based projects – whether via direct community engagement or by considering new uses for abandoned existing buildings or through urban design and preservation courses dealing with issues of public policy.

1.1.4 Long-Range Planning: *A substantially equivalent degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.*

[X] The program's processes meet the standards as set by the NAAB.

[] The program's processes do not meet the standards as set by the NAAB.

Visit two team assessment: The NAAB Substantial Equivalency process is a significant step in implementing a strategic planning objective of program outreach to international students. The four-year university-wide objective is to move to a graduate rather than undergraduate enrollment; accordingly, international student enrollment in the MArch program is expected to rise over the next five years.

UCD target objectives for undergraduate - graduate ratios through 2017

Year	u/g : g
2011–2012	7 : 1
2016–2017	1 : 1

The university data management program is "InfoHub," which contains student survey and feedback data as well as information on curriculum assessment, income and expenditure, and project research information. Unishare is a university program to support student information flow of data.

The school sets planning objectives within the university context. Tracking student performance and student feedback is an essential component of the overall planning strategy. The program tracks the changing regulatory environment through recent grads, faculty and alumni. University personnel serve on the RIAI Board and maintain direct communication links with the profession.

1.1.5 Self-Assessment Procedures: *The program must demonstrate that it regularly assesses the following:*

- *How the program is progressing toward its mission.*

- *Progress against its defined multiyear objectives (see I.1.4 Long-Range Planning) since the objectives were identified and since the last visit.*
- *Strengths, challenges, and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
 - *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
 - *Individual course evaluations.*
 - *Review and assessment of the focus and pedagogy of the program.*
 - *Institutional self-assessment, as determined by the institution.*

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success as well as the continued maturation and development of the program.

[X] The program's processes meet the standards as set by the NAAB.

[] The program's processes do not meet the standards as set by the NAAB.

Interest to pursue the new master's degree and the substantial equivalency with NAAB has provoked the school to undertake a major self-assessment of program and pedagogic changes necessary to advance this initiative. The school has defined and positioned courses and activities to support this effort. While recognizing projected growth and the attendant faculty and school facilities that will be needed as the program welcomes more students, conversations are becoming focused, to pursue the necessary development even with uncertain financial forecasts.

Several means are utilized to assess the program's strengths and weaknesses. The UDC Architecture Taught Program Board reports to the University Programme Board and the Academic Council for the full scope of program oversight. The "Walkabout" assessment by the entire school serves to unify the school while also inviting all to participate with comment. A comprehensive external review of student work is accomplished during the year through the assessment of each thesis project by an external review. When the full cohort of thesis projects has been assessed individually, the school holds a general meeting to convey observations. The school collects findings through the school's staff-student committee. One-on-one conversations with tutors during the "Monday Market" provide an additional platform for students to exchange views and define their positions. With a school that encourages collaboration, students provide contributions through the written reflections required of each collaborating team member of a team.

Intramurally, UCD adheres to national practice standards, e.g., Standards and Guidelines for Quality Assurance in the European Higher Education Area: 2005. Internal assessment tools include the "Walkabout," a twice yearly, day-long review of studio-teaching protocols. External examiners (RIAI and RIBA) meet annually with students to obtain student feedback. The Staff-Student Committee, a regular working group, meets to address day-to-day issues affecting students and staff.

PART ONE (I): SECTION 2—RESOURCES

I.2.1 Human Resources and Human Resource Development

- **Faculty & Staff:**
 - *A substantially equivalent degree program must have appropriate human resources to support student learning and achievement. This includes full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions².*
 - *Substantially equivalent programs must document the policies they have in place to further social equity or diversity initiatives appropriate to the cultural context of the institution.*
 - *A substantially equivalent degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
 - *A substantially equivalent degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
 - *Substantially equivalent programs must document the criteria used for determining rank, reappointment, tenure, and promotion as well as eligibility requirements for professional development resources.*

[X] Human Resources (Faculty & Staff) are adequate for the program.

[] Human Resources (Faculty & Staff) are inadequate for the program.

Visit two team assessment: Human resources are available to promote student learning and achievement. In addition to the faculty matrix and résumés provided, policies and procedures directing social equity and diversity were detailed in the APR via websites that indicate university policy support for available resources and resource development. The UCD Equality and Diversity unit provides all areas of the university with guidance and oversight. Web sites listed support Diversity and Equality Monitoring. The Employee Assistance Program and Mediation Program support faculty and staff in addition to other specific policies. Present faculty and university policy support program efforts.

At present the school has the requisite complement of faculty to conduct the program. As the school grows with the five-year MArch degree, further resources will be needed to fully support this direction. By providing travel support, the school encourages conference and symposia participation and “horizon scanning” for new research areas. School exhibitions showcase faculty efforts.

Presently, faculty may pursue professional, scholarly, and creative interests through many avenues - a university teaching and learning diploma option, digital skills development workshops, and timed sabbaticals with the goal to fully support funding for all staff research leaves in the future as funding becomes available. Faculty are able to pursue further degrees at UDC and elsewhere.

While there have been few appointments made since 2008, some fractional and junior lecturers posts have been made. University policy documents give guidance on all levels of promotion. Current policies for promotion and review are undergoing university review. To recognize the work and contributions of school faculty, policies that reflect and credit creative accomplishment are being considered for inclusion with the direction of the new university president. Listings of visiting lecturers and critics and the symposium *Constructing the View* suggest that the school benefits from a broad reach to theoreticians and practitioners to bring worldwide resources and expertise to students and faculty in the school. Multiple public exhibitions also provide this benefit.

² A list of the policies and other documents to be made available in the team room during a substantial equivalency visit is in Appendix 4 of the 2012 Conditions for Substantial Equivalency.

- **Students:**
 - *A substantially equivalent program must document its student admissions policies and procedures. This documentation may include but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time, first-year students as well as transfers within and outside of the university.*
 - *A substantially equivalent degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.*

[X] Human Resources (Students) are adequate for the program.

[] Human Resources (Students) are inadequate for the program.

Visit two team assessment: From admissions policies found in the APR and from discussions with the dean and associate dean, the means of entrance to the three-year pre-professional degree, BSc in Architectural Science, the March Pathways program that leads to the two-year MArch, and the direct entry requirements for the two-year MArch for internal and external candidates were confirmed. There are three admission routes to the MArch program:

1. Direct entry into the two-year MArch program (120 ECTS credits, approx. 60 US credits):
 - A. **UCD candidates** – BSc (Architectural Science) candidates must have a minimum 2.8 GPA (out of 4.2). Those not having 2.8 must have a personal interview.
 - B. **External Candidates** - Minimum GPA of 3.08 (out of 4.2) plus bachelor’s-level architectural or approved equivalent degree (min. 6 semesters in architecture education), all subject to interview and portfolio review.
2. **MArch Pathways program** – Open to students without a BSc or equivalent degree; interview and portfolio required. Following successful interview, candidate is required to complete 45 credits from the existing BSc curriculum. Exact courses are confirmed via a “Negotiated Learning Agreement” on an individual basis. Upon completion of these courses, candidates are eligible for admission into the two-year MArch program.

All university admission policies were defined in the APR. The university provides support services to assist students with health, academics, personal, and career concerns. Academic career support offers information and scholarships to further professional and doctoral studies. Students have many opportunities to participate in faculty-led study trips outside the classroom. They also participate in faculty-led research, and attend lectures and visit exhibitions outside the school.

I.2.2 Administrative Structure & Governance

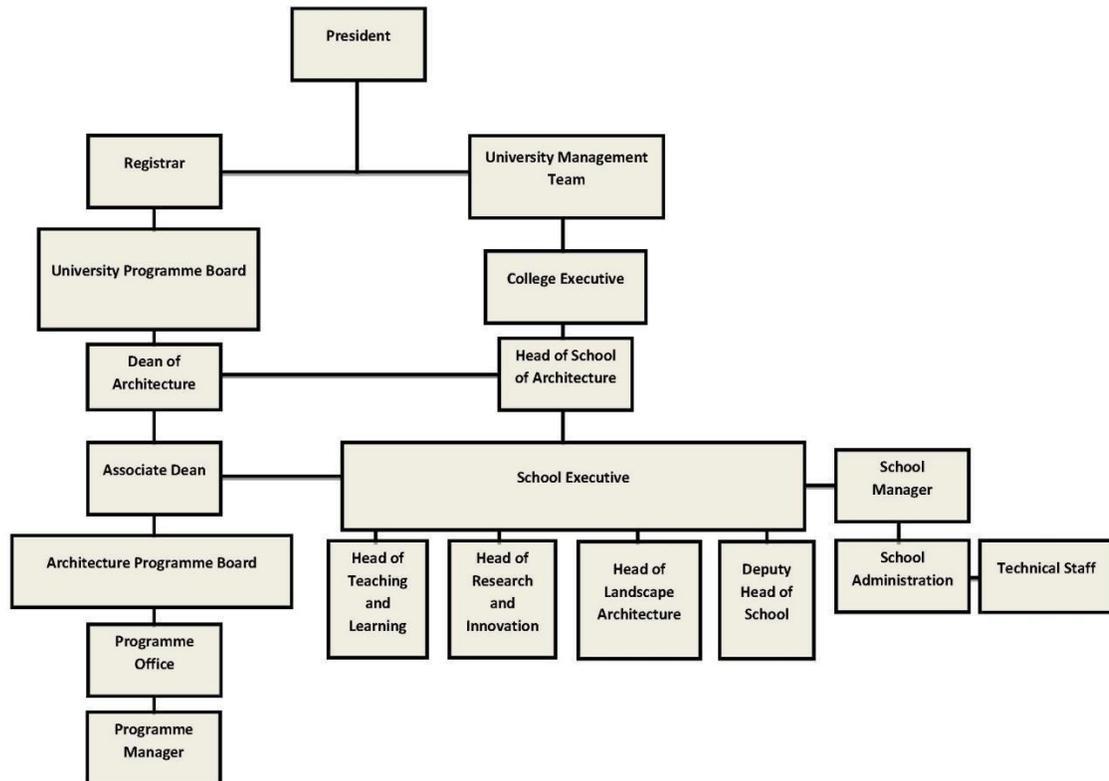
- **Administrative Structure:** *A substantially equivalent degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program’s ability to conform to the conditions for substantial equivalency. Substantially equivalent programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.*

[X] Administrative Structure is adequate for the program.

[] Administrative Structure is inadequate for the program.

Visit two team assessment:

The following chart depicts the organizational structure of UCD from the university president through the program level. The program maintains administrative autonomy within the university model and a communication liaison through the principal, Mr. David Fitzpatrick.



- **Governance:** *The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance as appropriate to the context and culture of the institution.*

[X] Governance opportunities are adequate for the program.

[] Governance opportunities are inadequate for the program.

Visit two team assessment: Three bodies serve school governance: the Architectural Program Board (APB) with representatives from students, faculty, college and university, and the school executive chaired by the head of the school. Professor Hugh Campbell presently serves as dean of architecture and head of school. The Staff/Student Committee (SSC), the third group, offers governance oversight with two students elected to the committee from each year in the MArch and BSc in Architectural Science programs. College administration, faculty and students hold meetings to address student concerns and the curriculum.

Ten allied programs within the college, in addition to the MArch, and four research degree programs add depth to college offerings.

I.2.3 Physical Resources: *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes but is not limited to the following:*

- *Space to support and encourage studio-based learning*
- *Space to support and encourage didactic and interactive learning.*
- *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.*

[X] Physical Resources are inadequate for the program.

Visit two team assessment: The program is housed in four buildings in the Richview quadrangle on the Belfield Campus, which include:

The four-level, early 20th century Richview building housing design studios
The single-level Memorial Hall (1928) serving as ad hoc studios / presentation space
The architecture library, early 20th century, with studio space above
A 3,775 gsf fabrication/model-building shop
The Urban Institute, constructed in 2005

Buildings are mostly wood-frame without automatic sprinkler systems. Student desks and work areas are dedicated; however, the area per student is tight. With the unavoidable clutter in these settings, there is an increased risk of fire; however, all buildings do not allow smoking. Existing buildings have detection systems tied to central reporting stations and fire extinguishers. The campus does not have a fire department, and the closest municipal fire station is several minutes away. This fact, coupled with the age and construction of the buildings, is a concern, particularly because some spaces are poorly heated and require supplemental heaters (flameless), which add significant loads to the electrical infrastructure.

Over the next four years (2014-2018) UCD's strategic objective is to increase the school's population from 355 to 610 (APR p. 21), possibly making a marginal space situation critical; a cause for concern.

I.2.4 Financial Resources: *A substantially equivalent degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.*

[X] Financial Resources are adequate for the program.

Visit two team assessment: According to Irish national policy, no tuition is charged to undergraduate students. Graduate students pay approximately € 6,500 (\$8,100) / year directly to the university. The Higher Education Authority directly funds the university based on enrollment. Funds are allocated to each program based on FTEs. Fee and grant income are allocated to the schools based on the Resource Allocation Model (RAM), not fully implemented university-wide, allocating university-supplied facilities and services on a per-student FTE basis.

The 2013-14 School budget is € 1,955,955 (\$ 2,445,000). Graduate-level enrollment increases are seen as opportunities to improve the income stream and available resources, primarily staffing. Annual reports are presented to the college finance manager along with regular updates during the academic year.

I.2.5 Information Resources: *The substantially equivalent program must demonstrate that all students, faculty, and staff have convenient access to literature, information, and visual and digital resources that support professional education in the field of architecture.*

Further, the substantially equivalent program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resources professionals who provide information services that

teach and develop research, evaluative, and critical thinking skills necessary for professional practice and lifelong learning.

[X] Information Resources are adequate for the program.

Visit two team assessment: The Richview campus's library is supplemented by the university's main library (James Joyce) located on the adjacent Belfield campus; however it is a separate unit serving the School of Architecture and Landscape Architecture and postgraduate planning students in the School of Geography, Planning and Environmental Policy. It is considered the finest architecture library in the Republic of Ireland with origins of the collection dating from 1911. The core collection consists of architecture, planning and landscape architecture titles. Print and electronic media are regularly reviewed for currency and relevance. Richview is staffed by a senior library assistant and two junior assistants. Hours are 9:30 – 5:00 M – F with extended hours during term time. Support staff includes the college liaison librarian for engineering and architecture, a dedicated collection department librarian, and a mapping/GIS specialist. Resources include:

Books: 40,000

Print journals: 80 titles

Slides: 15,000

Videos / DVDs: 193

Maps: 9,300 sheet maps including 20th century Ordnance Survey sheet maps for all areas of Ireland

An average of € 9,000 is allocated for new resources. A two-year budget of € 290,000 is earmarked for acquisitions driven by student needs / wishes. Lack of growth space is a serious need.

PART I: SECTION 3—REPORTS

I.3.1 Statistical Reports. *Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.*

- *Program student characteristics.*
 - *Number of students enrolled in the substantially equivalent degree program(s).*
 - *Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.*
 - *Time to graduation.*
 - *Percentage of matriculating students who complete the substantially equivalent degree program within the normal time to completion for each academic year since the previous visit.*
 - *Percentage who complete the substantially equivalent degree program within 150% of the normal time to completion for each academic year since the previous visit.*
- *Program faculty characteristics*
 - *Number of faculty by rank (e.g., assistant professor, associate professor)*
 - *Number of full-time faculty and part-time faculty*
 - *Number of faculty promoted each year since the last visit*
 - *Number of faculty maintaining licenses in the country of the program each year since the last visit, and where they are licensed*

[X] Statistical reports were provided and provide the appropriate information.

Visit two team assessment: Comprehensive student and faculty statistical information was found in the APR along with faculty ranking criteria.

I.3.2 Faculty Credentials: *The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history, and context of the institution.*

In addition, the program must provide evidence through a faculty exhibit³ that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last substantial equivalency visit.

[X] Faculty credentials were provided and demonstrate the range of knowledge and experience necessary to promote student achievement.

Visit two team assessment: Faculty résumés were provided in Section 3.2 of the APR. A comprehensive faculty exhibit of publications and completed projects was provided along the south wall of the Team room. Faculty are well prepared to deliver the program mission and are highly regarded practitioners, capable of nurturing student achievement.

³ The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.

PART ONE (I): SECTION 4—POLICY REVIEW

The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than being appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 4 of the Conditions for Substantial Equivalency.

[X] The policy documents in the team room met the requirements of Appendix 4.

Visit two team assessment: Policy documents were listed by hyperlinks in the APR and hard copies were found in binders in the team room meeting the requirements of Appendix 4.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1—STUDENT PERFORMANCE—EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA

The substantially equivalent degree program must demonstrate that each graduate possesses the knowledge and skills defined by the Student Performance Criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

The school must provide evidence that its graduates have satisfied each criterion through required coursework. If credits are granted for courses taken at other institutions or online, evidence must be provided that the courses are comparable to those offered in the substantially equivalent degree program.

The criteria encompass two levels of accomplishment⁴:

Understanding—The capacity to classify, compare, summarize, explain and/or interpret information.

Ability—Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation.

The NAAB establishes student performance criteria to help substantially equivalent degree programs prepare students for the profession while encouraging educational practices suited to the individual degree program. In addition to assessing whether student performance meets the professional criteria, the visiting team will assess performance in relation to the school's stated curricular goals and content. While the NAAB stipulates the student performance criteria that must be met, it specifies neither the educational format nor the form of student work that may serve as evidence of having met these criteria. Programs are encouraged to develop unique learning and teaching strategies, methods, and materials to satisfy these criteria. The NAAB encourages innovative methods for satisfying the criteria, provided the school has a formal evaluation process for assessing student achievement of these criteria and documenting the results.

For the purpose of substantial equivalency, graduating students must demonstrate understanding or ability as defined below in the Student Performance Criteria (SPC):

II.1.1 Student Performance Criteria: The SPC are organized into realms to more easily understand the relationships between individual criteria.

GENERAL COMMENTS: This being UCD's first NAAB visit, and recognizing uncertainties that surround preparations for such visit, student work addressing performance criteria is understandably uneven. Clearly, preparing and coordination for a full visit has its own rewards; however adjusting pedagogical objectives that achieve the program's mission to simultaneously address SPC is a separate challenge.

Since there is no visit history, attending relevant NAAB seminars / presentations and academic (ACSA) conferences to dialogue with peers who have multiple experiences with the process is beneficial. Secondly, a clear comprehension of NAAB's accomplishment levels: "understanding" and "ability" mentioned above is essential to a program being able to identify or promote the knowledge and skills within the framework of existing courses. Evidence of the student's accomplishment must be readily apparent in work presented.

Evidence must be clearly titled and labeled. The Team must be able to cite specific projects by title and course without searching for the project title.

⁴ See also *Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. L. W. Anderson and D. R. Krathwold, eds. (New York: Longman, 2001).

Labels pinpointing specific SPC to evidence are cumbersome and can actually mislead a Team.

Group interaction and collaboration skills are essential for young practitioners. At UCD, group learning is part of the academic culture, however it is implicit that NAAB SPC are focused on individual performance.

Student designs reviewed were thoughtfully conceived through competent research and analysis. Work showed evidence of investigative and model-making skills. Students can communicate in a range of media; however analytical rigor necessary to make sound decisions on a broad range of technical systems was not apparent. Leadership skills within cohorts are apparent and students are exposed to practice issues in the Professional Studies Course and through dialogue with faculty-practitioners.

Realm A: Critical Thinking and Representation:

Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Recognizing the assessment of evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

A.1. Communication Skills: *Ability to read, write, speak and listen effectively.*

[X] Met

Visit two team assessment: In Architectural Design VII 40040, Architectural Design VIII 40050, and the Thesis Seminar 40600, students gather resources from multiple contexts to structure information while working individually and in small groups during the semester. In 40040 they produce an individual publication that becomes one of a comprehensive set of publications from all the students. In 40050 students delve into the particulars of given topic options to gather information and communicate their positions. In the Thesis Seminar 40600, faculty offer seminars and critiques that challenge design thinking. Students make interim project presentations.

A.2. Design 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 alternative outcomes against relevant criteria and standards.*

[X] Met

Visit two team assessment: Architectural Design VII 40040, Architectural Design VIII 40050, and the Thesis Seminar 40600 provide platforms for students to identify a variety of sources to develop and question concepts that drive their projects while critiques and presentations are opportunities to explain criteria used to guide project results.

A.3. Visual Communication Skills: *Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.*

[X] Met

Visit two team assessment: Evidence of visual communication skills was observed in student work presented in course 40050; the Midlands Sawmill and Bog Workshop project.

A.4. Technical Documentation: *Ability to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.*

[X] Not Yet Met

Visit two team assessment: Detail drawings and models from the Masters Option indicate that students can make clear drawings that illustrate and identify materials assemblies. Evidence of technical drawing skills was seen in course ARCT 40040; Ballymun – Making Place project and technical drawings and models produced in courses 40010 and 40590; however, no evidence was found indicating the ability to prepare an outline specification.

A.5. Investigative Skills: *Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.*

[X] Met

Visit two team assessment: Through the topics seminars in Research and Innovation in the Designed Environment I 40020 and Research and Innovation in the Designed Environment II 40080 and Thesis Seminar work, students utilize tools and reference materials to conduct research to make comparative analyses utilizing individual research and the research of others. In some cases, students devise and make their own tools to facilitate their investigations. Thesis documents also demonstrated this process. Throughout, students examine realms of investigations utilizing sensory experience, walking, mapping, photography, sketching, drawing, and modeling to pose strategies to arrive at critical positions for their work.

A.6. Fundamental Design Skills: *Ability to effectively use basic architectural and environmental principles in design.*

[X] Met

Visit two team assessment: In the Masters Design Option 40590 and the Thesis Seminar 40600, students use traditional and digital media to bring photography, sketches, maps, and technical documents to effectively investigate design opportunities with attention to environmental principles. References to scholarly and research documents support student efforts to utilize architectural and environmental principles.

A.7. Use of Precedents: *Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.*

[X] Met

Visit two team assessment: Student work references precedents across multiple courses. Students use precedents in 40040 Architectural Design VII, Design Technologies 40010/60, and in ARCT 40600. In particular, the thesis project Seven Layers for Seven Gardens near the Cork Harbor was notable in successfully demonstrating this ability.

- A.8. Ordering Systems Skills: *Understanding* of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.**

[X] Met

Visit two team assessment: Work from the MArch Dissertation course 40610 presents how students locate, research, and gain positions where they come to understand the depth of natural and formal ordering systems to inform design through the identification of original findings and typologies with the subsequent consequences that can follow. In course ARCT 40010; Reskinning and Remodeling of a Laboratory project, students “de-constructed” an existing campus building system-by-system.

- A.9. Historical Traditions and Global Culture: *Understanding* of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.**

[X] Not Yet Met

Visit two team assessment: While seminar topic offerings in Research and Innovation in the Designed Environment I 40020 and Research and Innovation in the Designed Environment II 40080 utilize canons and traditions in architecture, landscape, and urban design and include examples of local, regional, and the national setting of Ireland, consistent examples from Eastern, Northern, and Southern canons and traditions in terms of climatic, ecological, technological, socioeconomic, public health, and cultural factors referencing global culture were not found.

- A.10. Cultural Diversity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.**

[X] Not Yet Met

Visit two team assessment: Architecture Design II ARCT 40040 and Architecture Design III 40040 show examples of how students engage a community to gather information regarding spatial and social patterns and values that characterize individuals and communities from the local region to inform and alert architects of responsible decisions and action. Work demonstrating an understanding derived from the diversity of physical abilities and the needs of differing cultures was not found.

- A.11. Applied Research: *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.**

[X] Met

Visit two team assessment: The MArch Dissertation 40610 and the Thesis Seminar 40600 provided excellent examples that demonstrate how applied research contributes to thoughtful decisions with respect to form, function, and systems, indicating sources, reasoning, and evidence collected where conditions led to various benefits and positive consequences.

Realm A General Team Commentary: Evidence from student work in this realm indicates students have achieved the ability to bring communication, design thinking, visual communication, investigative skills, fundamental design skills, and ordering systems’ skills forth to contribute to their overall success in critical thinking and representation. Further evidence is needed in Technical Documentation, Historical Traditions and Global Culture and Cultural Diversity to support these criteria as being met. The team finds the

Applied Research criterion, where evidence presented shows how students apply research to reasoned positions, to be well met.

Realm B: Integrated Building Practices, Technical Skills and Knowledge: Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and their impact of such decisions on the environment. Students learning aspirations include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.

B.1. Pre-Design: *Ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.*

[X] Not Yet Met

Visit Two Team Assessment: Evidence was not consistently seen of a student's ability to prepare an architectural program or assess relevant laws applicable to the assigned problem. This critical initial step in the design process is not readily identified or missing in projects reviewed.

B.2. Accessibility: *Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.*

[x] Not Yet Met

Visit Two Team Assessment: Very little evidence was found to indicate a student's ability to design for accessibility in accordance with relevant universal accessibility standards.

B.3. Sustainability: *Ability to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.*

[X] Met

Visit Two Team Assessment: Evidence of sustainable concepts was seen in many projects; specifically in course ARCT 40010, project Existing North Block and 40050 Architectural Design VII – Bog 590 Master's Design Option, Midlands Sawmill and Bog Workshop.

B.4. Site Design: *Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.*

[X] Not Yet Met

Visit Two Team Assessment: Basic principles of site design, grading, water management and subsurface conditions were not seen in projects reviewed. Students were exposed to site design in Design Technologies I, yet their ability to respond to site characteristics including watershed conditions was not found.

B.5. Life Safety: *Ability to apply the basic principles of life-safety systems with an emphasis on egress.*

[X] Not Yet Met

Visit Two Team Assessment: Project designs reviewed did not represent an understanding of basic life safety design principles, particularly egress—a fundamental building design parameter. Students were exposed to life safety in Design Technologies I, yet their ability to provide for life safety with an emphasis on egress was not found.

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 | |

[X] Not Yet Met

Visit Two Team Assessment: Designs reviewed did not adequately address or integrate SPC falling under this criterion. Each SPC must be clear and readily apparent in the designs. See causes for concern. The students’ ability to make design decisions across the eleven indicated SPCs was not evident in Masters Design Option ARCT 40590.

B.7 Financial Considerations: *Understanding of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.*

[X] Not Yet Met

Visit Two Team Assessment: Course ARCT 40190 Professional Studies covers professional issues such as planning law, fees, management principles and career ethics; however specific project-related financial parameters required in this criterion are not apparent.

B.8. Environmental Systems: *Understanding the principles of environmental systems’ design such as embodied energy, active and passive heating and cooling, indoor air*

quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.

[X] Not Yet Met

Visit Two Team Assessment: Evidence of understanding principles environmental systems design was seen in student work found in Course ARCT 40060, project Re-skinning and Remodeling of a Laboratory. The capacity to classify, compare and/or explain environmental system design principles beyond the single building studied was not seen. Additionally, the understanding of environmental systems was limited to the laboratory building re-skinning project.

B.9. Structural Systems: *Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

[X] Not Yet Met

Visit Two Team Assessment: Evidence of an understanding of a single building's structural system was found in work found in Course ARCT 40060, project Re-skinning and Remodeling of a Laboratory. No evidence was seen of exploring evolution, range or application of multiple structural approaches and the appropriate selection and application to a specific design solution.

B.10. Building Envelope Systems: *Understanding* of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

[X] Met

Visit Two Team Assessment: Evidence of an understanding of building skin and envelope systems and related detailing related to fundamental performance was found in student work in Course ARCT 40060, project Re-skinning and Remodeling of a Laboratory, which provided students with lessons and exercises in individual and group activities where students gained an understanding in the application of building envelope systems.

B.11. Building Service Systems Integration: *Understanding* of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems

[X] Not Yet Met

Visit Two Team Assessment: Evidence was not seen regarding an understanding of basic principles and appropriate application of building service systems in building designs. Students investigated and observed building service systems integration for the ARCT40010, re-skinning and remodeling of a laboratory building. Actual selection of the building service systems was not made for the laboratory-building project and an analytical integration methodology was not apparent.

B.12. Building Materials and Assemblies Integration: *Understanding* of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.

[X] Met

Visit Two Team Assessment: Evidence of students' ability to analyze and make material selections based on performance characteristics was seen in ARCT 40730, project – Greystone Mill Façade and Local Aggregates, Local Expression. Students investigated types of building materials for the

ARCT40010, re-skinning and remodeling of a laboratory building and alternative material selections were proposed for the re-purposed laboratory.

Realm B. General Team Commentary: The team understands it is viewing incomplete projects from the first cohort selected to address criteria in this realm. Likewise there may be lack of clarity on the application of the terms Ability and Understanding coupled with the culture of practice in Ireland (Europe). Many B Realm criteria are traditionally seen in a single project. Evidence of an ability to integrate these criteria across scales in a single project was not found. This ability is analogous to an office-produced Design Development package. The lack of practical and integrated student designs was surprising given the number of accomplished practitioners on the faculty. This may possibly be due to timing of the visit with the comprehensive project in particular being exhibited before completion and curriculum tuning; however, there is a concern that adjustments can be made in time for the next visit.

Realm C: Leadership and Practice:

Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities
- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.
- Integrating community service into the practice of architecture.

C.1. Collaboration: *Ability to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.*

[X] Met

Visit Two Team Assessment: Many projects are developed in group settings. Evidence was generally seen in projects noted as such in the Team room and specifically, Course ARCT 40040 Architectural Design VII; project, Storyboard – Share a Moment. All students in the school understand collaboration as a common a mode of working. They likewise confront the position of another's idea as a common practice. Abilities and ideas of peers are called upon and to bring work to a unified conclusion. In many ways, this is a hallmark of the program. Specifically, Architectural Design ARCT40040 and ARCT 40050 bring this about. This criterion well met.

C.2. Human Behavior: *Understanding of the relationship between human behavior, the natural environment and the design of the built environment.*

[X] Met

Visit Two Team Assessment: In Architectural Design ARCT40040 and ARCT, students find through projects with defined areas of study/themes or focus, how human behavior is an important design determinant that informs an understanding of the natural and built environment.

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.*

[X] Met

Visit Two Team Assessment: Evidence of students gaining an understanding the architect's responsibilities and relationship to clients was found in ARCT 40190, Professional Studies II.

- C.4. Project Management: *Understanding of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods***

[X] Met

Visit Two Team Assessment: Evidence of students gaining an understanding the architect's responsibilities and relationship to clients was found in ARCT 40190, Professional Studies II.

- 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.***

[X] Met

Visit Two Team Assessment: Office practice management principles are taught in ARCT 40190, Professional Studies II; evidence was found to satisfy this criterion.

- C.6. Leadership: *Understanding of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.***

[X] Met

Visit Two Team Assessment: Through multiple group projects, students develop an understanding of working in within team dynamics and skills necessary to interact within communities. Knowledge is gained through course ARCT 40190 Professional Studies II. Evidence found showed students gained an understanding of leadership abilities use in building design and construction.

- 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.***

[X] Met

Visit Two Team Assessment: Evidence of an understanding of legal responsibilities and legal regulations by the architect was found in ARCT 40190, Professional Studies II.

- C.8. Ethics and Professional Judgment: *Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.***

[X] Met

Visit Two Team Assessment: Evidence of student understanding of ethical considerations when forming professional judgment(s) was found in course ARCT 40190, Professional Studies II. Examinations show students gain an understanding of ethical issues that require design and practice responsibility where the ability to judge a situation with regard to social, political and cultural issues provides a framework that governs the practice and behavior of an architect professionally.

C.9. Community and Social Responsibility: *Understanding of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.*

[X] Met

Visit Two Team Assessment: Through project formulations, design exercises and teamwork in Architectural Design VII - ARCT 44040 and Architectural Design VIII – ARCT 40050, students understand the architect's responsibility to issues of public interest, and quality-of-life issues globally and locally while also recognizing how local resources can affect this understanding.

Realm C. General Team Commentary: Through a review of course work, primarily Professional Studies II, and interactions with students, the team determined students are aware of client and professional relationships. Student understanding in this realm should be regularly reinforced by the many practitioners on the faculty. Student community outreach exists, but could grow to the benefit of both the community and image of the university.

PART TWO (II): SECTION 2—CURRICULAR FRAMEWORK

II.2.1 National Authorization: *The institution offering the substantially equivalent degree program must be or be part of an institution that has been duly authorized to offer higher education in the country in which it is located. Such authorization may come from a federal ministry or other type of agency.*

[X] Met

Visit Two Team Assessment: The following evidence was found on the university website: The [Irish] Universities Act of 1997 authorizing the status of the UCD as a National University by order of the Minister of Education and Science on November 19, 1998.

Degrees awarded are to meet the qualifications of the National University of Ireland.

II.2.2 Professional Degrees and Curriculum: *For substantial equivalency, the NAAB requires degree programs in architecture to demonstrate that the program is comparable in all significant aspects to a program offered by a U.S. institution. This includes a curricular requirement that substantially equivalent degree programs must include general studies, professional studies, and electives.*

Curricular requirements are defined as follows:

- **General Studies.** *A professional degree program must include general studies in the arts, humanities, and sciences, either as an admission requirement or as part of the curriculum. It must ensure that students have the prerequisite general studies to undertake professional studies. The curriculum leading to the architecture degree must include a course of study comparable to 1.5 years of study or 30% of the total number of credits for an undergraduate degree. These courses must be outside architectural studies either as general studies or as electives with content other than architecture.*

This requirement must be met at the university or tertiary school level. Post-secondary education cannot be used to meet this requirement. At least 20% of the credits in the professional architecture degree must be outside architectural studies either as general studies or as electives with other than architectural content.

- **Professional Studies.** *The core of a professional degree program consists of the required courses that satisfy the NAAB Student Performance Criteria (SPC). The professional degree program has the discretion to require additional courses including electives to address its mission or institutional context.*

- **Electives.** *A professional degree program must allow students to pursue their special interests. The curriculum must be flexible enough to allow students to complete minors or develop areas of concentration, inside or outside the program.*

[X] Met

Visit Two Team Assessment: In the European Union, the BSc degree is often a three-year non-professional degree followed by a two-year master of architecture professional degree. The team found available electives (Options) in the MArch curriculum were limited and did not appear open to pursuit of minors or areas of concentration outside the program; however, outside pursuits might have occurred in secondary or undergraduate curricula. The team also recognized this flexibility may exist within current offerings. A student's interest in topics outside the study of architecture can be assessed during evaluation of the preparatory / pre-professional education and, if considered a concern by the program, the curriculum may be adjusted accordingly. As indicated in the course of study, thirteen option modules are listed for 2013-14 where students must select three in the first year of the master's program. In 2014-15 more than twenty options will be offered. Options modules include a range of topics such as Food and the City, Walking and Mapping, Irish Timber and Sustainability, and GIS.

Total hours in the MArch program is 120 ECTS, which equals approximately 60 US credits.

II.2.3 Curriculum Review and Development

The program must describe the process by which the curriculum for the substantially equivalent degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that architects authorized to practice in the country where the program is located are included in the curriculum review and development process.

[X] Met

Visit Two Team Assessment: The Architecture Programme Board reports to the University Programmes Board and to the Academic Council on the quality of the program and oversight for the program function. The school-wide review, the "Walkabout," occurs twice a year as a daylong school exhibition at the end of each semester, and involves the entire faculty. Comments and suggestions arising from the "Walkabout" review are reported to the Architecture Programme Board and to the School Executive. As a result, pedagogical objectives are focused, maintained and refreshed through periodic reviews. Staff repositioning may follow as a result of this effort. Additionally, the program undergoes accreditation in a five-year review cycle by both the Royal Institute of Architects in Ireland (RIAI) and the RIBA.

PART TWO (II): SECTION 3—EVALUATION OF PREPARATORY/PREPROFESSIONAL EDUCATION

Because of the expectation that all graduates meet the SPC (see Part Two, Section 1, above), the program must demonstrate that it is thorough in the evaluation of the preparatory education of individuals admitted to the NAAB substantially equivalent degree program.

In the event a program relies on the preparatory educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the substantially equivalent degree program. This assessment should be documented in a student's admission and advising files.

[X] Met

Visit Two Team Assessment: Materials outlining the evaluation of preparatory/ pre-professional education were provided in the APR. Discussion with the dean and associate dean and material provided defined procedures by which applicants were accepted to the degree program. All students enter UCD through general university procedures. UCD candidates have a process for automatic progression to acceptance in the program. External candidates enter a process of evaluation. To enter the MArch program students submit online transcript materials, a written position statement along with one to two academic references and a pdf of a portfolio sample. Those shortlisted are asked to interview with a more extensive portfolio. All records of this process are held in the university's central office.

PART TWO (II): SECTION 4—PUBLIC INFORMATION

II.4.1 Statement on Substantially Equivalent Degrees

In order to promote an understanding of the substantially equivalent professional degree by prospective students, parents, and the public, all schools offering a substantially equivalent degree program or any candidacy program must include in catalogs and promotional media the exact language found in the NAAB Conditions for Substantial Equivalency, Appendix 6.

[X] Met

Visit Two Team Assessment: Exact language in NAAB SE Conditions, Appendix 6 was found on the program's website at

<http://www.ucd.ie/eacollege/architecture/graduatetaughtprogrammes/mastersofarchitecture/>

II.4.2 Access to NAAB Conditions and Procedures

In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents, and faculty:

The 2012 NAAB Conditions for Substantial Equivalency

The NAAB Procedures for Substantial Equivalency (edition currently in effect)

[X] Met

Visit Two Team Assessment: Access to documents and procedures was found on the website.

<http://www.ucd.ie/eacollege/architecture/graduatetaughtprogrammes/mastersofarchitecture/>

II.4.3 Access to Career Development Information

In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of substantially equivalent degree programs, the program must make appropriate resources related to a career in architecture available to all students, parents, staff, and faculty.

[X] Met

Visit Two Team Assessment: Access to career development was found on the following web sites:

<https://myucd.ucd.ie/program.do?programID=70>

<https://myucd.ucd.ie/events/index.do>

II.4.4 Public Access to APRs and VTRs

In order to promote transparency in the process of substantial equivalency in architecture education, the program is required to make the following documents available to the public:

The final decision letter from the NAAB

The most recent APR

The final edition of the most recent Visiting Team Report, including attachments and addenda

These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their web sites.

[X] Met

Visit Two Team Assessment: (Future) Public access to program APRs and VTRs is available at <http://www.ucd.ie/eacollege/architecture/graduatetaughtprogrammes/mastersofarchitecture/>

III. Appendices

Appendix 1. Program Information

- A. History and Mission of the Institution and the Program
APR, page 5
- B. Long-Range Planning
APR, page 21
- C. Self-Assessment
APR, page 28

Appendix 2. Conditions Met with Distinction

Realm A – Condition A.11 Applied Research
Realm C – Condition C.1 Collaboration

Appendix 3. Visiting Team

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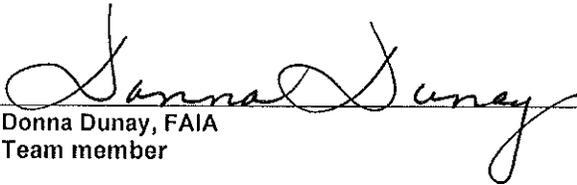
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IV. Report Signatures

Respectfully Submitted,



Marzette Fisher, AIA
Team chair



Donna Dunay, FAIA
Team member