

CALIFORNIA ARCHITECTS BOARD

JUNE 13, 2013

SACRAMENTO, CALIFORNIA



Edmund G. Brown Jr.
GOVERNOR

CALIFORNIA ARCHITECTS BOARD

PUBLIC PROTECTION THROUGH EXAMINATION, LICENSURE, AND REGULATION

NOTICE OF BOARD MEETING

June 13, 2013
10:00 a.m. – 5:00 p.m.
California Architects Board
2420 Del Paso Road, Sequoia Room
Sacramento, California
(916) 574-7220

The California Architects Board will hold a Board meeting, as noted above. The agenda items may not be addressed in the order noted below and the meeting will be adjourned upon completion of the agenda, which may be at a time earlier than that posted in this notice. The meeting is open to the public and is accessible to the physically disabled. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by contacting Annamarie Lyda at (916) 575-7202, emailing annamarie.lyda@dca.ca.gov, or sending a written request to the Board at the address below. Providing your request at least five business days before the meeting will help to ensure availability of the requested accommodation.

Agenda

- A. Call to Order – Roll Call – Establishment of a Quorum
- B. President's Remarks
- C. Public Comment Session
- D. Approve the March 7, 2013 and May 7, 2013 Board Meeting Minutes
- E. Executive Officer's Report
 1. Update to May 2013 Monthly Report
 2. Discuss and Possible Action on Legislation Regarding Senate Bill 308 (Price) [Sunset Review of California Council for Interior Design Certification], Assembly Bill (AB) 186 (Maienschein) [Military Spouses], and AB 630 (Holden) [Instruments of Service]
 3. Review and Possible Action on Criteria for Board Officer Elections
 4. Budget Update
- F. Closed Session – [Closed Session Pursuant to Government Code Sections 11126(c)(1) and (3)]
 1. Review and Approve May 7, 2013 Closed Session Minutes
 2. Discuss and Possible Action on the Office of Professional Examination Services (OPES) Recommendations Related to California Supplemental Examination Development

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- G. California Supplemental Examination (CSE)
 - 1. Review and Approve Intra-Agency Contract Agreement with OPES for CSE Development
 - 2. Discuss and Possible Action on the CSE Occupational Analysis
- H. National Council of Architectural Registration Boards (NCARB)
 - 1. Discuss and Possible Action on NCARB's Proposed Changes to the Intern Development Program (IDP) Related to Employment Duration and IDP Entry Point
 - 2. Review and Approve Contract with NCARB for the Architect Registration Examination
 - 3. Review of NCARB Annual Meeting Agenda, Policies, and Procedures
 - 4. Review and Approve Recommended Positions on Resolutions and Candidates
- I. Review and Approve Proposed Regulations to Amend California Code of Regulations, Title 16, Division 2, Section 116 (Eligibility for Examination)
- J. Review and Approve Proposed Regulations to Amend California Code of Regulations, Title 16, Division 2, Section 120 (Re-Examination)
- K. Professional Qualifications Committee (PQC) Report
 - 1. Update on May 1, 2013 PQC Meeting
 - 2. Review and Approve Recommendation Regarding Strategic Plan Objective to Present a Recommendation to NCARB on Criteria for a "Broadly Experienced Intern" Pathway to Licensure
 - 3. Review and Approve Recommendation Regarding Strategic Plan Objective to Comment on National Architectural Accrediting Board Accreditation Standards
 - 4. Review and Approve Recommendation Regarding Strategic Plan Objective to Develop a Strategy to Expedite Reciprocity Licensure for Military Spouses and Domestic Partners
- L. Regulatory and Enforcement Committee (REC) Report
 - 1. Update on April 25, 2013 REC Meeting
 - 2. Review and Approve Recommendation Regarding Strategic Plan Objective to Examine Definition of the Practice of Architecture and Potentially Consider Creating a Definition of "Instruments of Service" for a Regulatory Proposal
 - 3. Review and Approve Architect Consultant Contract
- M. Landscape Architects Technical Committee (LATC) Report
 - 1. Update on May 22, 2013 LATC Meeting
 - 2. Review and Approve Draft LATC Strategic Plan
- N. Review of Schedule
- O. Adjournment

The notice and agenda for this meeting and other meetings of the Board can be found on the Board's website: www.cab.ca.gov. Any other requests relating to the Board meeting should be directed to Ms. Lyda at (916) 575-7202.

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

Agenda Item A

CALL TO ORDER -- ROLL CALL -- ESTABLISHMENT OF A QUORUM

Roll is called by the Board Secretary or, in his/her absence, by the Board Vice President or, in his/her absence, by a Board member designated by the Board President.

Business and Professions Code Section 5524 defines a quorum for the Board:

Six of the members of the Board constitute a quorum of the Board for the transaction of business. The concurrence of five members of the Board present at a meeting duly held at which a quorum is present shall be necessary to constitute an act or decision of the Board, except that when all ten members of the Board are present at a meeting duly held, the concurrence of six members shall be necessary to constitute an act or decision of the Board.

BOARD MEMBER ROSTER

Jon Alan Baker

Chris Christophersen

Pasqual V. Gutierrez

Jeffrey D. Heller

Marilyn Lyon

Matthew McGuinness

Michael Merino

Fermin Villegas

Sheran Voigt

Hraztan Zeitlian

Agenda Item B

PRESIDENT'S REMARKS

Board President Sheran Voigt, or in her absence, the Vice President will review the scheduled Board actions and make appropriate announcements.

Agenda Item C

PUBLIC COMMENT SESSION

Members of the public may address the Board at this time. The Board President may allow public participation during other agenda items at their discretion.

Agenda Item D

APPROVE THE MARCH 7, 2013 AND MAY 7, 2013 BOARD MEETING MINUTES

The Board is asked to approve the minutes of the March 7, 2013 and May 7, 2013 Board meetings.

Attachments:

1. March 7, 2013 Board Meeting Minutes
2. May 7, 2013 Special Board Meeting Minutes (provided under separate cover)

MINUTES
REGULAR MEETING
CALIFORNIA ARCHITECTS BOARD

March 7, 2013

Berkeley, CA

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

Board President Sheran Voigt called the meeting to order at 9:40 a.m. and Board Secretary Pasqual Gutierrez called roll.

Board Members Present

Sheran Voigt, President
Hraztan Zeitlian, Vice President (arrived at 9:45 a.m.)
Pasqual Gutierrez, Secretary
Jon Alan Baker
Chris Christophersen
Jeffrey Heller
Marilyn Lyon
Michael Merino
Fermin Villegas (arrived at 9:45 a.m.)

Board Members Absent

Matthew McGuinness

Guests Present

Kurt Cooknick, Director of Regulation and Practice, The American Institute of Architects, California Council (AIACC)
Nicki Johnson, Landscape Architects Technical Committee (LATC) Member
Terri Meduri, Facilitation Specialist, Department of Consumer Affairs (DCA), Strategic Organization, Leadership, and Individual Development (SOLID)
Shanker Munshani, Chairman, Academic & Credential Records, Evaluation & Verification Service
Andrea Powell, Powell & Partners, Architects
Tom Roy, Facilitation Specialist, SOLID
Sidney Sweeney, Executive Director, American Institute of Architects (AIA), East Bay
Raul Villanueva, Personnel Selection Consultant, DCA Office of Professional Examination Services (OPES)
Patsy Zakian-Greenough, California Council of Interior Design Certification (CCIDC)

Staff Present

Doug McCauley, Executive Officer
Vickie Mayer, Assistant Executive Officer
Marcus Reinhardt, Program Manager, Examination/Licensing Unit
Trish Rodriguez, Program Manager, LATC
Mel Knox, Administration Analyst
Hattie Johnson, Enforcement Officer
Robert Carter, Architect Consultant
Don Chang, Legal Counsel, DCA

Six members of the Board present constitute a quorum. There being seven present at the time of roll, a quorum was established.

B. PRESIDENT'S REMARKS

Ms. Voigt welcomed the newest public member of the California Architects Board (Board), Chris Christophersen, who was sworn in by the Executive Officer (EO), Doug McCauley. Mr. Christophersen highlighted his 33-year membership with the International Union of Painters and Allied Trades, District Council 16, and noted his 12-year service in various officer positions within the organization, covering the Northern territories of California and Nevada.

Ms. Voigt honored and thanked Marilyn Lyon for her service as the Board's President in 2012 and, as token of appreciation for her dedication, presented Ms. Lyon with a keepsake from the Board members. The gift was a memento of architect Frank Lloyd Wright's Hollyhock House. Ms. Lyon graciously thanked Ms. Voigt and the Board.

Ms. Voigt recognized Tom Buresh, Professor and Chair of Architecture at the University of California (UC), Berkeley, College of Environmental Design, and invited him to make a presentation to the Board. Mr. Buresh made a brief presentation, summarizing the state of the architecture program at the university and noting a general decline in interest for architecture as a profession. He simultaneously acknowledged the college's relatively optimistic attitude, citing the increase in tuition fees and the competitive undergraduate and graduate program acceptance rates, at ten percent and five percent, respectively. From an economic standpoint, Mr. Buresh noted that the college's funding from the State of California is at an all-time low, now at 11 percent, whereas, 20 years ago, 80 percent of its funding came from taxpayer dollars. Mr. Buresh also mentioned that interdisciplinary studies and collaboration with allied disciplines (landscape architects, engineers, etc.) is currently a noteworthy topic of discussion in his department, particularly as it relates to the changing dynamics of how professionals work and how these changes might affect how aspiring architects are trained. He shared his view that, in order to effectively participate in an interdisciplinary situation, architects-in-training should first develop a measure of expertise in architecture.

Mr. Gutierrez asked Mr. Buresh if he heard correctly that the university is experiencing a decline in enrollments for architectural studies. Mr. Buresh clarified his remarks and reported that the number of qualified undergraduate applicants has fallen, and suggested that the number of qualified postgraduate applicants has not. He also revealed that only 120 of 1,000 undergraduate applicants (12 percent) are eligible by university standards. He informed that the number of

people applying is flat, but the number of qualified applicants is on the decline. Professor Buresh stated that applicants are simply not prepared out of high school to attend UC Berkeley.

Ms. Voigt stated that these issues are important and acknowledged that the Board is interested in all matters that concern students of architecture. She thanked Professor Buresh for his address to the Board.

Ms. Voigt recognized Mel Knox as the Board's new Administration Analyst and extended her welcome to Mr. Knox.

C. PUBLIC COMMENT SESSION

Shanker Munshani addressed the Board regarding the evaluation of foreign credentials and requested the consideration of his organization's foreign educational evaluation services. Ms. Voigt informed Mr. Munshani that the Board is a member of the National Council of Architectural Registration Boards (NCARB) and suggested the Board is required to utilize the evaluation process conducted by NCARB; Michael Merino echoed Ms. Voigt's sentiment. Mr. Munshani stated that, in actual fact, NCARB does not dictate the private agency to be used for evaluations. Mr. McCauley stated that the Board does indeed have a provision within its regulations that addresses Mr. Munshani's comments. Marccus Reinhardt informed that the Board has, through regulation, approved the exclusive use of foreign education evaluation services from members of the National Association of Credential Evaluation Services (NACES). Mr. Merino stated there may be an issue with the regulation in effect. Don Chang explained that, under regulation, foreign curriculum must be evaluated either by the National Architectural Accrediting Board (NAAB) or by an organization approved by NACES, thus, Mr. Munshani's comments are appropriate. However, Mr. Munshani suggested that his organization is not associated with NACES. Ms. Voigt informed Mr. Munshani that his request is not an item on the day's agenda, but may be considered at a future Board meeting.

Andrea Powell, a practicing architect, encouraged the Board to make the licensure process easier for individuals who hold a degree in a foreign country. She offered her view that the profession is quite restrictive and expensive for foreign persons seeking permission to practice in California. Jon Baker said that, unfortunately, the Board does not have control over the Broadly Experienced Foreign Architect (BEFA) program and its administrative costs, as they are managed by NCARB. Mr. Baker admittedly acknowledged BEFA's high cost as a way to cover the expense of the program. Mr. Merino explained that, a part of what drives costs is NCARB's review of the candidate's data in an effort to ensure that the quality of the license is not degraded.

Sidney Sweeney spoke before the Board regarding BEFA reciprocity and implored the Board to approve the regulations being considered under a later agenda item. Her comments were focused on the unfairness of the BEFA reciprocity process, namely, time constraints and associated fees. She also expressed concern about the Americans with Disabilities Act continuing education requirement for license renewal. Ms. Sweeney stated that, although the state of local politics currently underpins the ban on Board members and staff from attending NCARB meetings, the Board should still actively engage the organization, perhaps by writing letters and issuing statements that address the concerns of consumers and of the architectural community in California.

Patsy Zakian-Greenough, representing CCIDC, introduced herself to the Board and announced that she is available for questioning and for participation in discussions as they relate to relevant issues on the agenda.

D. APPROVE THE DECEMBER 5-6, 2012, BOARD MEETING MINUTES

Ms. Voigt asked for a motion to approve the December 5-6, 2012, Board Meeting Minutes.

- **Michael Merino moved to approve the December 5-6, 2012, Board Meeting Minutes.**

Jeffrey Heller seconded the motion.

Vickie Mayer requested that the Board make a few minor corrections to the minutes before approval, asking for the minutes to reflect that Trish Rodriguez, Program Manager for the LATC, did indeed attend both days of the December meeting. Ms. Mayer also requested the typographical error on page eight, Agenda Item L, third paragraph, be corrected to read “January 24-25, 2013” rather than 2012.

- **Michael Merino amended his motion to include the corrections provided by staff.**

Jeffrey Heller approved the amended motion.

The motion passed 8-0-1 (Marilyn Lyon abstained).

Ms. Lyon delivered a Nominating Committee report to the Board. Ms. Lyon said that she and Mr. Heller were the members of the Committee. She reported that staff supported the Committee in putting out notice to Board members to inquire whether they would like to serve as an officer, by nominating themselves or by nominating other members. Ms. Lyon then informed that, via conference call, she and Mr. Heller discussed the pool of nominations before deciding on a recommended slate. She informed that the slate was then presented to the Board at its final meeting of the year, at which time nominations may also be accepted from the floor. Ms. Lyon recalled that she did not recognize in the Minutes any other nominations, but acknowledged there is always a route available to someone who wishes to nominate an individual that the Nominating Committee did not recommend on the slate. Mr. Heller added that the Nominating Committee executes its responsibilities based on accurate information, but that it also relies on an active Board to make nominations.

Mr. Merino commented that he understood the nominating process to be quite clear, but wanted to understand the criteria used by the Nominating Committee to develop the slate. He stated that he believed it important to understand the issues that influence the Committee’s judgment. Mr. Heller explained that, from his viewpoint, his decisions were influenced by a combination of factors, including individuals’ experience, performance, and abilities. He noted that his assessment of one’s abilities would involve a sense of one’s fitness to “put in the extra time.” Ms. Lyon stated that there is not a list of boxes to check, there are no set preconditions in the process, but, she said, the method is very personal as two people try to find consensus on a recommendation that, in their opinion, is best for the Board.

Mr. Merino voiced his concern about the Board's commitment to transparency, and advocated for a consistent, clear set of criteria to be considered during the Board's nomination processes. Mr. Merino also said that, if the decision to exclude his name from the slate was influenced by his status as a military service member, it would have been legally and ethically wrong.

Ms. Voigt stated that the issue can be discussed at the Board's strategic planning sessions and potentially at future Board meetings. Mr. Heller recognized Mr. Merino's comments, but also reminded that the Board is a democratic organization, allowing members to campaign on their own behalves and to seek endorsements from their counterparts.

Mr. Merino stated his opinion that, in the name of transparency, other than those issues the Board is legally required to hold in confidence, all discussions, including conference calls, should be open to the public.

Ms. Voigt stated that if Mr. Merino wishes to continue this discussion, it must be placed on the meeting agenda. Mr. Chang said that, as the Board moves into conversation surrounding committee nominating procedures, it should be properly noticed and, therefore, the Board should redirect comments to matters reflected on the agenda.

- **Michael Merino raised a point of order and made a motion to continue the discussion.**

There was no second to the motion.

The motion failed.

E. EXECUTIVE OFFICER'S REPORT

Mr. McCauley informed the Board that the next Board meeting will be held in Sacramento on June 13, 2013. He explained, Woodbury University is being considered to host the September 12, 2013 meeting.

Mr. McCauley noted that the NCARB Practice Analysis was designed to feed into the Architect Registration Examination (ARE) and NAAB criteria for education, as well as for the internship component. He noted that it will be rolled out in segments with an initial target date of June 2013 to have the examination portion complete.

Mr. McCauley said he is very proud of the Board's Enforcement Unit's efforts, having reduced the number of pending cases from about 300 to 87 since the Board's last Sunset Review, which, in turn, has helped produce positive case aging outcomes.

Mr. McCauley also spoke briefly on the important relationship between the Board, and California Building Officials (CALBO) and building departments at the local level. He mentioned that the Board makes an effort to attend the Annual CALBO Business meeting every year, and had recently attended an effective session two weeks ago.

Mr. McCauley informed that the exempt area of practice relative to landscape architecture is one of the biggest efforts currently underway, including ongoing dialogues with representatives from the Association of Professional Landscape Designers. He stated that the LATC's Exemptions and Exemptions Task Force work continues to determine whether there is sufficient clarity in existing law and if there is a need for modifications. Mr. McCauley said there is a legal opinion pending from the Board's legal counsel, which is expected to help the LATC correctly interpret what is in existing law. He also updated the Board on the UC Extension Certificate Programs, which are not NAAB-accredited but are designed to support California's objective of creating multiple pathways into the profession.

Mr. Gutierrez asked Mr. McCauley about an item regarding the Executive Committee's review of its liaison program for 2013. Mr. McCauley said the program will be a component covered during the Strategic Planning agenda item.

Mr. McCauley gave a brief synopsis of three pending legislative items. He said Senate Bill (SB) 308 will ultimately change the sunset date for CCIDC, and may potentially contain policy recommendations. He indicated that the Board has supported CCIDC in the past, and, per the Strategic Plan, is supporting that regulatory model in the Sunset Review process. Mr. McCauley explained, CCIDC is proposing a written contract requirement similar to what is contained in the Architects Practice Act.

Ms. Voigt invited comments from Board members, noting that the Board is not required to take action today. Mr. Merino commented that, regarding Assembly Bill (AB) 186, concerning military spouses, he believes it would be in the Board's interest to take a position of support. Ms. Voigt asked if anyone feels the need to introduce a motion regarding the interior design legislation. Mr. Baker expressed uncertainty and Mr. McCauley clarified the question: Does the Board wish to take a position or to further discuss the two suggestions that are contained in the CCIDC report? He explained that the first of which concerns the definition of certified interior design, while the second concerns the building departments accepting certified interior designers' plans.

Mr. Baker commented that, if the Board is being asked to take action, it would be helpful to have it more specifically noted in the agenda so the Board can fully consider the issues. Mr. Merino suggested that, for the future, staff consider organizing a position paper that specifically outlines recommended positions for the Board's consideration. Mr. McCauley noted that he would write a memo to the Board that contains detail and outlines possible courses of action. Mr. Gutierrez stated that, in his view, having a clear definition of interior design services and a contract requirement are benefits to the consumer.

Mr. McCauley delivered comments concerning the segment of the interior design profession that is seeking licensure, noting a couple of issues expected to be raised during the upcoming Sunset Review hearings. He explained that the above mentioned segment of interior designers believe CCIDC should operate more like a state board, even though the organization is a non-profit entity recognized under state law. He said the rationale is rooted in the belief that, since the organization is recognized under state law, it should be subject to the Bagley-Keene Open Meeting Act, subject to the rules related to transparency, etc. The other issue that the above mentioned segment of interior designers is raising is that the national examination for interior

designers, the National Council of Interior Design Certification, should be adopted by CCIDC as an alternative assessment tool. He noted that the final issue concerns the acceptance of interior designers' plans by building departments. If plans do not convey exempt work, Mr. McCauley suggested that perhaps the plans should not be accepted.

After Mr. McCauley's presentation of AB 186, when he recommended to the Board that the legislation be supported, Mr. Baker stated that his understanding of the bill would, hypothetically speaking, enable a licensed architect spouse of an active duty member of the military who transfers to a base in California from another jurisdiction to be issued a provisional license to practice. Mr. Baker inquired as to how that criterion would work, and asked if his understanding is correct that individuals would not need to take the California Supplemental Examination (CSE) to receive a provisional license. Mr. Chang explained that a CSE requirement for provisional licensees is not clear in the proposed legislation. He elaborated, noting that, if you read the law literally, it gives the Board discretion to issue a provisional license without having an individual pass the CSE; the Board "may" decide to do so, according to the language. Mr. Chang noted that, in the architectural profession, licensing standards between some jurisdictions and California are quite identical, but California requires the CSE while other jurisdictions do not. He recognized this as a key factor the Board would consider when deciding whether or not to exercise its discretion to issue a provisional license.

Mr. Chang also noted that a concern such as the CSE requirement will probably be raised once the bill is discussed in committee. Given the current political environment as it relates to broad support for members of the US Armed Forces, Mr. Chang stated that committee members may wish for the Board to accept a more liberal position on the matter, but also that he clearly finds the language of the law to be discretionary, and the key issue here is whether or not to waive the CSE requirement for individuals under these circumstances.

Mr. Merino commented that, because it is a matter of discretion, he does not see this as a catalyst for creating a very large volume of issues, so having something come before the Board if the bill goes in effect would require staff to conduct appropriate due diligence and evaluate its applications under the law.

Mr. Baker continued to express concern, saying that the bill would introduce major uncertainties. He highlighted that, in addition to receiving an expedited license, a provisional licensee could be exempt from passing the CSE. This potential is significant, as there could be individuals able to practice in California for 18 months without having passed an exam that the Board deems necessary to render architectural services in this state. Mr. Baker examined the question of what would happen if an individual decided to stay in California upon expiration of the provisional license. Does the Board then eliminate the provisional and require the individual to take the CSE? If the Board requires a provisional licensee to pass the CSE to maintain the ability to practice, why then would the license still be considered provisional and not permanent at that point? Mr. Baker said he understands this bill is designed to make the process easier for qualified individuals, but he is uncertain as to how the logistics should work.

Mr. Gutierrez noted the likely possibility that an individual may request to be issued a provisional license who may have already entered into a legal agreement to provide architectural services. He asked, what would the Board do if the life of the contract extended beyond 18

months? Mr. Gutierrez said that there are many complexities and questions that must be resolved, and there would need to be a slew of vetting processes in place.

Ms. Voigt said that monitoring this legislation would be very important for the Board. Mr. Merino proposed that the Board not only monitor, but that it lean toward support in spirit for the legislation to send the right message. Ms. Voigt concurred. Mr. McCauley recognized the merits of Mr. Merino's comments, and suggested that members of the Board assist staff in crafting a statement that could help shape the bill.

Ms. Lyon voiced concern for the consumers of California. She conveyed her support for the US Armed Forces, but then noted that an individual who comes to California, even on a temporary, 18-month basis, can still do public harm. Therefore, Ms. Lyon explained, the concept of waiving the CSE requirement gives her pause. Ms. Lyon also reminded the Board that any architect who wishes to practice in California must pass the CSE, suggesting that, for the Board to allow a practitioner to offer and provide services in this state without having first passed the CSE would undermine its relevance. Ms. Voigt echoed Ms. Lyon's comments, stating that the CSE is an important element of the licensure process.

Mr. Baker asked the Board whether this legislation was introduced to address an explicit problem that requires a solution, or if policy makers decided to create this program to express support for our military. Mr. Merino again highlighted Mr. McCauley's suggestion that the Board draft a note to express support for the bill in spirit and to clearly express the Board's desire to see these concerns resolved.

Fermin Villegas commented that there does not seem to be any indication the law would allow for a waiver of the CSE, noting that it directs the board or staff to expedite, not change the licensure process. He also addressed Ms. Voigt's and Ms. Lyon's concerns about potential threats to California consumers, suggesting the Board could mitigate those potential effects by adopting regulations, per subsection C, that can modify and interpret requirements. Mr. Villegas explained that, should there be a provisional license granted in expedited fashion, through regulation, the Board could potentially require the provisional licensee to associate with a fully licensed Californian architect.

Ms. Voigt asked Mr. McCauley if he has a good sense of the Board's concerns in order to articulate it in a communiqué to the Legislature. Mr. McCauley answered affirmatively.

Mr. Chang said that Mr. Villegas is correct to acknowledge the Board's ability to address these issues through regulation, but reminded the Board of the lengthy regulatory process. He explained that many of the issues identified by the Board should and could be addressed specifically within the law.

Mr. Baker stated that he does not think an intermediate license is appropriate, and that the issue revolves around the duration of a provisional license and its viability, given the nature of the profession and the Board's CSE requirement. Mr. Merino stated that his main concern is the duration of services in alignment with the provisional license, noting that the Board should not implement policies that would have provisional-licensed architects leaving California with work incomplete or leaving the consumer at a disadvantage.

- **Michael Merino moved to support AB 186 and note the Board's concerns regarding CSE and provisional issues and other potential concerns staff deems worthy in correspondence to the author of the legislation.**

Jon Baker seconded the motion.

The motion passed 9-0-0.

After Mr. McCauley presented the AIACC-sponsored AB 630 legislation on architect's instruments of service the Board took the following action:

- **Jon Baker moved to support AB 630.**

Hraztan Zeitlian seconded the motion.

Ms. Voigt then opened for discussion.

Mr. Heller explained that contracts that he and his colleagues receive are written agreements of which he has ownership, and the practice has evolved to the point where it is universal and forced; therefore, instead of offering resistance, one either chooses to accept it or one does not. He also explained that if the architect designs a project, and if that design is used, the:

1) architect must be credited as the designer; 2) consumer has no ownership unless paid in full; and 3) architect no longer has control over the legal system and is subject to indemnification.

Mr. Heller recommended that a host of issues be addressed in this proposed legislation, though expressed his overall support for the spirit of the legislation.

Kurt Cooknick said he sees Mr. Heller's first two points as more practice-related. He also mentioned that architects are covered for subsequent changes in the current Architects Practice Act (Act). He also noted that there is uncertainty about whether including indemnification in the bill would be problematic. Mr. Heller said they ought to be very careful to not make architects' lives more difficult with this legislation. Mr. Cooknick said there is a valid concern for that.

Mr. Merino stated that he fully agrees with Mr. Heller's concerns, but worries the Board may be straying into an area where it argues not about consumer protection, but, instead, over payments to the architect. He reiterated his concern, saying that, to stray outside of the Board's authority may appear inappropriate. Mr. Merino elaborated, explaining to the Board that it must ensure discussions remain within the scope of consumer protection.

Mr. Baker said that, as he understands the bill, the terms and descriptions discuss instruments of service. He illustrated concern in that, hypothetically speaking, a developer might take the documents that Mr. Heller drew then choose to hire a third party to administer the development of the project. Mr. Baker explained that it would be different from the circumstance that Mr. Heller has acknowledged where a firm is hired to take the project through the entitlement process, then through conceptual planning, until the point in time when it receives a conditional approval. He continued, explaining that those documents are not then taken and used to build, and an owner decides to have someone else provide the technical working drawings from that

point forward. Mr. Baker then stated that he does not see that as the same kind of issue, and asked if AIACC's underlying concern is rooted solely in the use of instruments of service.

Mr. Heller responded to Mr. Baker's point concerning consumer protection, saying that, unless all of these points are clarified, the person who buys the project is also a consumer and the people downstream are also consumers; if the points are not clear, the consumer can suffer.

In response to Messrs. Heller, Baker and Merino's comments, in an effort to help the Board understand the bill, Mr. Cooknick outlined the genesis of the issue. He explained that, the real motivation behind the legislation was that an architect had prepared a set of construction documents for a client, the client went bankrupt, the bank seized the property and took the works of improvement as theirs, and then the bank sold it all together. Mr. Cooknick explained that the architect then attempted to assert his rights and went to court where the judge sided with the bank. In the judge's opinion, the documents did not belong to the architect any longer because when the bank seized everything, it became the bank's property. Mr. Merino expressed a sentiment of support for the intent of the legislation, but stated he wants to clearly outline the Board's purview and frame it within the context of consumer protection when taking a position.

Ms. Voigt reminded the Board that its role on this issue is to decide whether or not to support or amend this legislation. The simple act of supporting the bill, she explained, does not mean the Board is getting into the financial arena.

Mr. Villegas asked the architect members of the Board to explain how the plans are currently treated once an architect is hired for a project. Mr. Gutierrez responded candidly that if one is shrewd, one does not release the ownership of documents; instead, one retains it.

Mr. Merino voiced further concern about his perception of a lack of clarity, stating that, under the Act, responsibility for those instruments of service does not stop simply because the agency takes ownership. Mr. Baker stated that ownership and liability are two different things and it depends for what purpose the agency owns the plans.

Mr. Chang stated that there appeared to be a practical problem with the proposed language. He explained that the Board's jurisdiction covers only architects, or individuals performing the services of an architect; therefore, the bill is not properly located within the Act and would more appropriately be placed in the Civil Code. Mr. Baker noted that there is one category where it does fall within the Board's jurisdiction - general oversight of the preparations of plans. However, Mr. Chang again raised enforcement concerns. Mr. Cooknick disagreed with Mr. Chang's opinion that the law would be more appropriately placed in the Civil Code, informing that it should stay in the Business and Professions Code (BPC) of the Act for the benefit of exposure to judicial review. Mr. Merino suggested that provisions in the Civil Code may become the subject of legal action, and asked Mr. Cooknick why he believed placing AB 630 in the Architects Practices Act is more appropriate. Though Mr. Chang did not concede his opinion, he suggested that, perhaps, the 17,000 series of BPC is suitable.

Mr. Heller said he believes there is enough of a foundation for the Board to express a sentiment of support.

Mr. McCauley mentioned that the Board must also consider smaller projects, noting that two parties may not work in harmony in an instance when the architect has been paid and there are items still left on the contract; the architect then terminates the contract and the consumer is left with an incomplete project. Mr. Heller commented that this is why AIACC's initiative on the matter is worthy of support - it forces architects and consumers into contractual relationships which must be acknowledged.

Hattie Johnson stated that this is a scenario that has been discussed in the past: The consumer saves for years to have her kitchen remodeled; the architect is brought in to design and complete the project, but then walks away because he has a bigger project down the street. Ms. Johnson relayed that the Enforcement Unit receives calls every day from the small consumer asking if she can hire another architect or if she can use the plans without being sued, not knowing what to do. Ms. Johnson inquired as to what affect this bill would have on the consumer in this instance if enacted. Mr. Cooknick suggested that it all depends on the contract.

Ms. Lyon again questioned the placement of this legislation in the Act, to which Mr. Chang echoed his opinion that it should ideally be in the Civil Code or, potentially, the 17,000 series of BPC. Ms. Lyon stated that it seems to be the best place to protect all parties from this kind of issue.

Mr. Heller said that there is a way to refine the bill to address what staff has mentioned, and to make it more palatable and consistent with the Board's objectives. He suggested that the Board monitor the legislation, discuss internally with AIACC, and revisit this item at the next meeting in June. Mr. Baker commented that it sounds like the Board supports the bill in concept, and suggested that AIACC broaden the scope of it with more specificity.

Mr. Merino suggested to the maker of the motion that the Board express support for the legislation and have staff draft a letter to its sponsor with the Board's input and concerns, and to copy AIACC to that document; the concerns being the 1) appropriateness of the section, and 2) refinement of the language.

- **Jon Baker moved to support AB 630 and note the Board's concerns in correspondence to the author of the legislation.**

Hraztan Zeitlian approved the amended motion.

The motion passed 9-1-0 (Fermin Villegas opposed).

F. REVIEW AND APPROVE 2013 STRATEGIC PLAN

Ms. Voigt introduced Terri Meduri and Tom Roy from SOLID to facilitate the finalization of the 2013 Strategic Plan. Mr. Roy indicated that the changes made to the prior plan are shown in the draft plan contained in the meeting packet. Shortly after Mr. Roy's opening remarks, Mr. Merino proposed in the interest of time, a motion be made to accept and adopt all of the changes to the Strategic Plan outright, should no member of the Board object.

- **Michael Merino moved to approve the changes as noted in the draft 2013 Strategic Plan.**

Jon Baker seconded the motion.

Mr. McCauley stated that staff has identified a number of changes to the Strategic Plan that may warrant attention, discussion and greater specificity by the Board. He explained that when the plan is eventually brought to the Regulatory and Enforcement Committee, for example, there should be agreement and clarity to arrive at appropriate outcomes and meet the Board's needs.

- **Michael Merino amended his motion to permit staff to make minor corrections while preserving the plan's strategic spirit.**

Jon Baker approved the amended motion.

The motion passed 9-0-0.

G. CLOSED SESSION – DISCIPLINARY DECISIONS AND EXAM DEVELOPMENT ISSUES [CLOSED SESSION PURSUANT TO GOVERNMENT CODE SECTIONS 11126(C)(1) AND (3)]

There was no closed session at this meeting.

H.*WESTERN CONFERENCE OF ARCHITECTURAL REGISTRATION BOARDS (WCARB)

Mr. McCauley suggested to Ms. Voigt that the Board address Agenda Item I before item H as a representative from DCA was present to speak on that item. Ms. Voigt stated that the Board is very flexible at this time and approved Mr. McCauley's request.

I. CALIFORNIA SUPPLEMENTAL EXAMINATION (CSE)

Raul Villanueva of OPES provided a presentation outlining the current state of the CSE. Mr. Villanueva said the current state of the CSE is best described as an ongoing process in transition. He explained that OPES is working on subject matter expert (SME) conformity at exam development workshops in terms of garnering an understanding of the development process. He noted there still is a bit of hesitation from individuals previously involved with the oral format. He also noted that the challenges the CSE is encountering are typical for programs transitioning from an oral to written examination format and, therefore, are not unique to the Board. He said that there are three key areas to recognize during the exam content development process; ensure that the material is: 1) main stream, 2) entry-level, and 3) relevant for licensure.

Mr. Villanueva stated that another area of focus is the exam item bank, recognizing that this element has been of ongoing concern for the Board; he said that the process of refinement helps in terms of writing better items. Mr. Villanueva advised that delivering items that are pre-administered and have good statistics is already occurring. Offering his professional view of the Board's item bank, Mr. Villanueva noted it is approximately 60 percent complete. He added,

SMEs' training needs will be an ongoing challenge for at least the next two years. He noted that item bank development is impacted by SME skill development and the exam development cycle. He stated there is a one year delay between item development and the return of adequate statistical data for item performance analysis. He added that actions which have been taken to address the CSE development needs include: 1) incorporating more entry-level architects; 2) delivering exams with previously administered items with good performance statistics, and 3) continuous item bank development using scoreable and pre-test items.

Mr. Villanueva said the Board can currently deliver an exam with three-quarters of it being previously administered items having good statistics. As entry-level licensees review content, he explained, there is more concurrence within and across workshops to substantiate the research and development that groups are doing. Mr. Villanueva continued on to say that his fairly conservative approach to the work lends a completion date estimate of the CSE in three to four years, which is why he prefaced his assessment with an acknowledgement of the solid deliverables the Board is now receiving.

- **Michael Merino moved that the Board file the staff report and continue working with Raul Villanueva on the CSE.**

Marilyn Lyon seconded the motion.

The motion passed 9-0-0.

H. WESTERN CONFERENCE OF ARCHITECTURAL REGISTRATION BOARDS (WCARB)

Mr. McCauley announced that he would review resolutions that are expected to be acted upon at the 2013 NCARB Annual Meeting and Conference on June 19-20, 2013. Mr. Baker stated that the Board has time to consider and take a position on these resolutions because there is another Board meeting scheduled before the NCARB meeting. Mr. Baker suggested that, if the Board discovers anything of particular concern, perhaps the Board can send a letter to NCARB expressing its issues. Mr. Merino said, from a protocol prospective, he believes the Board is at a "receive and file" stage as it concerns these resolutions. Ms. Voigt stated that a motion for action would not be necessary unless the Board wants to give notice to WCARB of its opposition to a resolution.

Mr. McCauley reviewed Resolution 2013-A, which, he informed, replaces the term "comprehensive practice" with "practice of architecture." He explained the logic behind this change, being that the concept of comprehensive practice is perceived as obsolete, and characterized the change as a simple modification in an effort to be consistent with program goals. Mr. Merino added that the NCARB Broadly Experienced Architect Committee staff approached him and his Committee colleagues to ask that they ensure language and model law align with changes made in NCARB leadership.

Mr. McCauley explained Resolution 2013-B, which, he informed, clarifies certification guidelines and broadens education standards, in that a non-accredited program can be not only from institutions outside of the United States (US) or Canada, but from any institution anyplace.

Mr. McCauley discussed Resolution 2013-C, which also concerns the BEFA program and its changes to the definition of comprehensive practice. He said this would enable candidates to demonstrate they have practiced in certain areas under comprehensive practice.

Mr. McCauley summarized Resolution 2013-D, which, he informed, concerns the Public Director position and modifies the current Bylaws to formally restrict a Member Board Member or a Member Board Executive from serving as public director. He explained that incumbents to this position are sought who are outside of the NCARB organization but can bring valuable knowledge and insight to the council.

Mr. McCauley reviewed Resolution 2013-E, which concerns the continuing education standard and its renewal process. He explained that it discusses what to do if someone has let their license lapse and which hours they can count. Mr. Gutierrez commented that, if the Board ever does have continuing education this resolution would be applicable. He also expressed concern with the last sentence of paragraph A, which reads, "Excess Continuing Education Hours may not be credited to a future calendar year." Mr. Baker informed that it reads so because member boards found it challenging to keep track of the extra hours. Mr. Baker stated that he argued for a more sensible approach at the Board, at WCARB and at the annual meeting, but was unsuccessful. Mr. McCauley explained Resolution 2013-F, which concerns the use of electronic seals and signatures. He characterized the resolution as an example of NCARB accepting a more contemporary practice in how responsibility for documents is portrayed - a positive step.

Mr. McCauley summarized Resolution 2013-G, which concerns the inter-recognition agreement with Canada. He stated that NCARB conducted an analysis and compared the requirements for licensure in Canada versus the US. Ultimately, Mr. McCauley explained, this resolution requires the architect to provide proof of licensure and attest to having completed 2,000 hours of licensed practice. Mr. Merino commented that there has been significant progress on relations with Canada and recognized that NCARB has also begun to reactivate more positive relations with Mexico.

Mr. McCauley shifted focus to the biographies of candidates seeking WCARB and NCARB elected offices in 2013. He stated that he believes there are no contested elections. He invited comments from the Board about the upcoming elections and candidates. Mr. Merino asked Mr. Baker if he knew any of the candidates and if he has any strong feelings toward any of them. Mr. Baker answered in the affirmative, but noted that there is little to say at this stage since they are uncontested. He acknowledged that he has personal opinions about the effectiveness of individuals versus other individuals, but does not know of anyone that could cause irreparable harm to the organization or the Board. Mr. McCauley asked Mr. Baker if he thought any of these elections could become contested. Mr. Baker said the only likely position that is typically contested is that of Secretary. He expressed a sentiment of support and verbally endorsed Christine Harding's candidacy for the Office of Secretary at NCARB, saying that she will be a very good board member and perhaps would compensate for others who are not quite as effective.

Ms. Voigt said that the upcoming NCARB meeting will be held in California, and since the Board was recently given permission to attend another California meeting, there is reason to remain optimistic on the possibility of attending the NCARB meeting as a group.

J. REVIEW AND APPROVE RECOMMENDED MODIFICATIONS TO PROPOSED REGULATORY LANGUAGE AMENDING CALIFORNIA CODE OF REGULATIONS (CCR) SECTION 109, FILING OF APPLICATION AND SECTION 117, EXPERIENCE EVALUATION

Mr. Reinhardt presented Agenda Item J, stating that it came before the Board in the past and relates to the Intern Development Program (IDP) guidelines and academic internships. He said that after the Board previously reviewed and approved the proposed regulatory language to amend CCR sections 109 and 117, NCARB released a new set of IDP guidelines. He advised that staff has since analyzed and noted the differences between the April and November 2012 guidelines. Mr. Reinhardt asked the Board to approve the updated language to reference the November 2012 IDP Guidelines so that it may be filed with the Office of Administrative Law.

- **Jon Baker moved to approve the recommended modifications to CCR sections 109 (Filing of Application) and 117 (Experience Evaluation) and delegate authority to the EO to adopt the regulation provided no adverse comments are received during the public comment period and make minor technical changes to the language, if needed.**

Michael Merino seconded the motion.

The motion passed 9-0-0.

K. REVIEW AND APPROVE RECOMMENDED MODIFICATIONS TO PROPOSED REGULATORY LANGUAGE AMENDING CCR SECTION 121, FORM OF EXAMINATIONS; RECIPROCITY

Mr. Reinhardt presented Agenda Item K and informed the Board that it is regarding BEFA. He explained that when the Board previously approved the proposed regulatory language to accept NCARB's BEFA certificate, inadvertently, there was language that excluded architects in the United Kingdom (UK). Mr. Reinhardt said that staff has recommended to remove the language in question to allow UK and other foreign licensed architects reciprocity once they have successfully completed the BEFA program. He asked that the Board approve the recommended modified language.

- **Jon Baker moved to accept the recommended modifications to CCR section 121 (Form of Examinations; Reciprocity) and delegate authority to the EO to adopt the regulation provided no adverse comments are received during the public comment period and make minor technical changes to the language, if needed.**

Michael Merino seconded the motion.

The motion passed 9-0-0.

L. LANDSCAPE ARCHITECTS TECHNICAL COMMITTEE (LATC) REPORT

Trish Rodriguez reported to the Board that at the LATC meeting on January 24-25, 2013, it received a public comment regarding reciprocity from a licensed landscape architect in Washington who does not meet the educational requirements for licensure in California. She noted that the public comment was discussed during the LATC's strategic planning session and the request for reciprocity will be addressed at a future LATC meeting.

Ms. Rodriguez explained that all sections of the new four-section Landscape Architect Registration Examination (LARE) will be administered concurrently, three times annually, beginning in April 2013. She reported that candidates encountered an error during the administration of section four of the LARE on December 4, 2012, and explained that the testing software experienced several glitches which affected functionality. According to the Council of Landscape Architectural Registration Boards (CLARB), Ms. Rodriguez informed, the problem occurred on the global stage and was not an isolated incident. She advised CLARB offered a free re-test to candidates affected by the problem.

Ms. Rodriguez also informed the Board that site reviews of the UC Berkeley Extension Certificate Program and the UC Los Angeles Extension Certificate Program will be conducted on April 8-10, 2013 and on April 22-24, 2013, respectively. She noted that programs are reviewed approximately every six years for approval.

Ms. Rodriguez stated that the Exceptions and Exemptions Task Force made a recommendation to the LATC to have DCA legal counsel provide a legal opinion for BPC section 5641, Chapter Exceptions, Exemptions, and informed that the legal opinion will be presented at the next LATC meeting on May 22, 2013.

Ms. Rodriguez said that the LATC was given a budget update at its January 24-25, 2013 meeting and noted that the LATC has 19 months of reserve in its fund. She reported that LATC is working with the DCA Budget Office to explore ways of reducing funds in reserve, and noted that one option being considered is to reduce license fees for one renewal cycle. Mr. Merino commented that he believes reducing fees for members of the architect and landscape architect professions would be beneficial.

Ms. Rodriguez said that intra-agency contracts between the LATC and the OPES were approved at the January 24-25, 2013 LATC meeting. She explained that the intra-agency contracts will provide an occupational analysis and ongoing examination development for the LATC's CSE.

Ms. Rodriguez reminded the Board that it previously approved regulatory language to amend CCR section 2614, Examination Transition Plan, on December 7, 2011, and explained that legal counsel recommended modifying the language to change the new LARE implementation date. Ms. Rodriguez informed that LATC issued a 15-day Notice of Availability of Modified Language on October 5, 2012 and no comments were received. She also said that the final rulemaking file was signed by the DCA Director and returned to the LATC on December 20, 2012, and that the proposed language for CCR section 2614 must be approved again by the Board since it was modified subsequent to its original approval on December 7, 2011.

- **Pasqual Gutierrez moved to approve the modified language to amend CCR, Title 16, Division 26, section 2614, Examination Transition Plan and delegate authority to the EO to adopt the regulation and make minor, technical changes to the language, if needed.**

Fermin Villegas seconded the motion.

The motion passed 9-0-0.

Ms. Rodriguez reminded the Board that, on December 15, 2010, it approved regulatory language to amend CCR section 2620.5, Requirements for an Approved Extension Certificate Program, and stated that the UC Extension Certificate Program Task Force recommended changes to CCR section 2620.5 at the November 14, 2012 LATC meeting. She said that LATC approved the recommended modifications to CCR section 2620.5 and also proposed that, effective September 2015, a Bachelor's degree be required as a prerequisite for entry into the programs.

Ms. Rodriguez explained that LATC issued a 40-day Notice of Availability of Modified Language on November 30, 2012 and letters were mailed to landscape architecture associate degree programs in California notifying them of the proposed modifications to CCR section 2620.5. She informed that LATC received one comment during the public comment period and received two comments after the public comment period. She said that LATC reviewed the public comments at the January 24-25, 2013 LATC meeting and made modifications to CCR section 2620.5 based on the comments. Ms. Rodriguez explained that LATC removed the proposed Bachelor's degree prerequisite requirement and removed the requirement for the programs to have 3.0 full-time equivalence faculty with a degree in landscape architecture. She stated that the proposed language for CCR section 2620.5 must again be approved by the Board since it was modified subsequent to its original approval by the Board on December 15, 2010.

- **Pasqual Gutierrez moved to approve the modified language to amend CCR, Title 16, Division 26, section 2620.5, Requirements for an Approved Extension Certificate Program and delegate authority to the EO to adopt the regulation and make minor, technical changes to the language, if needed.**

Marilyn Lyon seconded the motion.

The motion passed 9-0-0.

M. REVIEW OF SCHEDULE

Mr. McCauley announced that the next Board meeting will be held on June 13, 2013 in Sacramento; the September 12, 2013 meeting may be held at Woodbury University in Burbank; and the December 11-12, 2013 meeting may be held in the Bay Area.

N. ADJOURNMENT

The meeting adjourned at 2:12 p.m.

** Agenda items for this meeting were taken out of order to accommodate the schedule of guest speaker.
The order of business conducted herein follows the transaction of business.*

Agenda Item E

EXECUTIVE OFFICER'S REPORT

1. Update to May 2013 Monthly Report
2. Discuss and Possible Action on Legislation Regarding Senate Bill 308 (Price) [Sunset Review of California Council for Interior Design Certification], Assembly Bill (AB) 186 (Maienschein) [Military Spouses], and AB 630 (Holden) [Instruments of Service]
3. Review and Possible Action on Criteria for Board Officer Elections
4. Budget Update



Edmund G. Brown Jr.
GOVERNOR

CALIFORNIA ARCHITECTS BOARD

PUBLIC PROTECTION THROUGH EXAMINATION, LICENSURE, AND REGULATION

MEMORANDUM

DATE: June 3, 2013
TO: Board Members
FROM: Doug McCauley, Executive Officer
SUBJECT: Monthly Report - May 2013

The following information is provided as an overview of Board activities and projects as of May 31, 2013.

ADMINISTRATIVE/MANAGEMENT

Board The Board held a Special Meeting pursuant to Government Code section 11125.4 in Sacramento and via teleconference at various locations in California on May 7, 2013. The next meetings are scheduled for June 13 in Sacramento, September 12 at Woodbury University, and December 11-12 in San Francisco.

BreEZe The Department of Consumer Affairs (DCA), working with its primary systems vendor, Accenture, will, over the next few years, be implementing BreEZe, an integrated enterprise-wide enforcement and licensing system planned as the replacement for the existing DCA legacy systems. The implementation will occur as a series of phases beginning later this year and ending in late-2014. The Board will be tentatively transitioning to BreEZe in phase three, which is presently planned to begin in mid-2014. BreEZe will provide DCA with modern capabilities currently unavailable with its existing legacy systems. These new capabilities, in part, will include the ability for candidates and licensees to submit applications and renew licenses online.

Budget On July 18, 2012, the Board was directed by the DCA Office of Human Resources to implement the new Personal Leave Program (PLP) 2012. The directive is the result of a side letter to labor agreements with state employee unions. Effective July 1, 2012, through June 30, 2013, the State Controller's Office is reducing employees' monthly gross salary by 4.62 percent to cover the cost of eight hours of PLP leave credits to be used by the employees in the same pay period.

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On April 23, 2013, the Board was given instructions to complete the Blanket Request for Out-of-State Travel (OST) for fiscal year 2013/14. The instructions included adherence to the Department of Finance directive (Budget Letter 12-05) and Governor's Executive Order 06-11. Staff submitted the completed requests to DCA by the May 15, 2013 deadline.

Communications Committee The next Communications Committee meeting has not been scheduled.

Legislation Assembly Bill (AB) 186 (Maienschein) authorizes boards to issue a provisional license to a spouse, domestic partner or other legal companion of an active duty member of the Armed Forces. At its March meeting, the Board voted to support the bill with the caveat that the potential impact on the California Supplemental Examination (CSE) be addressed. AB 186 was approved on the Assembly Floor on May 29, 2013 and will next be heard by the Senate Committee on Business, Professions & Economic Development (BP&ED). The bill will be discussed at the June Board meeting.

AB 630 (Holden) would prohibit the use of an architect's instruments of service without written contract or written assignment authorization. The Board voted to support the bill its March meeting, but noted concerns about its potential impact on consumers and that it should be inserted into the Civil Code or general provisions of the Business and Professions Code. AB 630 was approved on the Assembly Floor on May 3, 2013 and will next be heard by the BP&ED. The bill will be discussed at the June Board meeting.

Senate Bill (SB) 308 (Price) is the sunset bill for the California Council of Interior Design Certification (CCIDC). The Board's Executive Officer conveyed the Board's support for the extension of CCIDC's sunset date at the Sunset hearing. In addition, the positions the Board took on the bill at its May meeting have been conveyed to the author's staff. SB 308 was approved on the Senate Floor on May 23, 2013 and will next be heard by the Assembly Committee on Business, Professions & Consumer Protection. The bill will be discussed at the June Board meeting.

Sunset Review The Board's next Sunset Review Report is due in the Fall of 2014. Board staff is commencing its production of the draft report.

Newsletter The next issue of the Board's newsletter is scheduled for publication in June 2013.

Personnel Justin Sotelo was selected for the Associate Governmental Program Analyst position in the Board's Examination/Licensing Unit and started on May 22, 2013. He will be working 4/5 time.

Training The following employees have been scheduled for upcoming training:

6/17-21/13	Basic Supervision for State Supervisors – Part II (Marccus)
6/20/13	Sexual Harassment Prevention Webinar (Justin)
6/26-27/13	Presentation Skills for Analysts (Nancy)
7/11/13	Growing in Your State Career (Mel and Nancy)

7/23/13 Procurement (Mel)
 8/13/13 Developing Duty Statements (Marccus)
 8/14/13 Interpersonal Skills for Analysts (Mel)
 8/28/13 Developing Justification Memos (Marccus)
 8/29/13 Welcome to DCA (Mel)

Website Staff posted information related to expedited licensure for spouses or domestic partners of active duty military personnel to the Board’s website during the month of May 2013.

EXAMINATION AND LICENSING PROGRAMS

Architect Registration Examination (ARE) The results for ARE divisions taken by California candidates between January 1, 2013 and March 31, 2013 are shown below.

DIVISION	NUMBER OF DIVISIONS	TOTAL PASSED		TOTAL FAILED	
		# Divisions	Passed	# Divisions	Failed
Programming, Planning & Practice	240	115	48%	125	52%
Site Planning & Design	189	132	70%	57	30%
Building Design & Construction Systems	179	94	53%	85	47%
Structural Systems	161	105	65%	56	35%
Building Systems	148	82	55%	66	45%
Construction Documents & Services	230	127	55%	103	45%
Schematic Design	226	174	77%	52	23%

On February 27, 2013, the Board wrote to the National Council of Architectural Registration Boards (NCARB) to express its concern regarding confidentiality policies that pertain to exam security. Michael Armstrong, NCARB’s Chief Executive Officer acknowledged receipt of the letter and the need to address the issue. Board delegates will follow up on the status at the June NCARB Annual Meeting.

California Supplemental Examination (CSE) Administration The computer-delivered, multiple-choice format of the CSE was administered to 19 candidates during the month of May 2013. Of the 19 candidates, 18 (95%) passed and 1 (5%) failed. The computer-delivered CSE has been administered to 2,227 candidates. Of those candidates, 1,299 (58%) have passed and 928 (42%) have failed.

CSE Development The CSE development is an ongoing process. A new Intra-Agency Contract Agreement (IAC) with the Office of Professional Examination Services (OPES) for CSE

development is set to commence on July 1, 2013. The IAC will be presented to the Board for approval at the June 13, 2013 meeting.

Board staff is also planning for the next Occupational Analysis (OA). The Board typically conducts an OA every five to seven years by surveying practitioners to determine the necessary knowledge, skills, and abilities to perform architectural services with competence. The most recent OA was conducted in 2007. The next OA is scheduled to commence during the 2013/14 fiscal year.

Intern Development Program (IDP) *“Broadly Experienced Intern” Pathway* – At its May 2012 meeting, the Professional Qualifications Committee (PQC) discussed and considered the feasibility of the NCARB establishing an alternate method to satisfy the IDP requirement for individuals who meet special criteria. The issue was considered in response to a strategic planning objective. The PQC recommended that the Board research and/or develop appropriate criteria for recognizing a broadly experienced intern and provide that information to NCARB. The Board voted on June 14, 2012, to approve the PQC’s recommendation. At the September 13, 2012 Board meeting, Jon Baker reported that the NCARB Internship and IDP Advisory Committees were receptive to and supportive of the idea, and that it has become a research task of the IDP Advisory Committee for 2013.

The Board continued to work on this Strategic Plan objective in 2013 by developing criteria for recognizing a broadly experienced intern. At its May 1, 2013 meeting, the PQC voted to recommend staff develop the framework for criteria for a Broadly Experienced Intern pathway. Additionally, Vice Chair Pasqual Gutierrez recommended the concept be more appropriately named the “Broadly Experienced Design Professional” pathway since it better describes the individuals who would make use of it. The criteria will be presented to the Board for approval at its June 13, 2013 meeting.

Liaison Program The Board’s Liaison Program was originally created in 2008 and designed to ensure that the Board shares information with key constituency groups, like the League of California Cities, American Council of Engineering Companies – California and others, and to maintain a line of communication between the Board and the organizations. Phase I of the program was implemented on March 17, 2011, when letters to the respective organizations and assigned liaisons were mailed. A draft of the Liaison Program’s purpose and responsibilities was reviewed at the March 17, 2011, Board meeting so that members could begin contacting the organizations. Phase II of the program was implemented on August 30, 2011, with contact letters sent to all schools of architecture in California and a copy of the letter sent to their assigned Board member liaisons. Board members reported on their efforts at the December 2011 Board meeting. The Executive Committee will be reviewing the Liaison Program in 2013.

NCARB 2012 Practice Analysis (PA) In April 2012, NCARB surveyed more than 80,000 architects, interns, and educators across the country. The survey content addressed specific tasks and knowledge/skills related to the pre-design, design, project management, and practice management aspects of the architectural profession, as well as general knowledge and skills. The 2012 PA, like the 2007 and 2001 PAs, will be used to drive future updates and modifications to the ARE and to inform the IDP. Additionally, the 2012 PA will guide NCARB’s response to

the 2013 National Architectural Accrediting Board Accreditation Review Conference and be used to inform NCARB's continuing education policies. The Board assisted NCARB in its efforts to establish a prospective survey pool and provided the relevant contact information for its approximately 20,000 licensees and posted a notice regarding the PA on its website. The Board also promoted participation in the survey through other means, including an article in the spring 2012 newsletter and information on its website. The deadline for survey responses was originally April 30, 2012, but was extended to May 6, 2012. NCARB has released the Education Report and Internship Report for the PA, which are the first of several reports that will be released with their findings. The final step of the process will involve NCARB committees and task forces determining how best to incorporate findings and recommendations, which will shape the future of the ARE and IDP and other NCARB policies and programs.

PQC The PQC met on May 1, 2013 in Sacramento. At the meeting, the PQC approved the May 16, 2012 Summary Report and received updates on proposed regulations to: 1) amend California Code of Regulations (CCR) section 121 (Form of Examination; Reciprocity) relative to the NCARB Broadly Experienced Foreign Architect (BEFA) Program; and 2) amend CCR section 117 relative to experience credit for academic internships completed as part of IDP. The PQC also made recommendations to the Board regarding: 1) working with OPES on a review of the ARE and CSE Occupational Analysis; 2) criteria for a Broadly Experienced Intern pathway; 3) comments on the NCARB response to the National Architectural Accrediting Board accreditation standards; and 4) a strategy to expedite reciprocity for military spouses and domestic partners. The PQC recommendations will be considered by the Board at its June 13, 2013 meeting.

The next PQC meeting has not been scheduled.

Regulation Changes *CCR sections 109 (Filing of Applications) and 117 (Experience Evaluation)* Among the changes brought to IDP in the third and final phase of implementing IDP 2.0 was allowing candidates to earn IDP credit through qualifying academic internships approved by NCARB. In May 2012, the PQC considered this change to IDP and recommended that the Board align its regulations with the academic internship allowance. On June 14, 2012, the Board voted to approve the PQC's recommendation and directed staff to proceed with a regulatory change proposal. The Board approved the proposed regulatory language to amend CCR sections 109 and 117 at its September 13, 2012 meeting. Staff began preparing the regulatory package for submission to the Office of Administrative Law (OAL) when, in November 2012, it was learned that a new edition of the *IDP Guidelines* had been released by NCARB. The latest edition modifies the April 2012 changes to IDP by removing the: 1) requirement for an academic internship to be approved by NCARB; and 2) 930-hour cap on the amount of credit that can be earned. Staff recommended modified language to the regulation based on the changes made in the IDP Guidelines. The Board approved the modifications at its March 7, 2013 meeting and delegated authority to the Executive Officer to adopt the regulation, provided that no adverse comments are received during the public comment period, and, if needed, to make minor technical changes to the language.

Following is a chronology, to date, of the processing of the Board's regulatory proposal for CCR sections 109 and 117:

September 13, 2012	Final Approval by the Board
March 7, 2013	Final Approval of Recommended Modified Language by the Board
March 22, 2013	Notice of Proposed Changes in the Regulations published by OAL
March 22, 2013	Regulation package to DCA Division of Legislative and Policy Review
May 9, 2013	Public hearing, no comments received

Staff is preparing the final rulemaking package for review by DCA's Legal Office and the Division of Legislative and Policy Review.

CCR section 121 (Form of Examinations; Reciprocity) – At its December 2011 meeting, the Board discussed requirements for reciprocal licensure relative to NCARB's BEFA Program. This would establish the possibility of recognizing architects licensed in foreign countries (other than Canada, which is specifically excluded from BEFA) through reciprocity in California. The Board added an objective to the 2012 Strategic Plan to pursue a regulatory proposal to amend CCR 121 to allow the Board to recognize NCARB Certification obtained via the BEFA Program. The objective was assigned to the PQC. At its May 2012 meeting, the PQC was provided with detailed information regarding the BEFA Program and reviewed a draft regulatory proposal, which would add a provision to CCR 121, recognizing NCARB Certifications obtained via the BEFA Program. The Board approved the regulatory proposal at its June 2012 meeting and delegated authority to the Executive Officer to adopt the regulation, provided that no adverse comments are received during the public comment period, and, if needed, to make minor technical changes to the language. Staff discovered, while preparing the required notice and documents for filing with OAL, a discrepancy in the originally proposed language concerning United Kingdom licensed architects. The proposed regulatory language was modified to correct for the discrepancy. The recommended modified language was presented to the Board at its March 7, 2013 meeting and approved for filing. Following is a chronology, to date, for the processing of the Board's regulatory proposal for CCR section 121:

June 14, 2012	Final Approval by the Board
March 7, 2013	Final Approval of Recommended Modified Language by the Board
March 22, 2013	Notice of Proposed Changes in the Regulations published by OAL
March 22, 2013	Regulation package to DCA Division of Legislative and Policy Review
May 9, 2013	Public hearing, no comments received

Staff is preparing the final rulemaking package for review by DCA's Legal Office and the Division of Legislative and Policy Review.

ENFORCEMENT PROGRAM

Architect Consultants

Building Official Contact Program: The architect consultants were available on-call to Building Officials in May when they received four telephone, email, and/or personal contacts. These

types of contacts generally include discussions regarding the Board’s policies and interpretations of the Practice Act, stamp and signature requirements, and scope of architectural practice.

Education/Information Program: Architect consultants are the primary source for responses to technical and/or practice-related questions from the public and licensees. In May, there were 32 telephone and/or email contacts requesting information, advice, and/or direction. Licensees accounted for 17 of the contacts and included inquiries regarding written contract requirements, out-of-state licensees seeking to do business in California, scope of practice relative to engineering disciplines, and questions about stamp and signature requirements.

A Request for Proposal (RFP) for the Board’s architect consultant was released February 19, 2013. Submissions of proposals were due March 19, 2013. One proposal was received. The proposal was evaluated in the First Phase Evaluation on March 27, 2013, and the proposer received an overall technical score of 30 or more and will proceed to the Second Phase Evaluation, an oral interview. On April 10, 2013, the Evaluation Committee interviewed the successful candidate and awarded technical points based on selection criteria contained in the RFP. Robert L. Carter was selected as the awardee of the contract. On April 25, 2013, the Notice of Intent to Award announcing the consultant selected was posted, as required by law, in the Board office. The DCA Contracts Unit prepared a draft of the contract which was approved internally within DCA and is now with the Department of General Services for approval.

<u>Enforcement Statistics</u>	<u>Current Month</u> May 2013	<u>Prior Month</u> April 2013	<u>Prior Year</u> May 2012
Total Cases Received/Opened*:	19	20	19
Complaints with Outside Expert:	0	0	0
Complaints to DOI:	0	2	0
Complaints Pending DOI:	2	4	0
Complaints Pending AG:	3	2	5
Complaints Pending DA:	4	4	3
Total Cases Closed*:	19	5	23
Total Cases Pending*:	99	95	78
Settlement Cases (§5588) Opened:	2	1	6
Settlement Cases (§5588) Pending:	15	16	11
Settlement Cases (§5588) Closed:	3	0	6
Citations Final:	0	2	4

*Total Cases categories include both complaint and settlement cases

Staff reviews at the end of each Fiscal Year (FY) the average number of complaints received, pending, and closed for the past three FYs. From FY 2009/10 through FY 2011/12, the average number of complaints received per month is 22. The average pending caseload is 151 complaints and the average number of complaints closed per month is 27.

Regulation Changes CCR section 103 (*Delegation of Certain Functions*) – The Board’s 2011 Strategic Plan directed the Regulatory and Enforcement Committee (REC) to review and make recommendations regarding SB 1111 proposals. This legislation failed to pass, but DCA encouraged boards and bureaus to review nine provisions included in SB 1111 to determine whether they might be utilized to improve their enforcement processes. After reviewing the

provisions, the REC recommended to the Board that it amend CCR section 103 to allow the Board to delegate authority to its Executive Officer to approve stipulated settlements to revoke or surrender a license. The Board approved the recommendation on September 15, 2011. Following is a chronology, to date, for the processing of the Board's regulatory proposal for CCR section 103:

December 7, 2011	Proposed regulatory changes approved by the Board
January 31, 2013	Notice of Proposed Changes in the Regulations published by OAL
April 3, 2013	Public hearing, no comments received
May 16, 2013	Regulation package to DCA's Legal Office and Division of Legislative and Policy Review

LANDSCAPE ARCHITECTS TECHNICAL COMMITTEE (LATC)

LATC ADMINISTRATIVE/MANAGEMENT

Committee The next LATC meeting will be held on August 20, 2013, in Sacramento.

Exceptions and Exemptions Task Force The Exceptions and Exemptions Task Force is charged to determine how the LATC can ensure clarity regarding Business and Professions Code (BPC) section 5641 (Chapter Exceptions, Exemptions) and to ensure that these provisions protect the public. The Task Force held its first meeting on May 24, 2012, in Sacramento. At this meeting, the Task Force reviewed BPC section 5641, and discussed the question of whether the provisions protect the health, safety, and welfare of the public. At the end of the meeting, the Task Force was asked to submit information for review and consideration at its next meeting on October 18, 2012. At the October 18, 2012, meeting, the Task Force recommended that Don Chang, DCA Legal Counsel, provide a legal opinion for BPC section 5641. The recommendation was presented to the LATC on November 14, 2012 and approved. The legal opinion was presented to the LATC at its May 22, 2013 meeting for review and possible action. The LATC accepted the legal opinion and directed the Task Force to convene a final time before the next LATC meeting and report back on their task to ensure clarity of BPC 5641. The Task Force is scheduled to meet on July 23, 2013, in Sacramento.

Personnel Ken Miller's position was reclassified from a limited term appointment to permanent effective May 31, 2013.

Training The following employees have been scheduled for upcoming training:

6/20/13	Delegated Contracts (Matt)
7/19/13	Using SB/DVBE for IT Goods and Services (Matt)
8/15/13	Effective Business Writing (Ken)

Website In May 2013, the following updates were made to the website:

- 1) “Meetings” web page was updated with the Notice of Meeting and meeting packet for the May 22, 2013 LATC meeting;
- 2) “Meetings” web page was updated with the Summary Report for the January 24-25, 2013 LATC meeting; and
- 3) May 2013 licensee list was posted to the “licensee search” web page.

University of California Extension Certificate Program Review Task Force The University of California Extension Certificate Program Review Task Force is charged with developing the procedures for the review of the extension certificate programs, and conducting reviews of the programs utilizing the new procedures as outlined in CCR section 2620.5 (Requirements for an Approved Extension Certificate Program). The Task Force held meetings on June 27, 2012, October 8, 2012, and November 2, 2012. At these meetings, the Task Force developed the following five documents that will be used for the review of the extension certificate programs: Review and Approval Procedures, Self-Evaluation Report (SER), Visiting Team Guidelines, Annual Report Format, and Visiting Team Report Template. The LATC approved all of the documents at its November 14, 2012 meeting.

The University of California, Berkeley (UCB) site review was conducted on April 8-10, 2013, and the University of California, Los Angeles (UCLA) on April 22-24, 2013. Current approval for both programs will expire on December 31, 2013. The Visiting Team Reports (VTR), Advisory Recommendations and program responses were reviewed at the LATC meeting on May 22, 2013. LATC approved the Extension Certificate Programs for UCB and UCLA for a period of six years, effective January 1, 2014.

LATC EXAMINATION PROGRAM

California Supplemental Examination (CSE) OPES completed development of the current CSE, which was launched in August 2011. A total of 212 candidates have taken the exam between August 1, 2011 and May 31, 2013 and 196 candidates who took the exam have passed.

On March 20-21, 2013, the LATC and OPES held the first of the scheduled workshops for exam development. The final workshop will be held on June 3-4, 2013 and the exam development process is expected to conclude by June 30, 2013.

OPES has recommended that a new OA be conducted. Upon execution of an IAC with OPES, the LATC began recruiting subject matter experts for the OA. On May 30-31, 2013, a focus group of licensed professionals and stakeholders in the industry was held to begin the process. The OA will be conducted throughout 2013/2014 and will focus on identifying key aspects of landscape architecture and what skills entry level licensees should be able to proficiently demonstrate.

Landscape Architect Registration Examination (LARE) Beginning April 8-20, 2013, all sections (1-4) of the LARE are administered concurrently, three times annually. Results of the April

administration were received by the LATC on May 22, 2013 and were mailed to candidates on May 24, 2013.

Results for the April administration of LARE are listed below:

SECTION	CALIFORNIA			NATIONAL		
	TOTAL	PASSED	FAILED	TOTAL	PASSED	FAILED
1 – Project and Construction Administration	56	44 (79%)	12 (21%)	352	289 (82%)	63 (18%)
2 – Inventory and Analysis	48	30 (63%)	18 (37%)	320	222 (69%)	98 (31%)
3 – Design	36	23 (64%)	13 (36%)	253	178 (70%)	75 (30%)
4 – Grading, Drainage and Construction Documentation	52	27 (52%)	25 (48%)	325	186 (57%)	139 (43%)

A regulatory proposal to amend CCR section 2614 (Examination Transition Plan), which allows transitional credit for the new sections of the LARE, became effective April 8, 2013.

Outreach LATC will contact schools during the Fall semester to schedule outreach presentations.

Regulation Changes *CCR section 2620.5 (Requirements for an Approved Extension Certificate Program)* – The LATC established the original requirements for an approved extension certificate program based on university accreditation standards from the Landscape Architectural Accreditation Board (LAAB). These requirements are outlined in CCR section 2620.5. In 2009, LAAB implemented changes to their university accreditation standards. Prompted by the changes made by LAAB, LATC drafted updated requirements for an approved extension certificate program and recommended the Board authorize LATC to proceed with a regulatory change. The Board approved the regulatory change and adopted the regulations at the December 15-16, 2010 Board meeting. The regulatory proposal to amend CCR section 2620.5 was published at the OAL on June 22, 2012. In 2012, the LATC appointed the University of California Extension Certificate Program Task Force, which was charged with developing the procedures for the review of the extension certificate programs, and conducting reviews of the programs utilizing the new procedures. The Task Force held meetings on June 27, 2012, October 8, 2012, and November 2, 2012. As a result of these meetings, the Task Force recommended additional modifications to CCR section 2620.5 to further update the regulatory language with LAAB guidelines and LATC goals. At the November 14, 2012 LATC meeting, the LATC approved the Task Force’s recommended modifications to CCR section 2620.5, with additional edits. At the January 24-25, 2013 LATC meeting, the LATC reviewed public

comments regarding the proposed changes to CCR section 2620.5 and agreed to remove several proposed modifications to the language to accommodate concerns mentioned in the public comments. The Board approved adoption of the modified language for CCR section 2620.5 at their March 7, 2013 meeting.

Following is a chronology, to date, of the processing of the regulatory proposal for CCR section 2620.5:

November 22, 2010	Proposed regulatory changes approved by LATC
December 15, 2010	Final approval by the Board
June 22, 2012	Notice of Proposed Changes in the Regulations published by OAL (Notice re-published to allow time to notify interested parties)
August 6, 2012	Public hearing; no public comments received
November 30, 2012	40-Day Notice of Availability of Modified Language posted on website
January 9, 2013	LATC received one written comment during the 40-day Notice period
January 24, 2013	LATC approved modified language to accommodate public comment
February 15, 2013	Final rulemaking file to by DCA's Legal Office and the Division of Legislative and Policy Review
March 7, 2013	Final approval of modified language by the Board
May 31, 2013	Final rulemaking file to OAL

LATC ENFORCEMENT PROGRAM

<u>Enforcement Statistics</u>	<u>Current Month</u> May 2013	<u>Prior Month</u> April 2013	<u>Prior Year</u> May 2012
Complaints Opened*:	4	2	4
Complaints to Expert:	1	0	0
Complaints to DOI:	0	0	0
Complaints Pending DOI:	0	0	0
Complaints Pending AG:	0	0	0
Complaints Pending DA:	0	0	0
Complaints Closed:	2	1	6
Complaints Pending:	31	29	30
Settlement Cases (§5678.5) Opened:	0	0	0
Settlement Cases (§5678.5) Pending:	5	6	3
Settlement Cases (§5678.5) Closed:	1	0	0
Citations Final:	0	0	0

*Includes both complaint and settlement cases

Agenda Item E.2

DISCUSS AND POSSIBLE ACTION ON LEGISLATION: SENATE BILL 308 (PRICE) - SUNSET REVIEW OF CALIFORNIA COUNCIL FOR INTERIOR DESIGN CERTIFICATION, ASSEMBLY BILL (AB) 186 (MAIENSCHHEIN) - MILITARY SPOUSES, AND AB 630 (HOLDEN) - INSTRUMENTS OF SERVICE

Senate Bill (SB) 308 (Price) - Sunset Review of California Council for Interior Design Certification (CCIDC)

The Board voted on specific Sunset Review issues relative to SB 308 (Price) at its May 7, 2013 meeting. SB 308 contains the Sunset Review provisions for California Council for Interior Design Certification (CCIDC), the nonprofit organization recognized in the Business and Professions Code that certifies interior designers in California.

At its May meeting, the Board voted to oppose:

- 1) expanding the current definition of “Certified Interior Designer” (CID); and
- 2) adding modified definitions of “registered design professional” (which would add CIDs to the current definition, which presently refers only to architects and engineers) to state law.

In addition, the Board voted to support the recommendations for CCIDC to adhere to the Bagley-Keene Open Meeting Act, and add a written contract requirement for CIDs. The Board voted to take a “neutral” position on the issue of CCIDC utilizing legislatively specified examinations.

Those positions have been communicated to Senator Price’s staff and will be conveyed in writing when the bill is set for its next committee hearing.

SB 308 was approved on the Senate Floor on May 23, 2013 and will next be heard by the Assembly Committee on Business, Professions & Consumer Protection.

Assembly Bill (AB) 186 (Maienschein) - Military Spouses

Current law requires Department of Consumer Affairs’ boards and bureaus to expedite the licensure of an applicant who: 1) supplies evidence that the applicant is married to, or in a domestic partnership or other legal union with, an active duty member of the Armed Forces of the United States who is assigned to a duty station in this state under official active duty military orders; and 2) holds a current license in another state, district, or territory of the United States in the profession or vocation for which he or she seeks a license from the board. This bill would permit boards and bureaus to provide a provisional license while the board or bureau processes the application for licensure. The provisional license shall expire 18 months after issuance.

The Board understands the importance of programs facilitating reemployment of military veterans and their spouses/partners and previously voted to support this bill at its March 7, 2013 meeting. However, new information from legal counsel indicates that this bill would force the Board to waive the California Supplemental Examination (CSE). Since the CSE is a critical

licensure component that protects the public health, safety, and welfare by assuring competence in seismic, energy efficiency, accessibility, and legal requirements, etc. The concept of waiving the CSE was a concern discussed at the March meeting. Accordingly, Board President Sheran Voigt, Vice President Hraztan Zeitlian, and Executive Officer Doug McCauley, evoked the provisions of the Administrative Procedure Manual to remove its support position on the bill as is.

AB 186 was approved on the Assembly Floor on May 29, 2013 and will next be heard by the Senate Committee on Business, Professions & Economic Development (BP&ED).

AB 630 (Holden) - Instruments of Service

AB 630 (Holden) is an American Institute of Architects, California Council (AIACC)-sponsored bill that adds a new provision to the Architects Practice Act that precludes a consumer from using an architect's instruments of service without a current written contract.

The Board voted to support the bill at its March 7, 2013 meeting, but noted two caveats:

- 1) Board members discussed the fact that a consumer could be harmed if an architect inappropriately terminates a contract even though they have been paid for the services, thereby forcing the consumer to re-negotiate a contract and pay additional fees in order to use the instruments of services.
- 2) Legal counsel indicated that the provisions do not belong in the Architects Practice Act, as the Board has no regulatory authority over consumers, whether they are banks, developers, non-profits, individuals, etc. As such, the provisions should be in the general provisions of the Business and Professions Code or the Civil Code. The Board communicated these issues in its letter of support of AB 630 (attached), and staff has raised the concerns with AIACC several times.

Both the Department of Consumer Affairs, and its cabinet agency, the State and Consumer Services Agency, have contacted Board staff with concerns about the bill. There have been no amendments to resolve the points noted above. The Board may wish to modify its position to "Oppose Unless Amended."

AB 630 was approved on the Assembly Floor on May 3, 2013 and will next be heard by the BP&ED.

Attachments:

1. SB 308 (Price)
2. AB 186 (Maienschein)
3. Letter to Assemblyman Maienschein Regarding AB 186 Dated April, 2, 2013
4. Letter to Assemblyman Maienschein Regarding AB 186 Dated May 23, 2013
5. AB 630 (Holden)
6. Letter to Assemblyman Holden Regarding AB 630 Dated March 27, 2013

AMENDED IN SENATE MAY 2, 2013
AMENDED IN SENATE APRIL 18, 2013

SENATE BILL

No. 308

Introduced by Senator Price
(Principal coauthor: Assembly Member Gordon)

February 15, 2013

An act to amend Sections 5800, 5810, 5812, 7200, 7215.6, 7303, and 7362 of, and to add Sections 5806, 5807, and 5811.1 to, the Business and Professions Code, relating to professions and vocations.

LEGISLATIVE COUNSEL'S DIGEST

SB 308, as amended, Price. Professions and vocations.

(1) Existing law authorizes a certified interior designer, as defined, to obtain a stamp from an interior design organization, as defined, that uniquely identifies the designer and certifies that he or she meets certain qualifications and requires the use of that stamp on all drawings and documents submitted to any governmental agency by the designer. Existing law provides that these provisions are repealed on January 1, 2014, and shall be subject to review by the Joint Committee on Boards, Commissions, and Consumer Protection, which has been abolished.

This bill would instead repeal those provisions on January 1, 2018, and would make them subject to review by the appropriate policy committees of the Legislature. The bill would include in the definition of a certified interior designer that a certified interior designer provides plans and documents that illustrate specified things and engages in coordination and collaboration with other design professionals, as specified.

The bill would require a certified interior designer to use a written contract that includes specified information when contracting to provide

interior design services to a client pursuant to these provisions and require that nothing in these provisions prohibit interior design or interior decorator services by any person or retail activity.

The bill would require all meetings of an interior design organization to be subject to the open meeting requirements applicable to state agencies.

(2) Existing law provides for the licensure and regulation of various businesses and professions by boards within the Department of Consumer Affairs, including the State Board of Guide Dogs for the Blind. Existing law requires that the board consist of certain members. Existing law establishes a pilot project to provide an arbitration procedure for the purpose of resolving disputes between a guide dog user and a licensed guide dog school, as specified. Existing law repeals these provisions on January 1, 2014.

This bill would extend the operation of these provisions until January 1, 2018.

(3) Existing law provides for the licensure and regulation of barbering and cosmetology by the State Board of Barbering and Cosmetology and authorizes the board to appoint an executive officer. Under existing law, these provisions are repealed on January 1, 2014.

This bill would instead repeal these provisions on January 1, ~~2018~~, 2016, and specify that the board would be subject to review by the appropriate policy committees of the Legislature upon repeal.

Existing law provides that a board-approved school of barbering and cosmetology is one that is licensed by the Bureau for Private Postsecondary Education or a public school in the state, and offers a course of instruction approved by the board.

This bill would require a school to be approved by the board before it is approved by the Bureau for Private Postsecondary Education and authorize both entities to simultaneously process a school's application for approval. The bill would also authorize the board to revoke, suspend, or deny its approval of a school on specified grounds.

Vote: majority. Appropriation: no. Fiscal committee: yes.
State-mandated local program: no.

The people of the State of California do enact as follows:

- 1 SECTION 1. Section 5800 of the Business and Professions
- 2 Code is amended to read:
- 3 5800. As used in this chapter:

1 (a) “Certified interior designer” means a person who meets all
2 of the following requirements:

3 (1) Prepares and submits nonstructural or nonseismic plans and
4 documents consistent with Sections 5805 and 5538 to local building
5 departments that are of sufficient complexity so as to require the
6 skills of a licensed contractor to implement them.

7 (2) Engages in programming, planning, designing, and
8 documenting the construction and installation of nonstructural or
9 nonseismic elements, finishes, veneers, and furnishings within the
10 interior spaces of a building.

11 (3) Provides plans and documents that illustrate partition layouts,
12 horizontal exiting, rated corridors, reflected ceiling plans and
13 lighting orientation, location of power and communication outlets,
14 materials, finishes, furniture, interior alterations, fixtures, millwork,
15 appliances, and equipment.

16 (4) Engages in coordination and collaboration with other design
17 professionals who may be retained to provide consulting services,
18 including, but not limited to, architects, engineers, and other
19 specialty consultants.

20 (5) Has demonstrated by means of education, experience and
21 examination, the competency to protect and enhance the health,
22 safety, and welfare of the public.

23 (b) An “interior design organization” means a nonprofit
24 organization, exempt from taxation under Section 501(c)(3) of
25 Title 26 of the United States Code, of certified interior designers
26 whose governing board shall include representatives of the public,
27 except that an organization that is not currently exempt under that
28 section that submits an application to the Internal Revenue Service
29 requesting an exemption under that section shall be eligible to be
30 an interior design organization if it meets the requirements under
31 that section within a reasonable period of time.

32 SEC. 2. Section 5806 is added to the Business and Professions
33 Code, to read:

34 5806. Nothing in this chapter shall prohibit interior design or
35 interior decorator services by any person or retail activity.

36 SEC. 3. Section 5807 is added to the Business and Professions
37 Code, to read:

38 5807. (a) A certified interior designer shall use a written
39 contract when contracting to provide interior design services to a
40 client pursuant to this chapter. The written contract shall be

1 executed by the certified interior designer and the client, or his or
2 her representative, prior to the certified interior designer
3 commencing work. The written contract shall include, but not be
4 limited to, all of the following:

5 (1) A description of the services to be provided to the client by
6 the certified interior designer.

7 (2) A description of any basis of compensation applicable to
8 the contract and the method of payment agreed upon by the parties.

9 (3) The name, address, and certification number of the certified
10 interior designer and the name and address of the client.

11 (4) A description of the procedure that the certified interior
12 designer and the client will use to accommodate additional services.

13 (5) A description of the procedure to be used by any party to
14 terminate the contract.

15 (6) A three-day rescission clause in accordance with Chapter 2
16 (commencing with Section 1688) of Title 5 of Part 2 of Division
17 3 of the Civil Code.

18 (7) A written disclosure stating whether the certified interior
19 designer carries errors and omissions insurance.

20 (b) Subdivision (a) shall not apply to any of the following:

21 (1) Interior design services rendered by a certified interior
22 designer for which the client will not pay compensation.

23 (2) Interior design services rendered by a certified interior
24 designer to any of the following:

25 (A) An architect licensed under Chapter 3 (commencing with
26 Section 5500).

27 (B) A landscape architect licensed under Chapter 3.5
28 (commencing with Section 5615).

29 (C) An engineer licensed under Chapter 7 (commencing with
30 Section 6700).

31 (c) As used in this section, “written contract” includes a contract
32 in electronic form.

33 SEC. 4. Section 5810 of the Business and Professions Code is
34 amended to read:

35 5810. (a) This chapter shall be subject to review by the
36 appropriate policy committees of the Legislature.

37 (b) This chapter shall remain in effect only until January 1,
38 2018, and as of that date is repealed, unless a later enacted statute,
39 that is enacted before January 1, 2018, deletes or extends that date.

1 SEC. 5. Section 5811.1 is added to the Business and Professions
2 Code, to read:

3 5811.1. The meetings of an interior design organization issuing
4 stamps under Section 5801 shall be subject to the rules of the
5 Bagley-Keene Open Meeting Act (Article 9 (commencing with
6 Section 11120) of Chapter 1 of Part 1 of Division 3 of Title 2 of
7 the Government Code).

8 SEC. 6. Section 5812 of the Business and Professions Code is
9 amended to read:

10 5812. It is an unfair business practice for any person to
11 represent or hold himself or herself out as, or to use the title
12 “certified interior designer” or any other term, such as “licensed,”
13 “registered,” or “CID,” that implies or suggests that the person is
14 certified as an interior designer when he or she does not hold a
15 valid certification as provided in Sections 5800 and 5801.

16 SEC. 7. Section 7200 of the Business and Professions Code is
17 amended to read:

18 7200. (a) There is in the Department of Consumer Affairs a
19 State Board of Guide Dogs for the Blind in whom enforcement of
20 this chapter is vested. The board shall consist of seven members
21 appointed by the Governor. One member shall be the Director of
22 Rehabilitation or his or her designated representative. The
23 remaining members shall be persons who have shown a particular
24 interest in dealing with the problems of the blind, and at least two
25 of them shall be blind persons who use guide dogs.

26 (b) This section shall remain in effect only until January 1, 2018,
27 and as of that date is repealed, unless a later enacted statute, that
28 is enacted before January 1, 2018, deletes or extends that date.
29 Notwithstanding any other law, the repeal of this section renders
30 the board subject to review by the appropriate policy committees
31 of the Legislature.

32 SEC. 8. Section 7215.6 of the Business and Professions Code
33 is amended to read:

34 7215.6. (a) In order to provide a procedure for the resolution
35 of disputes between guide dog users and guide dog schools relating
36 to the continued physical custody and use of a guide dog, in all
37 cases except those in which the dog user is the unconditional legal
38 owner of the dog, the following arbitration procedure shall be
39 established as a pilot project.

1 (b) This procedure establishes an arbitration panel for the
2 settlement of disputes between a guide dog user and a licensed
3 guide dog school regarding the continued use of a guide dog by
4 the user in all cases except those in which the dog user is the
5 unconditional legal owner of the dog. The disputes that may be
6 subject to this procedure concern differences between the user and
7 school over whether or not a guide dog should continue to be used,
8 differences between the user and school regarding the treatment
9 of a dog by the user, and differences over whether or not a user
10 should continue to have custody of a dog pending investigation of
11 charges of abuse. It specifically does not address issues such as
12 admissions to schools, training practices, or other issues relating
13 to school standards. The board and its representative are not parties
14 to any dispute described in this section.

15 (c) The licensed guide dog schools in California and the board
16 shall provide to guide dog users graduating from guide dog
17 programs in these schools a new avenue for the resolution of
18 disputes that involve continued use of a guide dog, or the actual
19 physical custody of a guide dog. Guide dog users who are
20 dissatisfied with decisions of schools regarding continued use of
21 guide dogs may appeal to the board to convene an arbitration panel
22 composed of all of the following:

- 23 (1) One person designated by the guide dog user.
- 24 (2) One person designated by the licensed guide dog school.
- 25 (3) A representative of the board who shall coordinate the
26 activities of the panel and serve as chair.

27 (d) If the guide dog user or guide dog school wishes to utilize
28 the arbitration panel, this must be stated in writing to the board.
29 The findings and decision of the arbitration panel shall be final
30 and binding. By voluntarily agreeing to having a dispute resolved
31 by the arbitration panel and subject to its procedures, each party
32 to the dispute shall waive any right for subsequent judicial review.

33 (e) (1) A licensed guide dog school that fails to comply with
34 any provision of this section shall automatically be subject to a
35 penalty of two hundred fifty dollars (\$250) per day for each day
36 in which a violation occurs. The penalty shall be paid to the board.
37 The license of a guide dog school shall not be renewed until all
38 penalties have been paid.

39 (2) The penalty shall be assessed without advance hearing, but
40 the licensee may apply to the board for a hearing on the issue of

1 whether the penalty should be modified or set aside. This
2 application shall be in writing and shall be received by the board
3 within 30 days after service of notice of the penalty. Upon receipt
4 of this written request, the board shall set the matter for hearing
5 within 60 days.

6 (f) As a general rule, custody of the guide dog shall remain with
7 the guide dog user pending a resolution by the arbitration panel.
8 In circumstances where the immediate health and safety of the
9 guide dog user or guide dog is threatened, the licensed school may
10 take custody of the dog at once. However, if the dog is removed
11 from the user's custody without the user's concurrence, the school
12 shall provide to the board the evidence that caused this action to
13 be taken at once and without fail; and within five calendar days a
14 special committee of two members of the board shall make a
15 determination regarding custody of the dog pending hearing by
16 the arbitration panel.

17 (g) (1) The arbitration panel shall decide the best means to
18 determine final resolution in each case. This shall include, but is
19 not limited to, a hearing of the matter before the arbitration panel
20 at the request of either party to the dispute, an opportunity for each
21 party in the dispute to make presentations before the arbitration
22 panel, examination of the written record, or any other inquiry as
23 will best reveal the facts of the disputes. In any case, the panel
24 shall make its findings and complete its examination within 45
25 calendar days of the date of filing the request for arbitration, and
26 a decision shall be rendered within 10 calendar days of the
27 examination.

28 (2) All *arbitration* hearings shall be held at sites convenient to
29 the parties and with a view to minimizing costs. Each party to the
30 arbitration shall bear its own costs, except that the arbitration panel,
31 by unanimous agreement, may modify this arrangement.

32 (h) The board may study the effectiveness of the arbitration
33 panel pilot project in expediting resolution and reducing conflict
34 in disputes between guide dog users and guide dog schools and
35 may share its findings with the Legislature upon request.

36 (i) This section shall remain in effect only until January 1, 2018,
37 and as of that date is repealed, unless a later enacted statute, that
38 is enacted before January 1, 2018, deletes or extends that date.

39 SEC. 9. Section 7303 of the Business and Professions Code is
40 amended to read:

1 7303. (a) Notwithstanding Article 8 (commencing with Section
2 9148) of Chapter 1.5 of Part 1 of Division 2 of Title 2 of the
3 Government Code, there is in the Department of Consumer Affairs
4 the State Board of Barbering and Cosmetology in which the
5 administration of this chapter is vested.

6 (b) The board shall consist of nine members. Five members
7 shall be public members, and four members shall represent the
8 professions. The Governor shall appoint three of the public
9 members and the four professional members. The Senate
10 Committee on Rules and the Speaker of the Assembly shall each
11 appoint one public member. Members of the board shall be
12 appointed for a term of four years, except that of the members
13 appointed by the Governor, two of the public members and two
14 of the professions members shall be appointed for an initial term
15 of two years. No board member may serve longer than two
16 consecutive terms.

17 (c) The board may appoint an executive officer who is exempt
18 from civil service. The executive officer shall exercise the powers
19 and perform the duties delegated by the board and vested in him
20 or her by this chapter. The appointment of the executive officer is
21 subject to the approval of the director. In the event that a newly
22 authorized board replaces an existing or previous bureau, the
23 director may appoint an interim executive officer for the board
24 who shall serve temporarily until the new board appoints a
25 permanent executive officer.

26 (d) The executive officer shall provide examiners, inspectors,
27 and other personnel necessary to carry out the provisions of this
28 chapter.

29 (e) This section shall remain in effect only until January 1, ~~2018~~,
30 2016, and as of that date is repealed, unless a later enacted statute,
31 that is enacted before January 1, ~~2018~~, 2016, deletes or extends
32 that date. Notwithstanding any other law, the repeal of this section
33 renders the board subject to review by the appropriate policy
34 committees of the Legislature.

35 SEC. 10. Section 7362 of the Business and Professions Code
36 is amended to read:

37 7362. (a) A school approved by the board is one that is first
38 approved by the board and subsequently approved by the Bureau
39 for Private Postsecondary Education or is a public school in this
40 state, and provides a course of instruction approved by the board.

1 However, notwithstanding any other law, both the board and the
2 Bureau for Private Postsecondary Education may simultaneously
3 process a school's application for approval.

4 (b) The board shall determine by regulation the required subjects
5 of instruction to be completed in all approved courses, including
6 the minimum hours of technical instruction and minimum number
7 of practical operations for each subject, and shall determine how
8 much training is required before a student may begin performing
9 services on paying patrons.

10 (c) Notwithstanding any other law, the board may revoke,
11 suspend, or deny at any time approval of a school on any of the
12 following grounds:

13 (1) Unprofessional conduct which includes, but is not limited
14 to, any of the following:

15 (A) Incompetence or gross negligence, including failure to
16 comply with generally accepted standards for the practice of
17 barbering, cosmetology, or electrology, or disregard for the health
18 and safety of patrons.

19 (B) Repeated similar negligent acts.

20 (C) Conviction of any crime substantially related to the
21 qualifications, functions, or duties of the owner of an approved
22 school, in which case, the records of conviction or a certified copy
23 thereof shall be conclusive evidence of the conviction.

24 (D) Advertising by means of knowingly false or deceptive
25 statements.

26 (2) Failure to comply with the requirements of this chapter.

27 (3) Failure to comply with the rules governing health and safety
28 adopted by the board and approved by the State Department of
29 Public Health, for the regulation of board-approved schools.

30 (4) Failure to comply with the rules adopted by the board for
31 the regulation of establishments, or any practice licensed and
32 regulated under this chapter.

33 (5) Continued practice by a person knowingly having an
34 infectious or contagious disease.

35 (6) Habitual drunkenness, or habitual use of or addiction to the
36 use of any controlled substance.

37 (7) Obtaining or attempting to obtain practice in any occupation
38 licensed and regulated under this chapter, or money, or
39 compensation in any form, by fraudulent misrepresentation.

- 1 (8) Failure to display the license or health and safety rules and
- 2 regulations in a conspicuous place.
- 3 (9) Refusal to permit or interference with an inspection
- 4 authorized under this chapter.
- 5 (10) Any action or conduct that would have warranted the denial
- 6 of a school approval.

O

AMENDED IN ASSEMBLY MAY 24, 2013

AMENDED IN ASSEMBLY APRIL 22, 2013

AMENDED IN ASSEMBLY APRIL 1, 2013

CALIFORNIA LEGISLATURE—2013–14 REGULAR SESSION

ASSEMBLY BILL

No. 186

Introduced by Assembly Member Maienschein
(Principal coauthor: Assembly Member Hagman)
(Coauthors: Assembly Members Chávez, Dahle, Donnelly,
Beth Gaines, Grove, Harkey, Olsen, and Patterson)
(Coauthors: Senators Fuller and Huff)

January 28, 2013

An act to amend Section 115.5 of the Business and Professions Code, relating to professions and vocations, and making an appropriation therefor.

LEGISLATIVE COUNSEL'S DIGEST

AB 186, as amended, Maienschein. Professions and vocations: military spouses: temporary licenses.

Existing law provides for the licensure and regulation of various professions and vocations by boards within the Department of Consumer Affairs. Existing law provides for the issuance of reciprocal licenses in certain fields where the applicant, among other requirements, has a license to practice within that field in another jurisdiction, as specified. Existing law requires that the licensing fees imposed by certain boards within the department be deposited in funds that are continuously appropriated. Existing law requires a board within the department to expedite the licensure process for an applicant who holds a current license in another jurisdiction in the same profession or vocation and

who supplies satisfactory evidence of being married to, or in a domestic partnership or other legal union with, an active duty member of the Armed Forces of the United States who is assigned to a duty station in California under official active duty military orders.

This bill would require a board within the department to issue a temporary license to an applicant who qualifies for, and requests, expedited licensure pursuant to the above-described provision if he or she meets specified requirements, *except as provided*. The bill would require the temporary license to expire 12 months after issuance, upon issuance of the expedited license, or upon denial of the application for expedited licensure by the board, whichever occurs first. The bill would authorize a board to conduct an investigation of an applicant for purposes of denying or revoking a temporary license, and would authorize a criminal background check as part of that investigation. The bill would require an applicant seeking a temporary license to submit an application to the board that includes a signed affidavit attesting to the fact that he or she meets all of the requirements for the temporary license and that the information submitted in the application is accurate, as specified. The bill would also require the application to include written verification from the applicant's original licensing jurisdiction stating that the applicant's license is in good standing.

This bill would prohibit a temporary license from being provided to any applicant who has committed an act in any jurisdiction that would have constituted grounds for denial, suspension, or revocation of the license at the time the act was committed. The bill would provide that a violation of the above-described provision may be grounds for the denial or revocation of a temporary license. The bill would further prohibit a temporary license from being provided to any applicant who has been disciplined by a licensing entity in another jurisdiction, or is the subject of an unresolved complaint, review procedure, or disciplinary proceeding conducted by a licensing entity in another jurisdiction. The bill would require an applicant, upon request by a board, to furnish a full set of fingerprints for purposes of conducting a criminal background check.

Because the bill would authorize the expenditure of continuously appropriated funds for a new purpose, the bill would make an appropriation.

Vote: majority. Appropriation: yes. Fiscal committee: yes.
State-mandated local program: no.

The people of the State of California do enact as follows:

1 SECTION 1. Section 115.5 of the Business and Professions
2 Code is amended to read:

3 115.5. (a) ~~A~~ *Except as provided in subdivision (d), a board*
4 *within the department shall expedite the licensure process for an*
5 *applicant who meets both of the following requirements:*

6 (1) *Supplies evidence satisfactory to the board that the applicant*
7 *is married to, or in a domestic partnership or other legal union*
8 *with, an active duty member of the Armed Forces of the United*
9 *States who is assigned to a duty station in this state under official*
10 *active duty military orders.*

11 (2) *Holds a current license in another state, district, or territory*
12 *of the United States in the profession or vocation for which he or*
13 *she seeks a license from the board.*

14 (b) (1) *A board shall, after appropriate investigation, issue a*
15 *temporary license to an applicant who is eligible for, and requests,*
16 *expedited licensure pursuant to subdivision (a) if the applicant*
17 *meets the requirements described in paragraph (3). The temporary*
18 *license shall expire 12 months after issuance, upon issuance of the*
19 *expedited license, or upon denial of the application for expedited*
20 *licensure by the board, whichever occurs first.*

21 (2) *The board may conduct an investigation of an applicant for*
22 *purposes of denying or revoking a temporary license issued*
23 *pursuant to this subdivision. This investigation may include a*
24 *criminal background check.*

25 (3) (A) *An applicant seeking a temporary license issued*
26 *pursuant to this subdivision shall submit an application to the board*
27 *which shall include a signed affidavit attesting to the fact that he*
28 *or she meets all of the requirements for the temporary license and*
29 *that the information submitted in the application is accurate, to the*
30 *best of his or her knowledge. The application shall also include*
31 *written verification from the applicant's original licensing*
32 *jurisdiction stating that the applicant's license is in good standing*
33 *in that jurisdiction.*

34 (B) *The applicant shall not have committed an act in any*
35 *jurisdiction that would have constituted grounds for denial,*
36 *suspension, or revocation of the license under this code at the time*
37 *the act was committed. A violation of this subparagraph may be*

1 grounds for the denial or revocation of a temporary license issued
2 by the board.

3 (C) The applicant shall not have been disciplined by a licensing
4 entity in another jurisdiction and shall not be the subject of an
5 unresolved complaint, review procedure, or disciplinary proceeding
6 conducted by a licensing entity in another jurisdiction.

7 (D) The applicant shall, upon request by a board, furnish a full
8 set of fingerprints for purposes of conducting a criminal
9 background check.

10 (c) A board may adopt regulations necessary to administer this
11 section.

12 (d) *This section shall not apply to a board that has established*
13 *a temporary licensing process before January 1, 2014.*



Edmund G. Brown Jr.
GOVERNOR

CALIFORNIA ARCHITECTS BOARD

PUBLIC PROTECTION THROUGH EXAMINATION, LICENSURE, AND REGULATION

April 2, 2013

The Honorable Brian Maienschein
California State Assembly
State Capitol, Room 3098
Sacramento, CA 94249-0077

RE: AB 186 (Support) - Professions and Vocations: Military Spouses

Dear Assemblyman Maienschein:

The California Architects Board (Board) is pleased to convey its support of AB 186 regarding provisional licenses for individuals married to, in a domestic partnership with, or in another legal union with a member of the military on active duty.

The Board wishes to point out, however, that all candidates for reciprocal licenses must complete the California Supplemental Examination (CSE) to demonstrate competence in California's seismic, accessibility, energy, and legal standards, etc. This is a critical licensure requirement that ensures the protection of the public health, safety, and welfare. Generally, under provisional licensure standards, candidates are able to become licensed under lesser standards than candidates must ordinarily meet. The Board may not be able to waive the CSE requirement and meet its mandate to protect the public.

It should also be noted that most architectural projects have a duration of more than 18 months. In addition, individuals may practice under the "responsible control" of a licensed architect until such time as they are licensed.

Nevertheless, the Board supports the spirit of AB 186 and is pleased to lend its support.

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916-575-7283 F

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www.cab.ca.gov

The Honorable Brian Maienschein

April 2, 2013

Page 2

Should you have any questions or comments, please contact the Board's Executive Officer, Doug McCauley, at (916) 575-7232.

Sincerely,

A handwritten signature in cursive script, appearing to read "Sheran Voigt".

SHERAN VOIGT

President

cc: Joanna Gin, Assembly Business, Professions, and Consumer Protection Committee
Ted Blanchard, Assembly Republican Office of Policy
Members, Assembly Business, Professions, and Consumer Protection Committee
Mark Christian, The American Institute of Architects - California Council
Tracy Rhine, Department of Consumer Affairs
Board Members



Edmund G. Brown Jr.
GOVERNOR

CALIFORNIA ARCHITECTS BOARD

PUBLIC PROTECTION THROUGH EXAMINATION, LICENSURE, AND REGULATION

May 23, 2013

The Honorable Brian Maienschein
California State Assembly
State Capitol, Room 3098
Sacramento, CA 94249-0077

RE: AB 186 - Professions and Vocations: Military Spouses

Dear Assemblyman Maienschein:

Based on new information from legal counsel, The California Architects Board (Board) regrets to inform that it cannot support AB 186.

Although the Board unequivocally supports members of our nation's Armed Forces and initiatives that address the challenges facing military families, it cannot waive the California Supplemental Examination (CSE) requirement.

The CSE is a critical licensure requirement which all licensees in our state must complete, demonstrating competence in California's seismic, accessibility, energy, and legal environment. The Board cannot waive the CSE requirement and simultaneously meet its mandate to protect the health, safety, and welfare of the public.

Should you have any questions or comments, please contact the Board's Executive Officer, Doug McCauley, at (916) 575-7232.

Sincerely,

A handwritten signature in cursive script that reads "Sheran Voigt".

SHERAN VOIGT
President

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AMENDED IN SENATE JUNE 3, 2013

CALIFORNIA LEGISLATURE—2013–14 REGULAR SESSION

ASSEMBLY BILL

No. 630

Introduced by Assembly Member Holden

February 20, 2013

An act to add Section 5536.4 to the Business and Professions Code, relating to architects.

LEGISLATIVE COUNSEL'S DIGEST

AB 630, as amended, Holden. Architects.

Existing law establishes the California Architects Board within the Department of Consumer Affairs for the purpose of regulating the practice of architecture in this state. Existing law defines what constitutes an architect's professional services.

This bill would provide that no person may use an architect's instruments of service, as specified, ~~without a written consent, contract, or written assignment allowed by a written contract agreement specifically~~ authorizing that use. *The bill would provide that this act is a clarification of existing law and does not take away any right otherwise granted by law.*

Vote: majority. Appropriation: no. Fiscal committee: no.
State-mandated local program: no.

The people of the State of California do enact as follows:

- 1 SECTION 1. Section 5536.4 is added to the Business and
- 2 Professions Code, to read:
- 3 5536.4. No person may use an architect's instruments of
- 4 service, as those professional services are described in *paragraph*

1 (2) of subdivision (b) of Section 5500.1, without a written *consent*,
2 contract, or ~~written assignment specifically allowed by a written~~
3 ~~contract~~ *agreement specifically* authorizing that use.

4 *SEC. 2. The Legislature finds and declares that this act is a*
5 *clarification of existing law and does not take away any right*
6 *otherwise granted by law.*



Edmund G. Brown Jr.
GOVERNOR

CALIFORNIA ARCHITECTS BOARD

PUBLIC PROTECTION THROUGH EXAMINATION, LICENSURE, AND REGULATION

March 27, 2013

The Honorable Chris R. Holden
California State Assembly
State Capitol, Room 5119
Sacramento, CA 94249-0041

RE: AB 630 (Support) - Architects Instruments of Service

Dear Assemblyman Holden:

The California Architects Board (Board) is pleased to convey its support of AB 630 regarding the use of architects' instruments of service.

AB 630 solves the problem of architects' instruments of service being used without their consent in the event a party other than the original client takes over a project. In some cases, the architect has not been paid for their professional services, the original client enters bankruptcy, and a bank subsequently takes over the project believing they own the instruments of service. In this situation, the architect's instruments of services are subsequently used to construct the project without the architect being compensated for the professional services, and potentially without the services and construction documents being complete and compliant with codes and standards.

The Board wishes to point out, however, that these proposed provisions may be more appropriate in the Civil Code or the general provisions of the Business and Professions Code rather than the Architects Practice Act (Act). This is because the California Architects Board has no regulatory authority over consumers/clients, whether they are banks, non-profits, colleges, etc. As such, these provisions do not belong in the Act.

The Board is also concerned that these well-intended provisions could be abused by an architect simply terminating a contract even though the payment for services is current. This would leave the consumer/client in the untenable position of having to negotiate with the architect to continue the project and ultimately use the instruments of service.

The Board believes that this legislation is a solution to the stated problem, but that the issues enumerated above should be resolved. The Board would be pleased to work with you and the sponsor to develop appropriate amendments.

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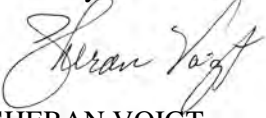
The Honorable Chris R. Holden

April 2, 2013

Page 2

Should you have any questions or comments, please contact the Board's Executive Officer, Doug McCauley, at (916) 575-7232.

Sincerely,

A handwritten signature in cursive script, appearing to read "Sheran Voigt".

SHERAN VOIGT

President

cc : Joanna Gin, Assembly Business, Professions, and Consumer Protection Committee
Ted Blanchard, Assembly Republican Office of Policy
Members, Assembly Business, Professions, and Consumer Protection Committee
Mark Christian, The American Institute of Architects - California Council
Tracy Rhine, Department of Consumer Affairs
Board Members

REVIEW AND POSSIBLE ACTION ON CRITERIA FOR BOARD OFFICER ELECTIONS

At the March 7, 2013 meeting, the Board discussed the Board officer nominations process and how the slate of officers is selected and elected. There are two sections of the Board Member Administrative Procedure Manual that pertain to the election of the Board's officers (see below):

***Officer Vacancies** - The Board shall elect the officers at the last meeting of the calendar year. Officers shall serve a term of one year. All officers may be elected on one motion or ballot as a slate of officers unless more than one Board member is running per office. An officer may be re-elected and serve for more than one year.*

***Nomination of Officers** - The Board president shall appoint a Nominations Committee prior to the last meeting of the calendar year and shall give consideration to appointing a public and a professional member of the Board to the Committee. The Committee's charge will be to recommend a slate of officers for the following year. The Committee's recommendation will be based on the qualifications, recommendations, and interest expressed by the Board members. A survey of Board members will be conducted to obtain interest in each officer position. A Nominations Committee member is not precluded from running for an officer position. If more than one Board member is interested in an officer position, the Nominations Committee will make a recommendation to the Board and others will be included on the ballot for a runoff if they desire. The results of the Nominations Committee's findings and recommendations will be provided to the Board members in the meeting packet prior to the election of officers. Notwithstanding the Nominations Committee's recommendations, Board members may be nominated from the floor at the meeting.*

The Contractors State License Board; Board for Professional Engineers, Land Surveyors, and Geologists; and the National Council of Architectural Registration Boards do not have criteria for electing officers. These organizations indicated that while it is important to specify an election process, specific needs for a governing body may change from year to year. As such, prescriptive criteria may not be in the best interest of a board.

At the March meeting, the Board's Nominations Committee Members Lyon and Heller noted that key criteria for them were a combination of factors, such as experience, performance, and abilities. It was noted that the Nominations Committee works to find consensus on a recommendation that will best help the Board fulfill its mission. It was also noted that the process culminates in a report that is provided at a public Board meeting. Nominations from the floor may be made and the Board members vote on the recommendation at that meeting.

At this meeting, the Board will be asked to review the Board officer elections process and take appropriate action.

Agenda Item E.4

BUDGET UPDATE

At this meeting, the Board will be updated on the Board's budget. Attached is a copy of the Budget Report and an Analysis of Fund Condition. The Budget Report shows the prior year expenditures for fiscal year (FY) 2011/12 and expenditures (with encumbrances) and projections for current FY 2012/13. The Report also shows percentage of budget spent and expected unencumbered balance at the end of the FY. The Analysis of the Fund Condition contains the Board's fund condition based on projected revenue and anticipated budget expenditure authority for FYs 2011/12 through 2016/17.

Attachments:

1. Budget Report
2. Analysis of Fund Condition

DEPARTMENT OF CONSUMER AFFAIRS
CALIFORNIA ARCHITECTS BOARD

BUDGET REPORT
FY 2012/13 Expenditure Projection
Fiscal Month 10

OBJECT DESCRIPTION	FY 2011-12		FY 2012-13				UNENCUMBERED BALANCE
	ACTUAL EXPENDITURES (MONTH 13)	PY EXPENDITURES 4/30/2012	BUDGET ALLOTMENT	CY EXPENDITURES 4/30/2013	PERCENT SPENT	Budget Office PROJECTIONS TO YEAR END	
PERSONNEL SERVICES							
Salary & Wages	846,026	700,649	1,040,659	693,879	67%	837,851	202,808
Exempt Statutory	92,773	77,069	94,224	74,892	0%	94,224	
Temporary Help	0	0	0	0	0%	0	0
Proctors	0	0	0	0	0%	0	0
Allocated Proctor	0	0	0	0	0%	0	0
Separated Proctor	0	0	0	0	0%	0	0
Board Members	4,900	3,600	10,036	3,309	0%	4,504	5,532
Overtime	0	0	0	679	0%	815	(815)
Benefits	399,826	329,713	565,444	361,064	64%	433,277	132,167
TOTAL PERSONNEL SERVICES	1,343,525	1,111,031	1,710,363	1,133,823	66%	1,370,671	339,692
OPERATING EXPENSES & EQUIPMENT							
General Expense	25,038	22,212	16,142	22,003	136%	26,404	(10,262)
Minor Equipment	19,544	12,836	6,600	16,045	243%	19,254	(12,654)
Major Equipment	8,710	0	0	0	0%	0	0
Printing	17,231	10,183	52,101	30,169	58%	36,203	15,898
Communication	6,499	4,452	8,496	6,255	74%	7,506	990
Postage	30,730	26,994	78,270	23,352	30%	28,022	50,248
Insurance	0	0	0	0	0%	0	0
Travel In state	38,713	22,797	96,103	28,236	29%	38,713	57,390
Travel Out of state	0	0	0	0	0%	0	0
Training	900	900	20,856	850	4%	850	20,006
Facilities Operations	111,814	115,195	194,789	196,148	101%	196,148	(1,359)
C&P Services Internal	0	0	13,743	0	0%	0	13,743
C&P Services External*	40,935	68,520	173,478	4,058	2%	40,935	132,543
Departmental Services	452,630	370,175	498,635	498,571	100%	498,635	0
Intra-Agency Agreements w/OPES**	0	0	0	0	0%	0	0
Interagency Services	0	0	321	0	0%	0	0
Teale	434	389	13,581	170	1%	434	13,147
Data Processing	16,501	18,369	29,518	15,681	53%	18,500	11,018
Central Administration Services	176,672	132,504	176,357	132,268	75%	176,357	0
EXAMS							
Exam supplies & freight	0	0	9,137	0	0%	0	9,137
Exam Site rental	0	0	104,515	0	0%	0	104,515
Exam Contracts**	155,728	171,321	346,722	130,206	38%	155,728	190,994
Expert Examiners (SMEs)	55,333	32,701	40,177	41,889		55,333	(15,156)
ENFORCEMENT							
Attorney General	32,040	29,130	47,018	42,555	91%	47,018	0
Office of Admin Hearings	8,968	8,600	19,486	6,416	33%	8,968	10,518
Architect Consultant Contracts*	168,304	139,334	0	186,800	0%	168,304	(168,304)
Evidence/Witness	123	123	5,723	0	0%	0	5,723
Court Reporter Servs	900	400	0	380	0%	900	(900)
DOI Investigation	26,757	23,178	40,211	40,211	100%	40,211	0
Total OE & E	1,394,504	1,210,313	1,991,979	1,422,263	71%	1,564,423	427,556
TOTAL EXPENDITURES	2,738,029	2,321,344	3,702,342	2,556,086	69%	2,935,094	767,248
NET APPROPRIATION	2,738,029	2,321,344	3,702,342	2,556,086	69%	2,935,094	767,248
Scheduled, Other Reimbursement	(3,310)	(3,310)	(5,000)	(470)	9%	(5,000)	0
Distributed Costs	(26,000)		(26,000)	0		(26,000)	0
Unscheduled Reimbursement	(29,237)	(19,312)	0	(38,017)		0	0
NET, TOTAL EXPENDITURES	2,679,482	2,298,722	3,671,342	2,517,599	69%	2,904,094	767,248

NOTES/ASSUMPTIONS

**C&P External Contracts for Robert Carter and Barry Williams included in Architect Consultant Contracts (FY11/12 \$168,304 & FY12/13 \$186,800).
 *Intra-Agency Agreement with OPES included in Exam Contracts (FY11/12 \$102,200 & FY12/13 \$87,028).

Surplus/Deficit **20.9%**

California Architects Board Analysis of Fund Condition

Prepared 6/4/2013

(Dollars in Thousands)

	ACTUAL 2011-12	CY 2012-13	Governor's Budget			
			BY 2013-14	BY + 1 2014-15	BY + 2 2015-16	BY + 3 2016-17
BEGINNING BALANCE	\$ 2,481	\$ 4,042	\$ 3,116	\$ 3,352	\$ 2,210	\$ 2,305
Prior Year Adjustment	\$ 99	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted Beginning Balance	\$ 2,580	\$ 4,042	\$ 3,116	\$ 3,352	\$ 2,210	\$ 2,305
REVENUES AND TRANSFERS						
Revenues:						
125600 Other regulatory fees	\$ 1	\$ 2	\$ 3	\$ 2	\$ 3	\$ 2
125700 Other regulatory licenses and permits	\$ 386	\$ 308	\$ 373	\$ 308	\$ 373	\$ 308
125800 Renewal fees	\$ 3,643	\$ 2,413	\$ 3,620	\$ 2,413	\$ 3,620	\$ 2,413
125900 Delinquent fees	\$ 107	\$ 38	\$ 80	\$ 38	\$ 80	\$ 38
141200 Sales of documents	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
142500 Miscellaneous services to the public	\$ 1	\$ -	\$ -	\$ -	\$ -	\$ -
150300 Income from surplus money investments	\$ 15	\$ 9	\$ 10	\$ 7	\$ 7	\$ 3
150500 Interest Income From Interfund Loans	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
160400 Sale of fixed assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
161000 Escheat of unclaimed checks and warrants	\$ 1	\$ -	\$ -	\$ -	\$ -	\$ -
161400 Miscellaneous revenues	\$ 2	\$ -	\$ -	\$ -	\$ -	\$ -
Totals, Revenues	\$ 4,156	\$ 2,770	\$ 4,086	\$ 2,768	\$ 4,083	\$ 2,764
Transfers from Other Funds						
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transfers to Other Funds						
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Totals, Revenues and Transfers	\$ 4,156	\$ 2,770	\$ 4,086	\$ 2,768	\$ 4,083	\$ 2,764
Totals, Resources	\$ 6,736	\$ 6,812	\$ 7,202	\$ 6,120	\$ 6,293	\$ 5,069
EXPENDITURES						
Disbursements:						
0840 State Operations	\$ 4	\$ 5	\$ -	\$ -	\$ -	\$ -
1110 Program Expenditures (State Operations)	\$ 2,681	\$ 3,671	\$ 3,833	\$ 3,910	\$ 3,988	\$ 4,068
Financial Information System for California (State Ops)	\$ 9	\$ 20	\$ 17	\$ -	\$ -	\$ -
Total Disbursements	\$ 2,694	\$ 3,696	\$ 3,850	\$ 3,910	\$ 3,988	\$ 4,068
FUND BALANCE						
Reserve for economic uncertainties	\$ 4,042	\$ 3,116	\$ 3,352	\$ 2,210	\$ 2,305	\$ 1,001
Months in Reserve	13.1	9.7	10.3	6.6	6.8	2.9

NOTES:

- A. ASSUMES WORKLOAD AND REVENUE PROJECTIONS ARE REALIZED
- B. ASSUMES 2% GROWTH IN EXPENDITURES IN BY + 1
- C. ASSUMES 0.3% GROWTH IN INCOME FROM SURPLUS MONEY

Agenda Item F

CLOSED SESSION – [CLOSED SESSION PURSUANT TO GOVERNMENT CODE SECTIONS 11126(C)(1) and (3)]

1. Review and Approve May 7, 2013 Closed Session Minutes
2. Discuss and Possible Action on the Office of Professional Examination Services (OPES) Recommendations Related to California Supplemental Examination Development

Agenda Item G

CALIFORNIA SUPPLEMENTAL EXAMINATION (CSE)

1. Review and Approve Intra-Agency Contract Agreement with OPES for CSE Development
2. Discuss and Possible Action on the CSE Occupational Analysis

Agenda Item G.1

REVIEW AND APPROVE INTRA-AGENCY CONTRACT AGREEMENT WITH OPES FOR CSE DEVELOPMENT

The Department of Consumer Affairs' (DCA) OPES is charged with providing professional psychometric services to DCA boards and bureaus, which include all aspects of the examination validation process (i.e., occupational analyses, examination development, test scoring and statistical analyses, and national examination reviews).

The Board's current Intra-Agency Contract (IAC) agreement with OPES for examination development is set to expire on June 30, 2013. The new IAC agreement (attached) will cover fiscal year 13/14.

The Board is asked to review and approve the new IAC agreement with OPES.

Attachment:

OPES Intra-Agency Contract Agreement

INTER-AGENCY CONTRACT AGREEMENT (IAC) # 0503
PROJECT PLAN
for
CALIFORNIA ARCHITECTS BOARD
CALIFORNIA SUPPLEMENTAL EXAM
WRITTEN EXAMINATION DEVELOPMENT
FISCAL YEAR 2013-14

Project Objectives: *Develop new items/graphics for the California Architects Board California Supplemental Exam (CSE), review existing items/graphics, construct two forms of the exam, and establish passing scores for each new form.*

Proposed Completion Date: June 30, 2014

Board Contact: Vickie Mayer
(916) 575-7222

OPES Contact: Raul Villanueva
(916) 575-7255

MAJOR PROJECT EVENTS	TARGET DATE	RESPONSIBILITY
Spring 2014 Exam Development		
1. Item Review Workshop (General) > Recruit for a 2-day item review workshop > Conduct workshop (IRW-1) > Update item bank	July 18-19, 2013 Thur-Fri	Board OPES OPES
2. Item Writing Workshop (Project) > Recruit for a 2-day item writing workshop > Conduct workshop (IWW-1) > Develop item bank	Aug. 9-10, 2013 Fri-Sat	Board OPES OPES
3. Item Writing Workshop (General) > Recruit for a 2-day item writing workshop > Conduct workshop (IWW-2) > Update item bank	Aug. 22-23, 2013 Thur-Fri	Board OPES OPES
4. Item Review Workshop (Project) > Recruit for a 2-day item review workshop > Conduct workshop (IRW-2) > Develop item bank > Update item bank	Sept. 13-14, 2013 Fri-Sat	Board OPES OPES OPES
5. Item Review Workshop (General/Project) > Recruit for a 3-day item review workshop > Conduct workshop (IRW - 3) > Update item bank	Oct. 3-5, 2013 Thur-Fri-Sat	Board OPES OPES
6. Exam Construction Workshop > Recruit for a 2-day workshop > Conduct workshop > Develop examination	Oct. 24-25, 2013 Thur-Fri	Board OPES OPES
7. Exam Pre-Test Evaluation > Recruit 8 new licensees for pre-test evaluation > Conduct 2-day pre-test > Analyze SME feedback > Revise exam as necessary	Nov. 7-8, 2013 Thurs-Fri	Board OPES OPES OPES

<p>8. Passing Score Workshop #1</p> <ul style="list-style-type: none"> > Recruit for a 2-day workshop > Conduct workshop (PSW-1) > Develop passing score 	<p>Nov. 21-22, 2013 Thur-Fri</p>	<p>Board OPES OPES</p>
<p>9. Passing Score Workshop #2</p> <ul style="list-style-type: none"> > Recruit for a 2-day workshop > Conduct workshop (PSW-2) > Develop passing score 	<p>Dec. 12-13, 2013 Thurs-Fri</p>	<p>Board OPES OPES</p>
<p>10. Exam Production: Convert Exam to PSI</p> <ul style="list-style-type: none"> > Edit review of final CSE items > Finalize Candidate Information Bulletin (CIB) document > Finalize graphics for exam > Submit exam to PSI for launch > PSI launch of exam 	<p>Feb. 2014 March 2014</p>	<p>OPES OPES Board OPES OPES</p>

Fall 2014 Exam Development

<p>11. Item Writing Workshop (Project)</p> <ul style="list-style-type: none"> > Recruit for a 2-day item writing workshop > Conduct workshop (IWW-1) > Develop item bank 	<p>Feb. 7-8, 2014 Fri-Sat</p>	<p>Board OPES OPES</p>
<p>12. Item Writing Workshop (General)</p> <ul style="list-style-type: none"> > Recruit for a 2-day item writing workshop > Conduct workshop (IWW-2) > Update item bank 	<p>Feb. 20-21, 2014 Thur-Fri</p>	<p>Board OPES OPES</p>
<p>13. Item Review Workshop (Project)</p> <ul style="list-style-type: none"> > Recruit for a 2-day item review workshop > Conduct workshop (IRW-1) > Develop item bank > Update item bank 	<p>Mar. 14-15, 2014 Fri-Sat</p>	<p>Board OPES OPES OPES</p>
<p>14. Item Review Workshop (General)</p> <ul style="list-style-type: none"> > Recruit for a 2-day item review workshop > Conduct workshop (IRW- 2) > Update item bank 	<p>Mar. 27-28, 2014 Thur-Fri</p>	<p>Board OPES OPES</p>
<p>15. Item Review Workshop (General/Project)</p> <ul style="list-style-type: none"> > Recruit for a 3-day item review workshop > Conduct workshop (IRW - 3) > Update item bank 	<p>Apr. 3-5, 2014 Th-Sat</p>	<p>Board OPES OPES</p>
<p>16. Exam Construction Workshop</p> <ul style="list-style-type: none"> > Recruit for a 2-day workshop > Conduct workshop > Develop examination 	<p>Apr. 24-25, 2014 Thur-Fri</p>	<p>Board OPES OPES</p>
<p>17. Exam Pre-Test Evaluation</p> <ul style="list-style-type: none"> > Recruit 8 new licensees for pre-test evaluation > Conduct 2-day pre-test > Analyze SME Feedback > Revise exam as necessary 	<p>May 2-3, 2014 Fri-Sat</p>	<p>Board OPES OPES OPES</p>

<p>18. Passing Score Workshop #1</p> <ul style="list-style-type: none"> > Recruit for a 2-day workshop > Conduct workshop (PSW-1) > Develop passing score 	<p>May 15-16, 2014 Thur-Fri</p>	<p>Board OPES OPES</p>
<p>19. Passing Score Workshop #2</p> <ul style="list-style-type: none"> > Recruit for a 2-day workshop > Conduct workshop (PSW-2) > Develop passing score 	<p>TBD</p>	<p>Board OPES OPES</p>
<p>20. Exam Production: Convert Exam to PSI</p> <ul style="list-style-type: none"> > Edit review of final CSE items > Finalize Candidate Information Bulletin (CIB) document > Finalize graphics for exam > Submit exam to PSI for launch > PSI launch of exam 	<p>July 2014 Sept. 2014</p>	<p>OPES OPES Board OPES OPES</p>

INTRAGENCY CONTRACT AGREEMENT (IAC) #70003
ROLES AND RESPONSIBILITIES
for
CALIFORNIA ARCHITECTS BOARD
CALIFORNIA SUPPLEMENTAL EXAM
WRITTEN EXAMINATION DEVELOPMENT
FISCAL YEAR 2013-14

INTRODUCTION

The purpose of licensing examinations is to identify persons who possess the minimum knowledge and experience necessary to perform tasks on the job safely and competently. The content of the examination should be based upon the results of an occupational analysis of practice so that the examination assesses the most critical competencies of the job.

The examination development process requires approximately 128 Architects to serve as expert consultants. In licensure examination development work, expert consultants are known as subject matter experts (SMEs). Six to ten SMEs are needed for each workshop. The SMEs in each workshop should be unique to ensure objectivity in all aspects of examination development.

Graphics selection and modification, item writing, item review, examination construction, and passing score processes are included in examination development services to be provided.

ROLE OF THE BOARD

The primary role of the California Architects Board (Board) is to recruit a representative sample of SMEs for development of the examination. The Board may also be responsible for duplication, distribution, and retrieval of survey questionnaire, as well as arranging for data entry of questionnaire information.

The selection of SMEs by boards, bureaus, and committees of the Department of Consumer Affairs (DCA) critically affects the quality and defensibility of their licensure exams, and is based on the following minimum criteria:

- Reflect the profession in specialty, practice setting, geographic location, ethnicity, and gender
- Represent the current pool of practitioners
- Possess current skills and a valid license in good standing
- Articulate specialized technical knowledge related to a profession

Several of the six to ten SMEs in each workshop should be licensed five years or less to ensure an entry-level perspective is represented.

In addition, the Board has the ultimate responsibility for constructing the examination, and maintaining the item bank, and acquiring any reference materials to be used by the SMEs to develop examination items.

Due to potential conflict of interest, undue influence, and/or security considerations, board members, committee members, and instructors shall not serve as SMEs for, nor participate in, any aspect of licensure exam development or administration, pursuant to DCA Policy OPES 11-01.

ROLE OF THE OFFICE OF PROFESSIONAL EXAMINATION SERVICES

The Office of Professional Examination Services (OPES) will use a content validation strategy to link the examination to the results of an occupational analysis of practice. During the workshops, OPES will work with California Architects Board (Board) and the SMEs to select graphics, develop items, review items, construct examinations, and establish passing scores.

SECURITY

OPES has implemented a variety of controls to ensure the integrity, security, and appropriate level of confidentiality of licensure exam programs. These controls vary according to the sensitivity of the information, and will include restricting and/or prohibiting certain items, such as electronic devices, when conducting exam-related workshops.

SMEs are required to provide valid identification, allow for personal belongings to be secured in the reception area during workshops, and sign one or more agreements accepting responsibility for maintaining strict confidentiality of licensing exam material and information to which they have access.

Any person who fails to comply with OPES' security requirements will not be allowed to participate in licensure exam workshops. In addition, any person who subverts or attempts to subvert any licensing exam will face serious consequences which may include loss of licensure and/or criminal charges, per Business and Professions Code section 123.

OPES examination developers, with the concurrence of the Board and the approval of OPES management, will dismiss any subject matter expert from an examination development workshop who is disruptive, violates policy, or whose presence disrupts other SMEs or OPES personnel from completing their assigned tasks.

SUMMARY OF EVENTS

- Board recruits a panel of SMEs to serve as item writers.
- OPES works with SMEs to develop items.
- Board recruits panels of SMEs to serve as item reviewers. The reviewers should be different SMEs than the item writers.
- OPES works with SMEs to review items. Final revisions are made to the items and the bank of new items is submitted to Board.
- Board recruits panels of SMEs to participate in workshops for exam construction.
- OPES works with the SMEs to select items from item bank of new and existing items and constructs the examination.
- Board recruits panels of SMEs for a pre-test evaluation of each exam. The SMEs should be mostly entry-level (licensed five years or less) and different SMEs than the SMEs who developed the items.
- OPES works with the SMEs to conduct a pre-test evaluation of each exam to ensure item content accuracy and representation of Architects entering mainstream practice.
- Board recruits four different panels [two for Spring 2014, two for Fall 2014] of SMEs to serve as judges in the passing score workshops. The passing score SMEs must be different SMEs than the item writers or item reviewers to ensure objectivity of the passing score ratings. In addition, the second panel of SMEs will serve as a confirmatory workshop to the first panel.
- OPES works with SMEs to establish the passing score. OPES analyzes the ratings and prepares reports of findings.

INTRA-AGENCY CONTRACT AGREEMENT (IAC) #70603

CALIFORNIA ARCHITECTS BOARD

**CALIFORNIA SUPPLEMENTAL EXAMINATION
WRITTEN EXAMINATION DEVELOPMENT COSTS**

FISCAL YEAR 2013-14

Spring 2014 Development

1.	Item Review Workshop (General) #1	\$ 3,642
2.	Item Writing Workshop (Project) #1	\$ 3,842
3.	Item Writing Workshop (General) #2	\$ 3,642
4.	Item Review Workshop (Project) #2	\$ 3,842
5.	Item Review Workshop (General/Project) #3	\$ 4,492
6.	Exam Construction Workshop	\$ 3,642
7.	Exam Pre-Test Evaluation	\$ 3,642
8.	Passing Score Workshop # 1	\$ 3,306
9.	Passing Score Workshop #2	\$ 3,306
10.	Exam Production: Convert Exam to PSI	\$ 3,096

Administrative Support \$ 3,540

Spring 2014 Development Subtotal \$ 39,992

Index/PCA/Object Code 0600/06000/427.10

INTRA-AGENCY CONTRACT AGREEMENT (IAC) # 0603

CALIFORNIA ARCHITECTS BOARD

CALIFORNIA SUPPLEMENTAL EXAM
EXAMINATION DEVELOPMENT COSTS

FISCAL YEAR 2013-14

	Test Validation Staff				Editor				Support Staff				GRAND TOTAL	
	Hours	Cost	Travel Costs	Overtime \$85	Hours	Cost	Hours	\$56	Hours	Cost	Hours	\$43		Totals
Spring 2014 Development														
1. Item Review Workshop (General) #1	18	\$ 960												
Prepare for 2-day item review workshop	18	\$ 960			4	\$ 340		6	\$ 336		2	\$ 86	1,046	
Conduct workshop (IRW-1)	16	\$ 960											1,536	
Update item bank	16	\$ 960											\$ 960	
													\$ 3,642	
2. Item Writing Workshop (Project) #1	16	\$ 960											1,046	
Prepare for 2-day item writing workshop	16	\$ 960			12	\$ 1,020		6	\$ 336		2	\$ 86	1,836	
Conduct workshop (IRW-1)	8	\$ 480											\$ 960	
Develop item bank	16	\$ 960											\$ 3,842	
													\$ 3,842	
3. Item Writing Workshop (General) #2	16	\$ 960											1,046	
Prepare for 2-day item writing workshop	16	\$ 960			4	\$ 340		6	\$ 336		2	\$ 86	1,536	
Conduct workshop (IRW-2)	16	\$ 960											\$ 960	
Update item bank	16	\$ 960											\$ 3,642	
													\$ 3,642	
4. Item Review Workshop (Project) #2	16	\$ 960											1,046	
Prepare for 2-day item writing workshop	16	\$ 960			12	\$ 1,020		6	\$ 336		2	\$ 86	1,836	
Conduct workshop (IRW-2)	8	\$ 480											\$ 960	
Update item bank	16	\$ 960											\$ 3,842	
													\$ 3,842	
5. Item Review Workshop (General) Project #3	16	\$ 960											1,046	
Prepare for 3-day item review workshop	16	\$ 960			14	\$ 1,190		6	\$ 336		2	\$ 86	2,486	
Conduct workshop (IRW-3)	16	\$ 960											\$ 960	
Update item bank	16	\$ 960											\$ 4,492	
													\$ 4,492	
6. Exam Construction Workshop	16	\$ 960											1,046	
Prepare for 2-day exam construction workshop	16	\$ 960			4	\$ 340		6	\$ 336		2	\$ 86	1,636	
Conduct workshop	16	\$ 960											\$ 960	
Develop examination	16	\$ 960											\$ 3,642	
													\$ 3,642	
7. Exam Pre-Test Evaluation	16	\$ 960											1,046	
Prepare for 2-day pre-test evaluation	16	\$ 960			4	\$ 340		6	\$ 336		2	\$ 86	1,636	
Conduct workshop	16	\$ 960											\$ 960	
Revise exam as necessary	16	\$ 960											\$ 3,642	
													\$ 3,642	
8. Passing Score Workshop #1	16	\$ 960											1,046	
Prepare for 2-day passing score workshop	16	\$ 960			4	\$ 340		6	\$ 336		2	\$ 86	1,300	
Conduct workshop (PSW-1)	16	\$ 960											\$ 960	
Develop passing score	16	\$ 960											\$ 3,306	
													\$ 3,306	
9. Passing Score Workshop #2	16	\$ 960											1,046	
Prepare for 2-day passing score workshop	16	\$ 960			4	\$ 340		6	\$ 336		2	\$ 86	1,300	
Conduct workshop (PSW-2)	16	\$ 960											\$ 960	
Develop passing score	16	\$ 960											\$ 3,306	
													\$ 3,306	
10. Exam Production: Convert Exams to PSI													1,800	
Final review of final CSE items	30	\$ 1,800						6	\$ 336				\$ 618	
Final Candidate Information Bulletin (CIB) document	9	\$ 480											\$ 490	
Submit exam to PSI for launch	8	\$ 480											\$ 3,096	
													\$ 5,086	
Administrative Support													\$ 1,260	
Technical oversight (20 hours @ \$63/hour)													\$ 1,260	
Project facilitation/coordination (20 hours @ \$63/hour)													\$ 1,260	
IAC Development & Invoicing (Staff Analyst - 20 hours @ \$51/hour)													\$ 1,020	
													\$ 3,540	
													\$ 3,540	
Spring 2014 Development SUBTOTAL	462	\$ 27,720		62	\$ 5,270		48	\$ 2,688		18	\$ 774		\$ 39,992	

INTRA-AGENCY CONTRACT AGREEMENT (IAC) #70603

CALIFORNIA ARCHITECTS BOARD

**CALIFORNIA SUPPLEMENTAL EXAMINATION
WRITTEN EXAMINATION DEVELOPMENT COSTS**

FISCAL YEAR 2013-14

Fall 2014 Development

11.	Item Writing Workshop (Project) #1	\$ 3,842
12.	Item Writing Workshop (General) #2	\$ 3,642
13.	Item Review Workshop (Project) #1	\$ 3,842
14.	Item Review Workshop (General) #2	\$ 3,642
15.	Item Review (General/Project) #3	\$ 4,492
16.	Exam Construction Workshop	\$ 3,642
17.	Exam Pre-Test Evaluation	\$ 3,842
18.	Passing Score Workshop # 1	\$ 3,306
19.	Passing Score Workshop #2	\$ 3,506*
20.	Exam Production: Convert Exam to PSI	\$ 3,096

Administrative Support \$ 3,540

Fall 2014 Development Subtotal \$ 40,392

Index/PCA/Object Code 0600/06000/427.10

* Cost will be reduced by \$200.00 less if workshop is held on Thur-Fri, rather than Fri-Sat

INTRA-AGENCY CONTRACT AGREEMENT (IAC) #70603
CALIFORNIA ARCHITECTS BOARD
CALIFORNIA SUPPLEMENTAL EXAM
EXAMINATION DEVELOPMENT COSTS
FISCAL YEAR 2013-14

	Test Validation Staff				Editor				Support Staff				GRAND TOTAL
	S60		Overtime \$35		\$56		\$43		Totals		Cost		
	Hours	Cost	Hours	Cost	Hours	Cost	Hours	Cost	Hours	Cost			
Fall 2014 Development													
11. Item Writing Workshop (Project) #1													
Prepare for 2-day item writing workshop	16	\$ 960											
Conduct workshop (IWW-1)	8	\$ 480	12	\$ 1,020	6	\$ 336			2	\$ 86			\$ 1,046
Develop item bank	16	\$ 960											\$ 1,836
													\$ 3,842
12. Item Writing Workshop (General) #2													
Prepare for 2-day item writing workshop	16	\$ 960											
Conduct workshop (IWW-2)	16	\$ 960	4	\$ 340	6	\$ 336			2	\$ 86			\$ 1,046
Develop item bank	16	\$ 960											\$ 1,636
													\$ 3,642
13. Item Review Workshop (Project) #1													
Prepare for 2-day item review workshop	16	\$ 960											
Conduct workshop (IRW-1)	8	\$ 480	12	\$ 1,020	6	\$ 336			2	\$ 86			\$ 1,046
Update item bank	16	\$ 960											\$ 1,836
													\$ 3,842
14. Item Review Workshop (General) #2													
Prepare for 2-day item review workshop	16	\$ 960											
Conduct workshop (IRW-2)	16	\$ 960	4	\$ 340	6	\$ 336			2	\$ 86			\$ 1,046
Update item bank	16	\$ 960											\$ 1,636
													\$ 3,642
15. Item Review Workshop (General/Project) #3													
Prepare for 3-day item review workshop	16	\$ 960											
Conduct workshop (IRW-3)	16	\$ 960	14	\$ 1,180	6	\$ 336			2	\$ 86			\$ 1,046
Update item bank	16	\$ 960											\$ 2,495
													\$ 960
													\$ 4,482
16. Exam Construction Workshop													
Prepare for 2-day exam construction workshop	16	\$ 960											
Conduct workshop	16	\$ 960	4	\$ 340	6	\$ 336			2	\$ 86			\$ 1,046
Develop examination	16	\$ 960											\$ 1,636
													\$ 3,642
17. Exam Pre-Test Evaluation													
Prepare for 2-day pre-test evaluation	16	\$ 960											
Conduct workshop	8	\$ 480	12	\$ 1,020	6	\$ 336			2	\$ 86			\$ 1,046
Revise exam as necessary	16	\$ 960											\$ 1,836
													\$ 3,642
18. Passing Score Workshop #1													
Prepare for 2-day passing score workshop	16	\$ 960											
Conduct workshop (PSW-1)	16	\$ 960	4	\$ 340					2	\$ 86			\$ 1,046
Develop passing score	16	\$ 960											\$ 1,300
													\$ 3,306
18. Passing Score Workshop #2													
Prepare for 2-day passing score workshop	16	\$ 960											
Conduct workshop (PSW-2)	16	\$ 960	12	\$ 1,020					2	\$ 86			\$ 1,046
Develop passing score	16	\$ 960											\$ 1,500
													\$ 3,505
20. Exam Production: Convert Exams to PSI													
Edit/review of final CSE items	30	\$ 1,800											
Final Candidate Information Bulletin (CIB) document	5	\$ 480			6	\$ 336							\$ 1,800
Submit exam to PSI for launch	3	\$ 480											\$ 919
Administrative Support													\$ 480
Technical oversight (20 hours @ \$63/hour)													\$ 1,260
Project facilitation/coordination (20 hours @ \$63/hour)													\$ 1,260
IAC Development & Invoicing (Staff Analyst - 20 hours @ \$57/hour)													\$ 1,140
													\$ 3,540
Fall 2014 Development SUBTOTAL	448	\$ 26,760	78	\$ 6,630	48	\$ 2,688	18	\$ 774	36	\$ 1,548			\$ 40,382
TOTAL	908	\$ 54,480	140	\$ 11,900	96	\$ 5,376	36	\$ 1,548					\$ 80,384

Agenda Item G.2

DISCUSS AND POSSIBLE ACTION ON THE CSE OCCUPATIONAL ANALYSIS

The Board's 2013 Strategic Plan directs the Board to conduct an occupational analysis (OA) of the practice of architecture in California to be used for ongoing development of the California Supplemental Examination (CSE). The Strategic Plan objective is targeted to be completed by December 2014. The last OA conducted for the CSE was completed in 2007. Business and Professions Code (BPC) section 139 requires an OA be conducted every five to seven years.

The primary purpose of the OA is to define current architectural practice in California based on the critical tasks and knowledge related to entry-level practice. The findings of the OA are used to define the content of the CSE and form the basis for determining "minimum acceptable competence" as it relates to safe entry-level practice.

After the National Council of Architectural Registration Boards (NCARB) completes the release of its findings from the 2012 Practice Analysis and the CSE OA is complete, a comparison to NCARB's Architect Registration Examination will be performed to ensure there is no redundant testing of content within the CSE.

At the May 1, 2013 Professional Qualifications Committee meeting, the Department of Consumer Affairs' Office of Professional Examination Services (OPES) provided an overview of the OA process.

The Board is asked to authorize staff to commence the process for conducting the CSE OA.

Attachment:

Office of Professional Examination Services Informational Series No. 1

Purpose	<p>An occupational analysis (or job analysis) defines a profession in terms of the actual tasks that new licensees must be able to perform safely and competently at the time of licensure. In order to develop a licensing examination that is fair, job-related, and legally defensible, it must be based solidly upon what licensees actually do on the job. The occupational analysis should be reviewed routinely every five to seven years to verify that it accurately describes current practice.</p>
Process	<p>Typically, the process begins by selecting and interviewing a sample of licensees who accurately represent the geographic, ethnic, gender, experience, and practice specialty mix of the profession. During the interview, they identify the tasks that they perform within major categories of their profession and the knowledge required to perform those tasks. A committee of subject matter experts meets to finalize the task and knowledge statements, and develop a questionnaire. The questionnaire is sent to a representative sample of licensed practitioners. The data are analyzed, and the results are used to update the description of practice and/or develop a content outline.</p>
Content Outline	<p>The content outline specifies the tasks and knowledge that a newly licensed practitioner is expected to master by the time of licensure, and identifies the relative weight or percentage of each major subject area to be assessed in an examination. The content outline is used to develop questions for and validate new examinations.</p>
Content Validation Strategy	<p>In order for an examination to be valid, it must be empirically linked to the content outline of a recent occupational analysis. The Office of Professional Examination Services recommends that occupational analyses be validated no less than every five to seven years.</p>
Legal Standards and Guidelines	<p>A number of statutes, standards, and professional guidelines set criteria for the licensing process in California. These include the Standards for Educational and Psychological Testing, the Federal Uniform Guidelines for Employee Selection Procedures, the Civil Rights Act of 1991, California Government Code section 12944 of the California Fair Employment and Housing Act, Business and Professions Code section 139, and the Americans with Disabilities Act of 1990, as amended.</p>
Contact	<p>To learn more about these and other examination-related services, please contact the Office of Professional Examination Services at (916) 575-7240.</p>

Agenda Item H

NATIONAL COUNCIL OF ARCHITECTURAL REGISTRATION BOARDS (NCARB)

1. Discuss and Possible Action on NCARB's Proposed Changes to the Intern Development Program (IDP) Related to Employment Duration and IDP Entry Point
2. Review and Approve Contract with NCARB for the Architect Registration Examination
3. Review of NCARB Annual Meeting Agenda, Policies, and Procedures
4. Review and Approve Recommended Positions on Resolutions and Candidates

Agenda Item H.1

DISCUSS AND POSSIBLE ACTION ON NCARB'S PROPOSED CHANGES TO THE INTERN DEVELOPMENT PROGRAM (IDP) RELATED TO EMPLOYMENT DURATION AND IDP ENTRY POINT

On May 2, 2013, the National Council of Architectural Registration Boards (NCARB) released a notice to Member Boards seeking comments on two proposed changes to the Intern Development Program (IDP), relative to employment duration and program eligibility. These proposed changes are consistent with IDP discussions the Board has had since before it adopted IDP in 2005. NCARB is providing a 90-day period during which Member Boards may submit comments for review.

Currently, interns are required to be employed for a minimum of 15 hours per week for eight consecutive weeks to earn IDP experience credit. The first proposed change eliminates the minimum employment duration requirement and allows interns to earn IDP experience credit for valid work through the project work performed relative to an experience area. This would include periods of work performed over winter and spring breaks, while in school, and projects of limited scope with completion time in weeks.

The other proposed change relates to the IDP eligibility date and modifies the entry point for participation in the IDP to when an intern receives a U.S. high school diploma or equivalent. Currently, interns must be enrolled in a degree program accredited by the National Architectural Accreditation Board (NAAB) or the Canadian Architectural Certification Board (CACB), enrolled in a pre-professional degree program at a school that offers a NAAB/CACB accredited degree program, or be employed in Experience Setting A after obtaining a U.S. high school diploma, General Education Degree (GED) equivalent, or comparable foreign degree.

The attached notice further explains the rationale relative to each change. NCARB is posing the following questions, as a guide for consideration, when crafting comments:

- 1) Does your Board agree, disagree, or have no position on the proposed changes?
- 2) If your Board disagrees, what are your concerns?
- 3) Does your Board need more time to address the proposed changes? If so, when do you expect to be able to provide us feedback?

The Board is asked to provide comments, based on the questions NCARB is asking above, for submission to NCARB regarding the proposed changes to IDP.

Attachment:

NCARB Notice to Member Board Members and Member Board Executives

2 May 2013

Dear NCARB Member Board Members and Member Board Executives:

The National Council of Architectural Registration Boards (NCARB) is currently seeking Member Board comments on two proposed changes to the Intern Development Program. These changes specifically relate to the employment duration and eligibility requirements. Detailed descriptions of the proposed changes are attached and are also posted on the Registration Board Section of the NCARB website.

Following this initial notice of the proposed changes there will be a 90-day period for your Board to review and submit comments. Please take the opportunity to review the proposed changes and provide your feedback. **The NCARB Board of Directors would like to hear from all Member Boards before they vote on the proposed changes.** To that end, please use the following questions as a guide when crafting your response:

- Does your Board agree, disagree, or have no position on the proposed changes?
- If your Board disagrees, what are your concerns?
- Does your Board need more time to address the proposed changes? If so, when do you expect to be able to provide us feedback?

All comments, including “no comments”, should be sent to the following address: idp-comments@ncarb.org with a copy to khillegas@ncarb.org by 5:00 P.M. on Friday, August 2, 2013.

Proposed Changed to IDP Duration Requirement

WHAT IS THE PROPOSED CHANGE?

This proposed change will allow interns to earn IDP credit for valid work experience in short employment periods. Currently interns, in most experience settings, must be employed a minimum of 15 hours per week for eight consecutive weeks.

WHY SHOULD THIS CHANGE BE IMPLEMENTED?

Interns will be able to earn IDP experience credit for valid work though the project work relative to an experience area. This includes periods of work performed over winter and spring breaks while in school, and projects of limited scope with completion time in weeks.

The NCARB Board of Directors approved the following revisions to modify the IDP “Employment Requirements” for Member Board comment:

Modify the IDP Guidelines, November 2012, page 9, Employment Requirements, Paragraph 1 as follows:

“To earn experience in setting A, O, “Design and Construction Related Employment” within setting S, and some scenarios in “Construction Work” within setting S, you must be employed. ~~at least 15 hours per week for a minimum period of eight consecutive weeks.~~

- *Unpaid internships are not eligible to earn experience hours with the exception of the approved community-based design center/collaborative as defined in experience setting S.*
- *No experience may be earned outside of the U.S. or Canada, except at an organization engaged in the practice of architecture, an approved Community-Based Design Center/Collaborative as defined in experience setting S, or through Leadership and Service defined in experience setting S.*
- *To earn experience in Teaching or Research as defined in experience setting S, you must be employed by the institution. ~~;-however, there is no minimum period of consecutive employment.”~~*

Rationale:

The IDP experience requirements today are based on the performance of tasks, and the development of the knowledge and skills necessary to competently perform those tasks independently. As the IDP has developed over time, the integrated role of the IDP Supervisor has increasingly become recognized as the evaluator of intern progress. Supervisors determine what is valid and appropriate experience in all facets of the program. Therefore, they should hold the responsibility to ultimately determine whether or not the length of an experience is meaningful enough to qualify to meet the IDP requirement. The program rules inherently provide the guidance necessary to keep interns on track and provide an appropriate framework for what tasks must be completed.

Proposed Changes to IDP Duration Requirement

Page 2

In today's typical firm, changes in project delivery methods have altered the traditional development path. Many projects – from concept through construction documents – may take less than eight weeks to complete. In looking at defined IDP experience areas, for example 'Programming' and 'Bidding and Contract Negotiation,' these tasks on an average project may be successfully completed in a couple of weeks. A firm may be hired for only limited services such as schematic design, with a separate contract to follow at a later date (and perhaps to a different firm) for the construction documents.

Numerous practices today rely on contract labor to complete projects in their offices. Interns may be brought in to assist with projects only for specific phases. In some cases, interns have been working full time, but are accumulating that time between several firms. In these cases the interns are not meeting the duration requirements of IDP so they earn no credit for their work. While limited in time, this is all valid experience.

Many practices rely on interns returning to work during school breaks. Typically these are interns who worked in the firm over the summer, and return at the holiday breaks to work for two or three weeks. These interns receive no experience credit for their two to three week effort though it is a continuation of their intern training.

By recommending the minimum duration requirements for employment be discontinued, the committee is not suggesting that a fragmented internship is acceptable to the IDP process. Historically, there has been a strong sentiment that it is important to immerse an intern into the culture of a firm. We acknowledge that firm culture is of importance; however the nature of practice has changed rather dramatically in recent years.

The hourly requirements of each IDP experience area, the associated tasks of each experience area, and the experience setting in which hours must be accrued identify the critical criteria for an intern to complete. It is these program requirements that form the elements of IDP created to ensure valuable learning experiences, not the length of time an intern spends at a particular employment.

Eligibility Date

WHAT IS THE PROPOSED CHANGE?

This proposed change will modify the point of eligibility to participate in the IDP as the receipt of a U.S. high school diploma, or equivalent.

Currently interns must be enrolled in a degree program accredited by the National Architectural Accreditation Board (NAAB) or the Canadian Architectural Certification Board (CACB), enrolled in a pre-professional degree program at a school that offers a NAAB/CACB accredited degree program, or be employed in experience setting A after obtaining a U.S. high school diploma, General Education Degree (GED) equivalent, or comparable foreign degree.

WHY SHOULD THIS CHANGE BE IMPLEMENTED?

Interns will be able to earn IDP credit for valid work and supplemental experience meeting the requirements of the program.

The NCARB Board of Directors approved the following revisions to modify the IDP “Eligibility Requirements:”

Modify the IDP Guidelines, November 2012, page 9, Eligibility Requirements as follows:

~~*“Your ‘IDP eligibility date’ is the date after which you are able to earn IDP experience. Qualifying experience can be earned only after obtaining a high school diploma (or equivalent). on or after your IDP eligibility date. Once this date has been established, it is set for all experience earned on or after that date.”*~~

~~*You can earn IDP experience once you have successfully established one of the following:*~~

- ~~*—1. Enrollment in a NAAB/CACB-accredited degree program*~~
- ~~*—2. Enrollment in a pre-professional architecture degree program at a school that offers a NAAB/CACB-accredited degree program.*~~
- ~~*—3. Employment in experience setting A after obtaining a U.S. high school diploma, General Education Degree (GED) equivalent, or comparable foreign degree.”*~~

Rationale:

The existing requirement to begin participation in the Intern Development Program (IDP) is that interns meet one of three IDP eligibility dates:

- 1) Enrollment in a NAAB/CACB-accredited degree program.
- 2) Enrollment in a pre-professional architecture degree program.
- 3) Employment in Experience Setting A after obtaining a high school diploma.

Proposed Changes to IDP Eligibility Date

Page 2

These requirements were established by the Board of Directors in FY10. The philosophy behind these requirements was to simply require a “commitment to the practice of architecture”. Today, the Internship Committee believes that establishing an NCARB Record is a commitment to the practice of architecture in and of itself, as the sole purpose of doing so is to document one’s qualifications to practice architecture.

It is not an education threshold in one’s career that ensures the IDP is of any particular quality for an intern. The hourly requirements of each IDP experience area, the associated tasks of each experience area, and the experience setting in which hours are accrued determine what is most important for an intern to experience. It is these elements of the IDP that create and ensure valuable learning experiences. The program requirements themselves ensure the degree of quality.

The determination of the point where work experience meets the requirements of the IDP is effectively accomplished by the IDP Supervisor, who works directly with the intern and evaluates his/her performance in all areas of internship, accepts the work submitted. As NCARB continues to align the requirements of the Intern Development Program with current practice, it has become evident that NCARB cannot effectively determine whether or not an intern’s experience is meaningful by applying arbitrary eligibility thresholds.

The current IDP eligibility date process requires interns to document their IDP eligibility date through a third party with hard copy forms, in addition to other administrative duties such as establishing an NCARB record, documenting IDP hours, transmitting their record for an authorization to test, and various procedures directly with state boards. The removal of IDP eligibility dates is an opportunity to streamline the process for interns and alleviate confusion that many times occurs due to the substantial paperwork involved in simply progressing through the process of licensure.

A minimum of a high school diploma is proposed because it is believed that most experiences before high school graduation would be geared more toward simply experiencing what it’s like to work for an architect as an exploratory career exercise, rather than actually contributing as a substantial member of the design team. The committee members believe individuals who do maintain employment prior to high school graduation and contribute as substantial members of the design team would be minimal.

Agenda Item H.2

REVIEW AND APPROVE CONTRACT WITH NCARB FOR THE ARCHITECT REGISTRATION EXAMINATION

The Board's 2013 Strategic Plan directs staff to execute a contract with NCARB for the administration of the Architect Registration Examination (ARE). The current contract with NCARB expires on June 30 2013. Staff submitted the required contract package documents to the Department of Consumer Affairs' Contract Unit to initiate the contract development process. The contract documents are currently pending review and approval by NCARB.

The Board is asked to review and approve the attached contract with NCARB for ARE administration for the period of July 1, 2013 through June 30, 2016 in anticipation of NCARB approval.

Attachment:

NCARB ARE Contract (FY 2013-2016)

STATE OF CALIFORNIA
STANDARD AGREEMENT
 STD 213 (Rev 06/03)

AGREEMENT NUMBER REQ0009982
REGISTRATION NUMBER

1. This Agreement is entered into between the State Agency and the Contractor named below:

STATE AGENCY'S NAME

Department of Consumer Affairs, California Architects Board

CONTRACTOR'S NAME

National Council of Architectural Registration Boards

2. The term of this Agreement is: July 1, 2013 or upon approval, whichever occurs later through June 30, 2016

3. The maximum amount of this Agreement is: \$0.00

4. The parties agree to comply with the terms and conditions of the following exhibits which are by this reference made a part of the Agreement.

Exhibit A – Scope of Work	1 page(s)	
Exhibit A-1 – NCARB Terms and Conditions	6 page(s)	
Appendix A – Examination Fees	1 page(s)	
Appendix B – ARE Manual	46 page(s)	
Appendix C – ARE Guidelines	40 page(s)	
Appendix D – Test Administration Sites	10 page(s)	
Exhibit B – Budget Detail and Payment Provisions	1 page(s)	
Exhibit C* – General Terms and Conditions	<u>GTC 610</u> (Number)	<u>6/9/2010</u> (Dated)
Exhibit D – Special Terms and Conditions	1 page(s)	
Exhibit E – Additional Terms and Conditions	2 page(s)	

Items shown with an Asterisk (*), are hereby incorporated by reference and made part of this agreement as if attached hereto.
 These documents can be viewed at www.ols.dgs.ca.gov/Standard+Language or by contacting the Department of Consumer Affairs.

IN WITNESS WHEREOF, this Agreement has been executed by the parties hereto.

CONTRACTOR		<i>California Department of General Services Use Only</i>
CONTRACTOR'S NAME (if other than an individual, state whether a corporation, partnership, etc.) National Council of Architectural Registration Boards		
BY (Authorized Signature) 	DATE SIGNED(Do not type)	
PRINTED NAME AND TITLE OF PERSON SIGNING		
ADDRESS 1801 K Street, NW, Suite 700K Washington, DC 20006		
STATE OF CALIFORNIA		
AGENCY NAME Department of Consumer Affairs, California Architects Board		
BY (Authorized Signature) 	DATE SIGNED(Do not type)	
PRINTED NAME AND TITLE OF PERSON SIGNING Pamela S. Wortman, Business Services Officer		
ADDRESS 1625 N. Market Blvd., Suite S-103 Sacramento, CA 95834		

EXHIBIT A

SCOPE OF WORK

1. The Contractor shall provide examination services to the Department of Consumer Affairs (DCA), California Architects Board (CAB) in accordance with the Contractor's Terms and Conditions marked Exhibit A-1, attached hereto and made a part hereof.
2. The project coordinators during the term of this agreement will be:

Department of Consumer Affairs

California Architects Board

Name: Timothy Rodda
Phone: (916) 575-7217
Fax: (916) 575-7283
Email: timothy.rodde@dca.ca.gov

National Council of Architectural Registration
Boards

Name: Michael J. Armstrong
Phone: (202) 783-6500
Fax: (202) 783-0290
Email: marmstrong@ncarb.org

Direct all agreement inquiries to:

Department of Consumers Affairs

Contracts Unit

Attention: Angie Shepherd
Address: 1625 N. Market Blvd., Suite S-103
Sacramento, CA 95834
Phone: (916) 574-7297
Fax: (916) 574-8658
Email: angela.shepherd@dca.ca.gov

National Council of Architectural Registration
Boards

Name: Michael J. Armstrong
Address: 1801 K Street, NW Suite 700K
Washington, DC 20006
Phone: (202) 783-6500
Fax: (202) 783-0290
Email: marmstrong@ncarb.org

3. This contract does not involve the sale or provision of tangible personal property by the vendor to the State of California.

TERMS AND CONDITIONS

Under Which the Architect Registration Examination Will be Made Available to Test Applicants Seeking Registration in Your State, Province, or Jurisdiction

The National Council of Architectural Registration Boards (“NCARB”) prepares the Architect Registration Examination in computer format (“ARE”) which is used by the architectural registration boards of the United States to examine applicants for registration (“Applicants”) to determine their qualification for architectural registration in their respective jurisdictions.

Upon the Terms and Conditions set forth below, NCARB agrees to make the ARE available for the purpose of testing applicants for registration in United States jurisdictions and agrees to score the exams and report the scores to the architectural registration board of the jurisdiction (“Board”) which authorized the applicant to take the exam. NCARB has selected Prometric, Inc. as its Site Management Contractor. NCARB will cause its Site Management Contractor to administer the ARE in accordance with the test administration agreement entered into between NCARB and Site Management Contractor as it may be amended from time to time. A copy of this agreement is available for reading by a Board at the NCARB Washington office. NCARB has entered into an agreement with the Site Management Contractor that this agreement will not be publicly distributed. NCARB may change its Site Management Contractor in the future. It will notify the Boards if and when it has done so.

The Terms and Conditions are as follows:

1. Provisions Describing a Board’s Use of ARE. A Board may use the ARE to decide on an Applicant’s qualification for architectural registration. Such use is subject to the following provisions:

1.1 Applicant Authorization and Applications. Each Board, other than Boards which have delegated this responsibility to NCARB, will be responsible for distributing to its Applicants its own form of application for registration. Boards will be responsible for entering Applicant’s eligibility information in the ARE Candidates database. Each Board will cause its Applicants to pay the Examination Fees as from time established by NCARB, all in the manner required in the ARE Guidelines or otherwise as

directed by NCARB. A Board will specify where indicated whether an Applicant's eligibility is for an unlimited time or for a limited time. A Board may notify NCARB that it has revoked an Applicant's eligibility to test, and NCARB will promptly instruct the Site Management Contractor not to test the Applicant. After receiving notice of an Applicant's eligibility, NCARB will direct the Applicant to NCARB's website in order to provide a current copy of the ARE Guidelines describing the ARE, the manner for scheduling appointments to take the ARE, and how to pay for the ARE. NCARB will have not responsibility to test or otherwise deal with any person who has not been found eligible to test by a Board or who otherwise does not meet the requirements of the ARE Guidelines. Nor will NCARB be required to verify the validity or authority of a grant of eligibility to test by or on behalf of a Board. NCARB may revise any forms or information relating to the ARE, from time to time, giving reasonable notice to the Boards of the revision.

1.2 Review of Examination. Only persons expressly authorized in writing to do so by NCARB may review the contents or correct answers of test questions of the ARE. Such persons include NCARB committees and NCARB's examination consultants engaged in developing or evaluating the ARE. In addition, any Board, upon prior written request to NCARB, may (i) review the contents and correct answers of representative ARE examinations, and (ii) with or without an Applicant, review the test questions and results of an Applicant's examination in connection with an Applicant's appeal or challenge (if an appeal or challenge is allowed by the Board), all as may be reasonably established from time to time by NCARB. The review will take place at an Examination Site or other secure location approved by the NCARB under security procedures prescribed by NCARB and/or the Site Management Contractor and upon payment of the fee set forth below.

(a) Board Reviews. Each Board will be afforded one free single-day opportunity during normal business hours annually to review the contents of a representative ARE division (the Board being entitled to send a reasonable number of representatives approved by NCARB, but all representatives must attend the review at the scheduled time). If a Board cancels its review appointment, or schedules more than one

review per twelve month period, then NCARB will charge an appropriate fee for each canceled review session or extra review session.

(b) Applicant Reviews and Appeals. NCARB discourages Applicant reviews and appeals. However, if the Applicant's Board permits a review, the fee for an Applicant review of an ARE division will be a minimum of \$300 per review or such higher fee established from time to time by NCARB. These figures, quoted in U.S. dollars, may be adjusted from time to time. Challenges to the vignette components of the ARE are not authorized by NCARB and NCARB will not cooperate in any such challenge.

(c) Board Observation. Each Board will have the right to be present at any Examination Site during administration of the ARE to any of its Applicants, provided the Board complies fully with the procedures prescribed by Site Management Contractor and/or by NCARB. Any appeals by Applicants relating to the ARE, if permitted by law, may be made only to an Applicant's Board. Neither NCARB nor its Site Management Contractor will be responsible for processing or conducting any appeals or for providing any information to any Applicant concerning the results of an Applicant's examination. NCARB will respond to reasonable request from a Board relating to an appeal by an Applicant. NCARB will, upon request and at the Board's expense, reasonably provide a Board with rationales, analyses, and diagnostic information related to the ARE and, in appropriate cases, cause a member of the NCARB staff to attend the appeal proceeding and furnish appropriate information relating to the ARE.

1.3 Scoring and Applicant Notification. The ARE methodology provides only for pass-fail score reporting. NCARB will from time to time establish, for purposes of NCARB certification and to assist Boards in carrying out their registration responsibilities, the criteria for passing or failing the various divisions of the ARE and will utilize such criteria for scoring the Applicants' examinations. After test results of Applicants are reported to NCARB, NCARB will report to each Board on the pass/fail test results of its Applicants, and will, in addition, provide general diagnostic information to each Board with respect to its Applicants describing their general subject matter areas of weakness as revealed by the ARE test results. Performance on individual test items

will not be reported. Under present policies neither NCARB nor its Site Management Contractor will notify Applicants of their pass/fail or general diagnostic test results, this being the sole responsibility of each Board as to its Applicants unless NCARB revises its policies in the future and agrees to directly report pass/fail or general diagnostic test results to Applicants.

1.4 Fees. Each Board should instruct its Applicants to pay to NCARB, directly or through its Test Consultant, the Examination Fees established from time to time by NCARB for each division or the ARE (and, if applicable, any rescheduling fee or other applicable fees together with any tax levied on test administration services and/or the fees payable with respect to the ARE), all of which are to be paid in U.S. dollars. Payment of such fees will be made in accordance with the ARE Guidelines. The fees may be changed from time to time by NCARB, but only after reasonable notice to all Boards. If an Applicant cancels, fails to appear, or otherwise causes his or her scheduled division or divisions of the ARE to be rescheduled such that the Applicant fails to notify Site Management Contractor on or before noon (East Coast time) of the third business day before the date of the Applicant's scheduled examination time (or such earlier time as may be established by NCARB) then the Applicant will forfeit his or her fee payment. If NCARB decides in its sole, good faith discretion that any testing irregularity warranting disregard of any division of the ARE for an Applicant is attributable to the Applicant, then NCARB may, but need not, also decide that the Applicant may be re-tested upon payment of another applicable Examination fee. NCARB may also ask the Applicant's Board to make such determination. The Board will not be responsible for any failure by an Applicant to pay the required fees; but no Applicant will be administered the ARE nor will scores be forwarded until all required fees are paid.

1.5 Security Measures. NCARB policies and these Terms and Conditions contain numerous provisions to ensure strict security of the ARE. Notwithstanding any provision herein to the contrary, NCARB in its sole good faith discretion may from time to time alter any such security provisions or impose additional security provisions, in each case giving prompt notice to the Boards.

1.6 Additional Expenses to NCARB. If NCARB reasonably incurs additional expenses as a result of a Board's failure after notice to comply with these Terms and Conditions, the Board will reimburse such expenses upon request.

1.7 Revision of ARE. NCARB will from time to time evaluate, revise and update the ARE, intending it to be valid, reliable and in compliance with generally accepted standards applicable to licensing examinations.

1.8 Use of Data. NCARB may use the data collected regarding Applicants only for the limited purposes of performing its obligations hereunder and under its established policies and to encourage certification, and otherwise will not disclose specific information about Applicants as such except as may be required by law. The Site Management Contractor is authorized to use the names and data only for the limited purpose of performing its obligations under the Test Administration Agreement and confirming test results of Applicants who apply to NCARB for certification, and will otherwise not disclose the information except as may be required by law.

1.9 Reasonable Efforts. NCARB will use reasonable efforts to cause its Site Management Contractor to perform its obligations under the Test Administration Agreement, but NCARB will not be liable on account of any failure of its Site Management Contractor to perform.

1.10 Accessibility. No Applicant with a disability, as defined in applicable law, otherwise qualified will be deprived of the opportunity to take the ARE solely by reason of that disability. At the written request of a Board, the Site Management Contractor, with the approval of NCARB (which is given generally with respect to those disability conditions specifically described in NCARB policies and will be given on a case by case basis as to other disability conditions), is prepared to make reasonable accommodations and modifications to the ARE prescribed testing procedures to meet an Applicant's special needs.

1.11 Suspected Cheating Behavior. The Site Management Contractor will promptly report to NCARB any suspected cheating behavior. NCARB will then report the behavior to the Applicant's Board. After NCARB has reviewed such behavior and made its own determination, NCARB reserves the right to decide whether or not cheating behavior on the part of an Applicant occurred and to take whatever action it in

its sole discretion deems appropriate, the Applicant's Board will deal with any report of such behavior as the Board sees fit.

1.12 Bar to Reciprocity. If a Board registers an Applicant who did not pass the ARE in accordance with NCARB grading standards then in effect, NCARB and other Boards reserve the right to refuse to certify or register that Applicant.

2. Examination Sites. The Site Management Contractor will publish and update from time to time a list of the test administration sites where the ARE may be taken.

3. Modification and Termination. If any Board fails to adhere to these Terms and Conditions or fails to pay any invoice properly rendered hereunder, and after reasonable written notice to the Board from NCARB specifying the failure, persists in that failure, NCARB may notify the Board that the ARE will not be available to the Board's Applicants any longer. Notwithstanding the preceding sentence, any failure due to events beyond a Board's reasonable control will excuse the failure. NCARB reserves the right to modify in any way these Terms and Conditions, provided it notifies the Boards of modification. NCARB may discontinue the availability of the ARE to Applicants of a Board or of all Boards, provided it gives reasonable notice of the discontinuance. A Board may, after reasonable notice to NCARB, discontinue its use of the ARE. Notwithstanding any other requirement of a Board, these Terms and Conditions shall be the sole undertaking by NCARB with a Board regarding the ARE except for the statutes and regulations of general application which apply to NCARB on account of NCARB's furnishing the ARE.

4. Insurance. NCARB carries comprehensive general liability insurance against personal injury and property damage claims and will name the Boards using the ARE as additional parties insured under its liability policy. To the extent of such insurance coverage, only and notwithstanding any other requirement of a Board, NCARB sole indemnification obligation will be to indemnify and hold harmless the Boards, their officers, agents, and employees, from any and all claims by any person against a Board who may suffer personal injury or property damage arising out of NCARB's performance of its obligations hereunder.

ARE Exam Fees

Each Division: \$210

This fee is **non-refundable**. See the [ARE 4.0 Guidelines](#) for payment options.

*Fees are in U.S. dollars. Candidates testing in Canada will be charged the 6 percent Government Sales Tax in addition to each test fee.

Rescheduling Fee: \$35

In the event that you need to reschedule an exam division, a \$35 rescheduling fee will apply. This fee will be assessed each time a candidate makes any changes to his/her previously scheduled appointment. Candidates will be required to select their future appointment date at the time they notify the Prometric Candidate Services Call Center of their schedule change. The only acceptable form of payment for this fee is by credit card.

Rescheduling an existing appointment must take place no later than 12:00 noon ET (Eastern Time) on the third business day prior to candidate's scheduled appointment. Please note that Saturday is considered a business day.

Cancellation Policy

Cancellation of an appointment is not permitted. If you cancel an exam, regardless of the reason, your testing fee is non-transferable and non-refundable.

No Show Policy

If you fail to arrive for your scheduled appointment or attempt to reschedule without giving the required notice, you will forfeit the entire test fee.

EXHIBIT B

BUDGET DETAIL AND PAYMENT PROVISIONS

FEES: The Contractor shall not be entitled to any compensation from the State for the performance of this contract except for fees that may occur as provided for in Sections 1.2 a; 1.2 b; 1.4; and 1.6 of Exhibit A-1 – Contractor’s Terms and Conditions. The Contractor will receive examination fees directly from applicants. The CAB and the Contractor understand that each examination candidate is financially responsible for his/her examination fee.

EXHIBIT D

SPECIAL TERMS AND CONDITIONS

1. LIABILITY FOR NONCONFORMING WORK: The Contractor will be fully responsible for ensuring that the completed work conforms to the agreed upon terms. If nonconformity is discovered prior to the Contractor's deadline, the Contractor will be given a reasonable opportunity to cure the nonconformity. If the nonconformity is discovered after the deadline for the completion of project, the State, in its sole discretion, may use any reasonable means to cure the nonconformity. The Contractor shall be responsible for reimbursing the State for any additional expenses incurred to cure such defects.
2. SETTLEMENT OF DISPUTES: This contract shall be deemed as entered in the State of California. The Contractor agrees to subject itself to jurisdiction in the State of California for any disputes or claims arising out of this agreement.
3. IMPRACTICABILITY OF PERFORMANCE: This Contract may be suspended or cancelled, without notice at the option of the Contractor, if the Contractor's or State's premises or equipment is destroyed by fire or other catastrophe, or so substantially damaged that it is impractical to continue service, or in the event the Contractor is unable to render service as a result of any action by any governmental authority.

EXHIBIT E

ADDITIONAL TERMS AND CONDITIONS

1. RIGHT TO TERMINATE: For purposes of item 3, "Modification and Termination," page 6 of the National Council of Architectural Registration Boards ("NCARB") Terms and Conditions, marked Exhibit A-1, either party to this agreement may terminate the agreement without cause by giving the other party 90 days written notice of its intent to terminate the contract.

However, the agreement can be immediately terminated for cause. The term "for cause" shall mean that the Contractor fails to meet the terms, conditions, and/or responsibilities of the agreement. In this instance, the agreement termination shall be effective as of the date indicated on the State's notification to the Contractor.

2. POTENTIAL SUBCONTRACTORS: Nothing contained in this Agreement or otherwise shall create any contractual relation between the State and any subcontractors, and no subcontract shall relieve the Contractor of its responsibilities and obligations hereunder. The Contractor agrees to be as fully responsible to the State for the acts and omissions of its subcontractors and of persons either directly or indirectly employed by any of them as it is for the acts and omissions of persons directly employed by the Contractor. The Contractor's obligation to pay its subcontractors is an independent obligation from the State's obligation to make payments to the Contractor. As a result, the State shall have no obligation to pay or to enforce the payment of any moneys to any subcontractor.
3. DISABLED VETERAN BUSINESS ENTERPRISE (DVBE): The State has determined that the DVBE participation goals for this Agreement are exempt. However, the Contractor may use DVBE's and report the participation to the State.
4. GOODS AND SERVICES: The State reserves the rights to inspect, reject, and/or accept all goods and services provided within this agreement.
5. EVALUATION OF CONTRACTOR: The performance of the Contractor under this Agreement will be evaluated. The evaluation shall be prepared on Contract/Contractor Evaluation Sheet, Std. 4 and maintained in the Agreement file. For consultant Agreements, a copy of the evaluation will be sent to the Department of General Services, Office of Legal Services, if it is negative and over \$5,000.00.
6. Item 4 of Exhibit C, GTC 610, is amended to read:

AUDIT: Contractor agrees that the awarding department, the Department of General Services, the Bureau of State Audits, or their designated representative shall have the right to review and to copy any records and supporting documentation pertaining to the performance of this Agreement. Contractor agrees to maintain such records to possible audit for a minimum of three (3) years **after generation of such records**, unless a longer period of records retention is stipulated. Contractor agrees to allow auditor(s) access to such records during normal business hours and to allow interviews of any employees who might reasonably have information related to such records. Further, Contractor agrees to include a similar right of the State to audit records and interview staff in any subcontract related to performance of this Agreement. (GC 8546.7, PCC 10115 et seq., CCR Title 2, Section 1896).

7. Contractor shall provide at least 30 days written notice to the California Architects Board of any modification in Exhibit A-1 – Contractor’s Terms and Conditions.
8. Notwithstanding Item 4 – Insurance, page 6 of Exhibit A-1 – Contractor’s Terms and Conditions, the General Terms and Conditions of Exhibit C – GTC 610, Item 5 – Indemnification language shall control.
9. EXHIBIT A-1 – CONTRACTOR’S TERMS and CONDITIONS: The Contractor’s Agreement, marked as Exhibit A-1, is hereby attached and made a part of this Agreement. In the event there is a conflict between the State’s Terms and Conditions, Exhibit C, Exhibit D and Exhibit E, and the Contractor’s Terms and Conditions, marked as Exhibit A-1 – Contractors’ Terms and Conditions, the State’s Terms and Conditions shall prevail.
10. CONFIDENTIALITY OF DATA: No reports, information, inventions, improvements, discoveries, or data obtained, repaired, assembled, or developed by the Contractor pursuant to this Agreement shall be released, published, or made available to any person (except to the State) without prior written approval from the State.

The Contractor by acceptance of this Agreement is subject to all of the requirements of California Civil Code Sections 1798, et seq., regarding the collections, maintenance, and disclosure of personal and confidential information about individuals.

Agenda Item H.3

REVIEW OF NCARB ANNUAL MEETING AGENDA, POLICIES, AND PROCEDURES

The National Council of Architectural Registration Boards Annual Meeting will be held on June 19-20, 2013 in San Diego. Attached is the Annual Meeting Registration Brochure.

The Board is asked to review and discuss the upcoming Annual Meeting.

Attachment:

NCARB Annual Meeting Registration Brochure

A vibrant, colorful display of fireworks exploding against a dark purple background. The fireworks feature streaks of white, yellow, orange, red, and blue, with numerous small white sparks and larger bright spots scattered throughout the scene.

19-22 June 2013 • The US Grant • San Diego, CA

2013 NCARB ANNUAL MEETING

REGISTRATION BROCHURE

THE FUTURE OF OUR COUNCIL IS BRIGHT!

The attention and focus given to our Strategic Plan by our Member Boards and Board of Directors has provided a strong foundation to explore many new ideas related to regulation and licensure.

Let's continue this thought-provoking conversation at the 94th Annual Meeting in San Diego. At this meeting you'll discuss issues at the forefront of our profession and participate in the important business of the Council.

You will elect the next leaders of the organization and vote on resolutions that shape the Council's initiatives, standards, and policies. You will also have the opportunity to network with your counterparts in other jurisdictions to discuss areas of common concern and consider paths forward.

The general sessions and workshops have been designed to give you resources that you can take back to your board and to provide you with the information you that need to know about Council initiatives.

In addition, you will have the chance to explore our host city San Diego. The hotel is located in the historic downtown Gaslamp Quarter near great architecture, dining, and entertainment.

I look forward to welcoming you to the Annual Meeting in June!
Please take a moment to look through this brochure—then register today.



Ronald B. Blich, FAIA, NCARB, FACHA
NCARB President/Chair of the Board

CONFERENCE SCHEDULE



WEDNESDAY, 19 June 2013

- 8 a.m. – 5 p.m. Registration
- 9 a.m. – Noon MBE/Legal Counsel Forum
- Noon – 1:30 p.m. MBE/Legal Counsel Lunch
- 2 p.m. – 4 p.m. New Member Board Member Orientation
- 6:30 p.m. – 10 p.m. Icebreaker Reception: SeaWorld San Diego

THURSDAY, 20 June 2013

- 7:30 a.m. – 4:30 p.m. Registration
- 7:30 a.m. – 9:30 a.m. Delegate/Guest Breakfast
- 9 a.m. – 12:15 p.m. First Business Session
- 12:15 p.m. – 1:30 p.m. Annual Luncheon
- 1:45 p.m. – 4:00 p.m. Workshops
 - *ARE Future Directions: Deeper Dive*
 - *Best Practices for Creating an Effective Enforcement Model*
 - *A Blueprint for Regulation*
 - *Case Study: Successfully Updating a Practice Act in a Multidisciplinary Board Setting*

FRIDAY, 21 June 2013

- 7:30 a.m. – 4:30 p.m. Registration
- 7:30 a.m. – 9:30 a.m. Delegate/Guest Breakfast
- 9 a.m. – 11 a.m. Second Business Session
- 11 a.m. – Noon Workshops
 - *ARE Future Directions: Deeper Dive*
 - *Best Practices for Creating an Effective Enforcement Model*
 - *A Blueprint for Regulation*
 - *Case Study: Successfully Updating a Practice Act in a Multidisciplinary Board Setting*
- Noon – 4 p.m. Delegate Luncheon & Regional Meetings
- 6 p.m. – 7 p.m. Regional Receptions

SATURDAY, 22 June 2013

- 7:30 a.m. – 2 p.m. Registration
- 7:30 a.m. – 9:30 a.m. Delegate/Guest Breakfast
- 9 a.m. – 1 p.m. Third Business Session
- 2 p.m. – 5 p.m. NAAB Team Member Training
- 6 p.m. – Midnight President's Reception/Annual Banquet & Dance

WORKSHOPS



The 2013 Annual Meeting will offer workshops that will address timely topics of interest to Member Board Members and Executives.

ARE Future Directions: Deeper Dive

Years of research by the ARE Research and Development Subcommittee and a multidisciplinary team, plus findings from the 2012 NCARB Practice Analysis, have culminated in a plan for future development and delivery options for the ARE. This session offers the opportunity to gain a deeper understanding of how future iterations of the exam will address the changing profession, while remaining psychometrically valid, legally defensible, and financially sustainable. This is your chance to ask questions and weigh in on the exciting future in store for the ARE.

Best Practices for Creating an Effective Enforcement Model

Does your Board have the authority and resources necessary to investigate and take action against those in violation of your Practice Act? Join us for a panel discussion on what a successful enforcement model in your jurisdiction might look like.

Panelists will include representatives from jurisdictions with both limited and expanded enforcement authority. Learn best practices for establishing the authority to investigate, and for creating and implementing an effective enforcement effort in your jurisdiction.

A Blueprint for Regulation

Is your board prepared to operate in an increasingly complex regulatory arena? This interactive session, a continuation of a related presentation made at the spring Regional Meetings, will provide attendees with a comprehensive analysis of the legal and practical issues confronting the regulatory community. A range of scenarios and recent judicial opinions will be shared. Topics will include interpretation of statutes, scope of practice, rule making, conflict of interest, administrative discipline, subsequent appellate review, recusals, and immunity. You won't want to miss this opportunity to learn ways you and your Board staff can best address the complexities of today's regulatory environment.

Case Study: Successfully Updating a Practice Act in a Multidisciplinary Board Setting

In 2012 the Kansas State Board of Technical Professions, representing the professions of architecture, engineering, geology, land surveying, and landscape architecture, updated its Practice Act by completing a line-by-line review. Successfully updating a Practice Act for five professions requires all responsible parties to set goals and objectives, buy into the process, and work together as a single regulatory entity; otherwise, achieving such an effort across multiple professions is likely to fail from the onset. Please join Kansas Board Members Dave Hoffman, FAIA, NCARB and Phillip Meyer, LA for a discussion of best practices for updating regulations. Hoffman and Meyer will share what did and didn't work, and what you can do to ensure collaborative success in a multidisciplinary board setting.

KEYNOTE SPEAKER



The Walt Disney Company has a long established commitment to produce unparalleled experiences based on the rich legacy of innovative content and exceptional storytelling. From humble beginnings as a cartoon studio to today's global enterprise, The Walt Disney Company is a diversified leader in media networks, parks and resorts, studio entertainment and consumer products. The Walt Disney Company exemplifies an effective organizational culture founded in values-based leadership, where employees are recognized for their achievements, encouraged to work as a team and think creatively, and, in their consistent pursuit of excellence, continually break the confines of the status quo to surpass the expectations of the world.

Since the founding of **Disney Institute** in 1986, millions of professionals from around the world across the private, public, and social sectors have experienced the time-tested best practices, sound methodologies, and real life business lessons that have sustained the global success of Disney. Join us as a **Disney Institute** facilitator leads us through a presentation on how we can build a successful, collaborative culture among our fellow Member Boards, within the Council and within the profession. The presentation will focus on creativity and innovation in a time of extreme change for the Council and how we can maximize our potential as an organization.

Agenda Item H.4

REVIEW AND APPROVE RECOMMENDED POSITIONS ON RESOLUTIONS AND CANDIDATES

Attached are copies of the resolutions that will be acted upon at the 2013 National Council of Architectural Registration Boards Annual Meeting. Also attached is information on candidates for office.

Attachments:

1. NCARB Resolutions
2. Recommended Positions on NCARB Resolutions
3. NCARB Candidate Resumes



NCARB

Resolutions
to be Acted Upon at the
2013 Annual Meeting

MAY 2013

National Council of Architectural Registration Boards
1801 K Street NW, Suite 700K
Washington, DC 20006
202/783-6500
www.ncarb.org

RESOLUTION 2013-01

Supported by the Council Board of Directors (14-0)

Title: *Model Law and Regulations* Amendment – Use of Electronic Seals and Signatures

Submitted By: Council Board of Directors

RESOLVED, that the first three sentences of Section 6, Seal in the *Model Law* be amended to read as follows:

“Every registered architect shall have a seal of a design authorized by the Board by regulation. All technical submissions, which are (a) required by public authorities for building permits or regulatory approvals, or (b) are intended for construction purposes, including all addenda and other changes to such submissions, shall be sealed and signed by the architect ~~with the impression of his/her seal and the signature of the architect~~. The signature and seal may be electronic and shall mean that the architect was in responsible control over the content of such technical submissions during their preparation and has applied the required professional standard of care.”

FURTHER RESOLVED, that the first sentence sub-section (B) of section 100.805 (Professional Conduct) of the *Model Regulations* be amended to read as follows:

“(B) All technical submissions, which are (a) required by public authorities for building permits or regulatory approvals, or (b) are intended for construction purposes, including all addenda and other changes to such submissions, shall be signed and sealed by ~~with the impression of the seal and signature of the registered architect, which signature and seal may be electronic.~~”

FINALLY RESOLVED, that sub-section (B) of section 100.806 (Design and Use of Architect’s Seal) of the *Model Regulations* be amended to read as follows:

“(B) As required by [statutory reference], the seal and signature shall ~~be imprinted~~ appear on all technical submissions, as follows: on each design and each drawing; on the cover and index pages identifying each set of specifications; and on the cover page (and index, if applicable) of all other technical submissions. ~~The original signature of the individual named on the seal shall appear across the face of each original seal imprint.~~ Such seal and signature may be electronic.”

SPONSORS’ STATEMENT OF SUPPORT:

The Member Board Executives Committee and the Procedures and Documents Committee have identified outdated language in the existing *Model Law* and the *Model Regulations* describing the seal and signature on technical submissions. Both reference an imprint or impression in describing the seal and require the physical application of the seal and signature. Neither allow for an electronic image of the seal or signature, which is now becoming common practice and is even required by governmental authorities in some jurisdictions. To align current practice, the

committees recommend modifying the language to allow for the use of an electronic image of the seal and signature.

This change is consistent with federal law, which now states that a contract or signature in interstate or foreign commerce “may not be denied legal effect, validity, or enforceability solely because it is in electronic form.” Electronic Signatures in Global and National Commerce Act (Pub.L. 106-229, 14 Stat. 464, enacted June 30, 2000, 15 U.S.C. ch.96).

RESOLUTION 2013-02

Supported by the Council Board of Directors (14-0)

TITLE: *Certification Guidelines* Amendment – Alternative to Education Requirement

SUBMITTED BY: Council Board of Directors

RESOLVED, that sub-section B of section 2.2 of the *Certification Guidelines* be amended to read as follows:

- “B. Applicants with a degree in the field of architecture that is not accredited by the National Architectural Accrediting Board (NAAB) or the Canadian Architectural Certification Board (CACB) granted by an academic institution outside the United States and Canada must obtain an Education Evaluation Services for Architects (EESA) NCARB evaluation report stating that he/she has met the *NCARB Education Standard*.”

SPONSORS' STATEMENT OF SUPPORT:

The Broadly Experienced Architect (BEA) Committee recommends that any architect with a degree from a non-accredited program meets the NCARB *Education Standard* as verified by an Education Evaluation Services for Architects (EESA)-NCARB evaluation conducted by the National Architectural Accrediting Board (NAAB). Presently, only holders of degrees from academic institutions outside the United States and Canada may do this.

The committee believes that if there are no deficiencies to overcome, no further assessment beyond an EESA-NCARB evaluation should be required of anyone, and those architects meeting the *Education Standard* would also satisfy the education requirement for certification outside of the BEA Program. Architects who have not satisfied the *Education Standard* must satisfy any deficiencies as noted in the *Education Guidelines*.

RESOLUTION 2013-03

Supported by the Council Board of Directors (14-0)

TITLE: *Certification Guidelines* Amendment – Modifications to Broadly Experienced Architect Terminology

SUBMITTED BY: Council Board of Directors

RESOLVED, that Section 2.2, paragraph A, Alternatives to the Education Requirement of the *Certification Guidelines* be amended to read as follows:

“2.2 Alternatives to the Education Requirement

If you do not hold a professional degree in architecture as identified in Section 1.2, NCARB will accept either of the following:

- A. Satisfaction of NCARB’s Broadly Experienced Architect (BEA) Program, which permits an applicant with the required years of experience in comprehensive practice practicing architecture as defined in the *Legislative Guidelines and Model Law, Model Regulations* in which the applicant exercised responsible control within a U.S. jurisdiction while registered in such jurisdiction to demonstrate that a combination of education and/or comprehensive practice experience in practicing architecture satisfies all of his/her education deficiencies with respect to the *NCARB Education Standard* set forth in the *Education Guidelines*. The required years are:
- Six years for architects who hold a pre-professional degree in architecture awarded by a U.S.-regionally accredited institution or the Canadian equivalent, or
 - Eight years for architects who hold any other baccalaureate or higher degree, or
 - Ten years for architects who do not hold a post-secondary baccalaureate or higher degree.”

SPONSORS’ STATEMENT OF SUPPORT:

The Broadly Experienced Architect (BEA) Committee recommends replacing the term “comprehensive practice” with “practice of architecture” in the *Certification Guidelines* to clarify the purpose of the program. The BEA Program is a way for architects, who do not have a degree from a NAAB-accredited program, to demonstrate how their experience in the practice of architecture satisfies identified education deficiencies. The concept of comprehensive practice is not relevant to BEA Program eligibility, and review of a BEA dossier is focused on the projects, or parts of projects, that demonstrate that the architect has overcome the specific education deficiencies.

RESOLUTION 2013-04

Supported by the Council Board of Directors (14-0)

TITLE: *Certification Guidelines* Amendment – Modification to Broadly Experienced Foreign Architect Terminology

SUBMITTED BY: Council Board of Directors

RESOLVED, that section 5.4 Experience Requirement of the *Certification Guidelines* be amended to read as follows:

“5.4 Experience Requirement

You must have completed a minimum of seven (7) years of comprehensive practice as a credentialed architect over which you exercised responsible control in the foreign country in which you are credentialed.

- “Comprehensive practice” means the application of the knowledge and skills of those aspects of the profession assessed by an architectural practice that regularly involves familiarity with all of those areas tested on the Architect Registration Examination, including programming, design, technical and construction documents production, and construction administration.
- “Responsible control” means that amount of control over and detailed professional knowledge of the content of technical submissions during their preparation as is ordinarily exercised by U.S. registered architects applying the required professional standard of care.”

SPONSORS’ STATEMENT OF SUPPORT:

The Broadly Experienced Architect (BEA) Committee, which oversees both the BEA and Broadly Experienced Foreign Architect (BEFA) Programs, recommends changes to the definition of “comprehensive practice” in the *Certification Guidelines* for clarity. It believes the current definition does not adequately define the depth and assessment required of the BEFA Program, which allows foreign architects to demonstrate competence to independently practice architecture, while protecting the health, safety, and welfare to meet the examination requirement of NCARB certification.

The change identified in the resolution provides a more accurate definition for the program requirement—to demonstrate competence through completed projects (application of knowledge and skill) in a foreign country. The committee also recommends eliminating the list of specific categories covered by the Architect Registration Examination (ARE) in the definition of comprehensive practice. This allows for flexibility for future changes to the divisions of the ARE without affecting the comprehensive practice.

RESOLUTION 2013-05

Supported by the Council Board of Directors (14-0)

TITLE: *Bylaws* Amendment – Eligibility for the Public Director Position

SUBMITTED BY: Council Board of Directors

RESOLVED, that the third paragraph of Article VII, section 2 of the *Bylaws* be amended to read as follows:

“A candidate for election as the Public Director (i) shall be ~~(i)~~ a citizen of the United States, (ii) shall not be a person engaged in or licensed to engage in the design of any portion of buildings or structures or a ~~person participating in the regulation of design of any portion of buildings or structures~~ member of a Member Board or Member Board Executive, and (iii) shall be nominated by the Council Board of Directors and elected at the Annual Meeting, ~~and (iv) such person so nominated shall be elected at the Annual Meeting.~~ A Public Director shall serve the same term and with the same limit on succeeding terms as apply to Regional Directors in this Article VII, Section 3, and any vacancy in the office of Public Director shall be filled by the Council Board of Directors.”

SPONSORS’ STATEMENT OF SUPPORT:

The Governance Task Force recommends clarifying who may not be a public director on the NCARB Board of Directors. This resolution modifies the *Bylaws* to formally restrict a Member Board Member or a Member Board Executive from serving as the public director. It ensures that a person who can contribute an outsider’s perspective, which is not prejudiced or influenced by current involvement with NCARB, fills the position. The resolution also expands the ability of the Board to nominate someone who is familiar with architecture, such as a code official, but not engaged in or licensed to engage in the design of buildings or structures.

RESOLUTION 2013-06

Supported by the Council Board of Directors (14-0)

TITLE: *Inter-Recognition Agreement with Canada – Update and Conforming Changes to Certification Guidelines*

SUBMITTED BY: Council Board of Directors

RESOLVED, that the existing Inter-Recognition Agreement be dissolved and the new Mutual Recognition Agreement between the National Council of Architectural Registration Boards and the Canadian Architectural Licensing Authorities be and hereby is ratified and approved in the form published in the *Pre-Annual Meeting Report*.

FURTHER RESOLVED, that Sections 3 and 4 of the *Certification Guidelines* be deleted in their entirety.

SPONSORS' STATEMENT OF SUPPORT:

Architects licensed to practice in a U.S. or Canadian jurisdiction have benefitted from the long-standing *Inter-Recognition Agreement Between the National Council of Architectural Registration Boards and the Committee of Canadian Architectural Councils* (now known as the Canadian Architectural Licensing Authorities (CALA)) for the mutual recognition of licensure. The agreement, signed in 1994, established recognized standards and grandfathering provisions for education, internship, and examination for the basis of immediate and mutual recognition. The agreement has served the members of NCARB and CALA well and has been a model for mutual recognition agreements around the world. Evolution in the path to licensure within the Canadian provinces has necessitated a review and update of the existing agreement in order to continue the facilitation of the cross-border practice of architecture.

NCARB and CALA represent mature and sophisticated regulatory bodies that support professional licensure and protect the public. Each country conducts a practice analysis that serves to identify the competencies required to practice architecture. The results of the practice analysis are used to shape and inform the requirements of three rigorous components commonly referred to as the three "E"s: education, experience, and examination. NCARB traditionally looks at the three components individually, while Canada is moving toward a more holistic view.

Comparing and contrasting the current programs found:

- **EDUCATION:** A professional degree in architecture from a program accredited by the National Architectural Accrediting Board (NAAB) is still considered to be the equivalent of a degree from a program accredited by the Canadian Architectural Certification Board (CACB). NAAB and CACB remain in close contact and regularly review each other's accreditation procedures and conditions.
- **EXPERIENCE:** The Intern Development Program (IDP) and Canada's Internship in Architecture Program (IAP) remain focused on the broad range of experience required prior to licensure; however, they now primarily differ in length. The IDP requires completion of 5,600 hours in a combination of three different experience settings, starting

as early as post-high school for those working in an architect's office. A revised IAP released in 2012 requires completion of 3,720 hours of experience; however, all hours are gained after completion of a CACB degree and only in the office of an architect. Some consider the IDP more flexible; others consider IAP more concentrated.

- **EXAMINATION:** The Architect Registration Examination® (ARE®) and Canada's Examination for Architects in Canada (ExAC), released in 2008, are significantly different in approach. The ARE is a seven-division computer-based examination that requires the demonstration of the knowledge and skill required to practice independently. The Canadian exam is a four division, paper-and-pencil exam administered over a two-day period once each year. The ExAC focuses on the *Canadian Handbook of Practice* and the *National Building Code of Canada*. The purpose of the ExAC is to assess the experience interns gain through the IAP. There is no consideration for testing the academic knowledge previously tested and proven through the education process.

When reviewing these recent changes, the leadership of NCARB and CALA determined that the terms and conditions of the existing agreement were no longer applicable. After more than a year of exploration and negotiation, both parties are proposing to their member regulators that all architects now be required to complete 2,000 hours (approximately one year) of licensed practice in their home jurisdiction prior to seeking reciprocal licensure. This new experience requirement and delayed recognition is intended to overcome perceived differences in the individual requirements for initial registration.

Under this new agreement, the architect must provide proof of licensure, attest to having completed 2,000 hours of licensed practice, and the regulatory authority must provide a statement of good standing. Through the NCARB Certificate, the architect can obtain authorization to practice from each host jurisdiction that is a signatory to the new agreement. The architect must comply with all practice requirements of the jurisdiction and is subject to all governing legislation and regulations of the jurisdiction.

The agreement is only accessible to those architects that are citizens or permanent residents of the United States or Canada and that acquired their license in a U.S. or Canadian jurisdiction without having been registered by means of a foreign reciprocal registration procedure such as the Broadly Experience Foreign Architect Program or other international mutual recognition agreement. Those architects currently licensed or certified under the existing agreement are not affected.

Supporting and implementing this new agreement allows current architects on both sides of the border the continued professional recognition afforded by the original agreement. However, the focus of the new forward-looking agreement is on the future generations of architects. The new agreement respects each country's rigorous path to licensure rather than dissecting the individual steps along the way and serves as a bold model for mutual recognition agreements in the future.

You can read the full draft agreement and supporting documents in Appendix A.

MUTUAL RECOGNITION AGREEMENT
Between The
NATIONAL COUNCIL OF ARCHITECTURAL REGISTRATION BOARDS
And The
CANADIAN ARCHITECTURAL LICENSING AUTHORITIES

The National Council of Architectural Registration Boards (NCARB) representing the architectural licensing boards of the 50 states, the District of Columbia, Guam, Puerto Rico, and the U.S. Virgin Islands.

AND

The Canadian Architectural Licensing Authorities, a committee representing the 11 Provincial and Territorial jurisdictions in Canada (collectively CALA and individually, the CALA jurisdictions): Architectural Institute of British Columbia; Alberta Association of Architects; Saskatchewan Association of Architects; Manitoba Association of Architects; Ontario Association of Architects; Ordre des architectes du Quebec; Nova Scotia Association of Architects; Architects Association of New Brunswick; Architect's Registration Board of Newfoundland & Labrador; Architects Association of Prince Edward Island; Northwest Territories Association of Architects.

WHEREAS, NCARB establishes model regulations for the profession of architecture and promulgates recommended national standards for education, experience, and examination for initial licensure and continuing education standards for license renewal; as well as establishing the education, experience, and examination requirements for the NCARB Certificate in support of reciprocal licensure within the United States;

WHEREAS, the NCARB Member Boards and the CALA jurisdictions are empowered by statutes to regulate the profession of architecture in their respective jurisdictions, including setting education, experience, and examination requirements for licensure/registration and license/registration renewal;

WHEREAS, the standards, protocols, and procedures required for entry to the practice of architecture within the United States and Canada have benefitted from many years of collaboration between NCARB and the CALA jurisdictions;

WHEREAS, accepting there are some differences between the systems in place in United States and Canada, there is significant and substantial equivalence between the regulatory systems for licensure/registration and recognition of the privilege and obligations of architects to practice in the United States and Canada;

WHEREAS, NCARB and the Committee of Canadian Architectural Councils previously entered into the Inter-Recognition Agreement which took effect on July 1, 1994. The Committee of Canadian Architectural Councils no longer exists as an organization, such former Inter-Recognition Agreement is hereby declared no longer to exist and the parties desire to enter into this new Mutual Recognition Agreement.

WHEREAS, NCARB and the CALA jurisdictions recognize the NCARB Member Boards and the CALA jurisdictions as mature and sophisticated regulators to which the utmost full faith and credit should be accorded and desire to facilitate reciprocal licensure/registration in the host country of architects who have been licensed/registered in their home country;

WHEREAS, any architect seeking to engage or actively engaging in the practice of architecture in any NCARB Member Board or CALA jurisdiction must obtain the authorization to practice from the jurisdiction, must comply with all practice requirements of the jurisdiction, and is subject to all governing legislation and regulations of the jurisdiction;

NOW THEREFORE, NCARB and the CALA jurisdictions agree as follows:

ELIGIBILITY

1. Architects who are able to benefit from the provisions of this agreement must be citizens respectively of the United States or Canada or have lawful permanent residency status in that country as their home country in order to seek licensure/registration in the other country as the host country under this Agreement. Architects shall not be required to establish citizenship or permanent residency status in the host country in which they seek licensure/registration under this Agreement.
2. Architects must also be licensed/registered in a jurisdiction of their home country and must have completed at least 2,000 hours of post-licensure/registration experience practicing as an architect in their home country.
3. Notwithstanding items 2 and 3 above, Architects who have been licensed by means of a Broadly Experienced Foreign Architect programs of either of the two countries or other foreign reciprocal licensing agreement are not eligible under this agreement.

CONDITIONS

U.S. Architect to Canadian Jurisdiction

Upon application, those CALA jurisdictions who become signatories to this Agreement and so long as they remain signatories agree to license/register as an architect in their respective province or territory any architect who

1. is currently licensed/registered in good standing by one or more NCARB Member Board(s) that is a current signatory to this Agreement;
2. holds a current NCARB Certificate;
3. meets the eligibility requirements listed above; and
4. whose principal place of practice is in a jurisdiction that is a current signatory to this Agreement.

Canadian Architect to U.S. Jurisdiction

Upon application, NCARB shall issue an NCARB Certificate to any architect licensed/registered in one or more CALA jurisdiction(s) meeting the eligibility requirements listed above.

Upon application, those NCARB Member Boards who become signatories to this Agreement and so long as they remain signatories agree to license/register as an architect in their respective jurisdictions any architect who

1. is currently licensed/registered in good standing by one or more of the CALA jurisdiction(s) that is a current signatory to this Agreement;
2. holds a current NCARB Certificate;
3. meets the eligibility requirements listed above; and
4. whose principal place of practice is in a jurisdiction that is a current signatory to this Agreement.

DEFINITIONS

Demonstration of Required Experience

2,000 cumulative hours of post-licensure experience shall be demonstrated by individual applicants through the provision of proof of licensure in good standing and a signed affidavit attesting to the experience.

Principal Place of Practice

The address declared by the architect to be the address at which the architect is predominantly offering architectural services. The architect may only identify one principal place of practice.

LIMITATIONS

Nothing in this Agreement limits the ability of an NCARB Member Board or CALA jurisdiction to refuse to license/register an architect or impose terms, conditions or restrictions on his/her license/registration as a result of complaints or disciplinary or criminal proceedings relating to the competency, conduct, or character of that architect where such action is considered necessary to protect the public interest. Nothing in this Agreement limits the ability of NCARB, an NCARB Member Board or a CALA jurisdiction to seek appropriate verification of any matter pertaining to the foregoing or the eligibility of an applicant under this Agreement.

MONITORING COMMITTEE

A Monitoring Committee is hereby established to monitor the performance of all signatories who have agreed to be bound by the terms and conditions of this Agreement to assure the effective and efficient implementation of this Agreement.

The Monitoring Committee shall be comprised of no more than five individuals appointed by CALA and five individuals appointed by NCARB. The Monitoring Committee shall convene at least one meeting in each calendar year, and more frequently if circumstances so require.

AMENDMENT

This agreement may only be amended with the written consent of NCARB and all of the CALA jurisdictions who are initial signatories. Any such amendment will be submitted to all of the NCARB jurisdictions who may re-affirm their respective assent to this Agreement as so amended or may withdraw as a signatory.

SIGNING AND WITHDRAWING

Any NCARB Member Board or CALA jurisdiction may become a party to the applicable provisions of this Agreement upon submitting a written affirmation of its intent to become a signatory in the case of NCARB Member Boards to NCARB and in the case of CALA jurisdictions either by signing this Agreement or submitting a written affirmation of its intent to become a signatory to NCARB and the other CALA jurisdictions. Any NCARB Member Board or CALA jurisdiction may likewise withdraw from this Agreement with 90-days written notice given respectively to the same parties in the same manner. NCARB and the CALA jurisdictions shall each promptly notify the other in writing of all signatories and withdrawals. In the event of withdrawal, all licenses/registrations and NCARB certification granted to architects pursuant to this Agreement shall remain valid as long as all renewal obligations are maintained and all other generally applicable requirements are met or unless revoked for cause.

TERMINATION

NCARB or CALA may invoke termination of this agreement with 90-days written notice to the other party. This Agreement shall also terminate if more than one-half of the respective NCARB Member Boards and CALA jurisdictions cease to be signatories to this Agreement. In the event of termination, all licenses/registrations granted to architects of either country prior to the effective termination date shall remain valid as long as all registration renewal obligations are maintained or unless registration is revoked for cause.

ENTRY INTO FORCE

This Agreement shall come into force at such time as more than one-half of all NCARB Member Boards have become parties to this Agreement and more than one-half of all CALA jurisdictions have become parties to this Agreement all as described above so long as such condition is met on or before January 1, 2014, or as mutually extended by the NCARB Board of Directors and the CALA International Relations Committee.

Signatures

NCARB

CALA

President

Chair, IRC

CEO

Witness

Witness

Witness

Witness

Witness

Witness

Witness

RECOMMENDED POSITIONS ON NCARB RESOLUTIONS

- Resolution 2013-01**Support
Model Law and Regulations Amendment – Use of Electronic Seals and Signatures

- Resolution 2013-02**Support
Certification Guidelines Amendment – Alternative to Education Requirement

- Resolution 2013-03**Support
Certification Guidelines Amendment – Modifications to Broadly Experienced Architect Terminology

- Resolution 2013-04**Support
Certification Guidelines Amendment – Modification to Broadly Experienced Foreign Architect Terminology

- Resolution 2013-05**Support
Bylaws Amendment – Eligibility for the Public Director Position

- Resolution 2013-06**Support
Inter-Recognition Agreement with Canada – Update and Conforming Changes to Certification Guidelines



2013 CANDIDATE RESUMES

The National Council of Architectural Registration Boards protects the public health, safety, and welfare by leading the regulation of the practice of architecture through the development and application of standards for licensure and credentialing of architects.



Candidate for 1st Vice President - President Elect

Education	BA in Architecture, 1975, Iowa State University
Practice	M+ Architects Inc. President and Principal
Registration	Iowa, Nebraska, South Dakota, Minnesota, Maryland, North Carolina, South Carolina, Arizona
Certification	NCARB

NCARB Service

NCARB Board of Directors

2nd Vice President	2012 - 2013
Treasurer	2011 - 2012
Secretary	2010 - 2011
Director	2009 - 2010
Chair, Region 4	2006 - 2009
Vice-Chair, Region 4	2005 - 2006

NCARB Committees

Chair, Governance Committee	2012 - 2013
Liaison Member Board Executives	2012 - 2013
Chair, Audit Committee	2011 - 2012
NCARB Education Grant Jury	2011 - 2012
Long Range Strategic Issue #1 Committee	2011 - 2012
Member Board Executives	2009 - 2010
ARE Research and Development	2009 - 2010
Liaison to AIA National Associates	2009 - 2010
Chair, Intern Development Program	2008 - 2009
Procedures and Documents	2008 - 2009
Intern Development Committee Advisory Committee	2008 - 2009
Regional Chairs Committee	2006 - 2009
Intern Development Program	2006 - 2008
Chair, IDP Employment Task Settings Task Force	2007 - 2008
Jury, Intern Development Program Firm of the Year	2007 , 2009
IDP Supervisor Task Force	2006 - 2007
IDP Coordinating Committee	2006 - 2007
Committee on Professional Development	2005 - 2006

Professional Service

Iowa Board of Architectural Examiners Board Member

Chair	2001 - 2010
	2003 - 2004 & 2009 - 2010

AIA National Director Central States

Component Resources Committee	1997 - 1999
Component Affairs Membership Advisory Committee	1990 - 1992
Chair, Component Affairs Membership Advisory Committee	1997 - 1999
	1999

AIA Iowa

President	1989
President Elect	1988
Treasurer	1996 - 1998
Board of Directors	1992 - 1995 and 1985 - 1987
Convention Committee	1983,1992
Architectural Foundation Board	1990 - 1991 & 1998 - 2000

Dale McKinney, FAIA, NCARB

Candidate for 1st Vice President - President Elect

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Honors and Awards

Iowa AIA Medal of Honor Recipient	2011
AIA/NCARB IDP Firm of the Year	2004
Mainstreet Iowa Best Volunteer	1994
Iowa Governor's Volunteer Award	1995
Partner in Aging Award	1995

Community Service

City of Sioux City

Main Street Sioux City/Downtown Partners Board	1991 - 1996 & 2008 - 2013
Chair, Main Street Sioux City/Downtown Partners Board	1992 - 1996
Design Works Executive Committee	2009 - 2010
Historic Preservation Commission	2004 - 2010
Chair, Vision 2020 Urban Design	1990 - 1992
Highland Park Development Commission	1989

Other

Center for Siouxland	2011 - 2013
Council on Sexual Assault and Domestic Violence Board of Directors	2005 - 2010
Chair, Norm Waitt Sr. YMCA Board of Directors	2002 - 2008
Norm Waitt Sr. YMCA Board of Directors	1999 - 2008
Executive Director, Siouxland Housing Development Corporation	2011 - 2013
Siouxland Housing Development Corporation	1991 - 2013
President, Hinton Community School Board of Education	1979 - 1991



DENNIS S. WARD, NCARB, AIA



Education Master of Architecture 1981
 Clemson University
 Charles E. Daniel Center for Design
 Genoa, Italy 1980
 Bachelor of Science in Design 1979
Cum laude
 Clemson University

Practice F W Architects, Inc. – Florence, SC
 President (1982 – Present)

REGISTRATION South Carolina, North Carolina, Georgia
 NCARB Certificate

MEMBER BOARD SERVICE South Carolina State Board of Architectural Examiners

Vice-Chair	2001-2011
Chair	2003 2004-2006, 2009

NCARB (National Council of Architectural Registration Boards) SERVICE

NCARB - Board of Directors	National Treasurer	2012-Present
NCARB - Board of Directors	National Secretary	2011
NCARB - Board of Directors	Region 3 Director	2009-2011
NCARB ExCom Committee		2011-Present
NCARB Audit Committee		2011-Present
	Chair	2012-Present
NCARB By-Laws Task Force	Chair	2011
NCARB Procedures and Documents Committee	Board Liaison	2011
SCNCARB - Region 3	Region Director	2009-2011
SCNCARB - Region 3	Vice-Chair	2007-2008
SCNCARB - Region 3	Secretary	2006
SCNCARB - Joint Region Meeting - Savannah	Program Chair	2009
SCNCARB - Joint Region Meeting – Charleston	Planning Committee	2012
NCARB ARE Subcommittee - CD&S	Member	2002
NCARB ARE Subcommittee - CD&S	Coordinator	2003-2004
NCARB ARE Subcommittee	Assistant Chair	2005-2006
NCARB ARE Subcommittee	Chair	2007-2008
NCARB ARE Cut Score Committee		2008
NCARB ARE Spec. Conversion Task Force		2007
NCARB ARE Item Writing Workshops		2006-2008
NCARB ARE Outreach – Univ. Chicago Illinois		2008
NCARB Committee on Examination		2005-2008
NCARB ARE Technology Committee	Chair	2005-2007
NCARB IDPAC	Chair	2009-2011
NCARB Committee on Intern Development	Board Liaison	2009-2011
NCARB IDP Educators Conference		2010
NCARB IDP Outreach – Clemson University		2009
NCARB IDP Outreach – Chicago AIA		2010
NCARB IDP Outreach – Colegio de Arquitectos de Puerto Rico		2010
NCARB IDP Outreach – Austin AIA		2011

NAAB (National Architectural Accrediting Board) SERVICE

NCARB Representative - School of Architecture Accreditation Team 2003-Present

Texas A&M (2006 visiting Team)

Yale University (2007 Visiting Team)

University of South Florida - (2008 Focused Evaluation) **University of Kentucky** (Focused Evaluation)

Rochester Institute of Technology (2011 Visiting Team)

North Dakota State University (2012 Visiting Team Chair)

PROFESSIONAL SERVICE

AIA Colorado - Denver Chapter	Assoc. Member	1981
AIA South Carolina	Member	1986-Present
AIA South Carolina	Board of Directors	1999
AIA South Carolina - Florence Chapter	Member	1996-2001
	President	1998
	Member	2002-Present
AIA South Carolina - Grand Strand Chapter		2003-Present
South Carolina Office of School Facilities Advisory Committee		
Clemson University College of Architecture, Arts, & Humanities		
Chair Search Committee - 2006		
Chair Search Advisor - 2010		
Construction Specifications Institute (CSI) - Grand Strand	Member	1993-Present
International Codes Council (ICC)	Member	1998-Present
Tau Sigma Delta, Honor Society in Architecture and Allied Arts		
Clemson University		
Brick Association of the Carolinas - Advisory Board Member		1989-1991

COMMUNITY

Clemson University IPTAY Representative
Dawsey United Methodist Church
Florence Lions Club - Past Board of Directors
First Reliance Bank - Board of Advisors
Pee Dee Speech and Hearing Board – Past Chairman
Florence Symphony Guild
Florence Museum Association
Florence Downtown Development Association
McLeod Regional Medical Center - Fundraising Board
Florence Symphony Orchestra - Past Orchestral Member
Florence Little Theater Orchestra - Past Orchestral Member
Mu Beta Psi - Music Honor Society
Sigma Chi Fraternity

Kristine A. Harding, AIA, NCARB, LEED GA

Education

Rice University
Bachelor of Arts in Architecture, 1983
Bachelor of Architecture, 1985
Via Gabina Villas Archeological Dig, 1982
Gensler Associates Scholarship, 1985



Practice

KPS Group, Inc., Huntsville, AL.
Vice President, Group Manager

Registration

Alabama, Tennessee
NCARB Certification

AIA Service

North Alabama Chapter AIA	Director	1998
North Alabama Chapter AIA	President-Elect	1999
North Alabama Chapter AIA	President	2000
NAC-AIA Design Awards	Chair	2000
Auburn Advisory Council	Member	2000
North Alabama Chapter AIA	Past-President	2001
Auburn Advisory Council	Vice Chair	2001
Alabama Council AIA	Secretary	2002
NAC-AIA Design Awards	Chair	2002
Auburn Advisory Council	Chair	2002
Alabama Council AIA	Vice President	2003
Auburn Advisory Council	Chair	2003
Alabama Council AIA	President-Elect	2004
Alabama Council AIA	President	2005
Alabama Council AIA	Past President	2006
Gulf States Design Awards	Chair	2006
Gulf States Design Awards	Chair	2007

NCARB Service

Alabama Board of Architects	Member	2005-Present
Alabama Board of Architects	Chair	2008, 2009
Professional Development Committee	Member	2007, 2008
Committee on Procedures & Documents	Member	2009, 2010
Committee on Procedures & Documents	Chair	2011
Committee on Education	Bd. Liaison	2012
Internship Committee	Bd. Liaison	2013
IDPAC	Co-Chair	2013
Audit Committee	Member	2013
Region 3 SCNCARB	Secretary	2008
Region 3 SCNCARB	Vice Chair	2009
Region 3 SCNCARB	Vice Chair	2010
Region 3 SCNCARB	Chair	2011
Region 3 SCNCARB	Director	2012
Region 3 SCNCARB	Director	2013
Credentials Committee	Member	2009

Community Service

Cummings Research Park Design Control Committee Member

Huntsville Sports Commission	Past President/Past Member
Huntsville Madison County Leadership	Class 14
Project Chair/RAD Equipment to the HSV Police Dept.	
Leadership Alabama	Class 16
Project Committee for Alabama Heart & Soul	
Leadership Alabama Board of Directors	2007
Huntsville Madison County Marina & Port Authority	Board
Congressional Medal for Antarctic Service	1983
Alabama Council AIA Accolade Award	2011

[Awards](#)

MARGO P. JONES, NCARB, AIA

Education

M.I.T. School of Architecture--
Master of Architecture, 1976
University of Chicago--Bachelor
of Arts, Art History, 1971

Practice

Margo Jones Architects, Inc., Greenfield, MA,
President (1984–present)
*9 person firm founded in 1984,
specializing in educational facilities,
historic preservation, and cultural
institutions*



Registration

Massachusetts, Vermont, New Hampshire, Connecticut
NCARB Certification

Member Board Service

Massachusetts Board of Registration of Architects	<i>Secretary</i>	2008 - 2013
Massachusetts Board of Registration of Architects	<i>Member</i>	2005 - 2008

NCARB Service

Board of Directors,	<i>Secretary</i>	2012 - 2013
Board of Directors, Region 1	<i>Director</i>	2009 - 2012
Procedures & Documents Committee	<i>BOD Liaison</i>	2012 - 2013
Long Range Strategic Initiative of "Agility."	<i>Board leader</i>	2012
Audit Committee	<i>Member</i>	2011 - 2013
Governance Task Force	<i>Member</i>	2011 - 2012
Continuing Education Committee	<i>BOD Liaison</i>	2011 - 2012
ARE Subcommittee	<i>BOD Liaison</i>	2010 - 2011
IDP Supplemental Experience Task Force	<i>Member</i>	2009 - 2010
EPC 2.0/IDP Core Competency Linking Study Task Force	<i>Member</i>	2008 - 2009
NAAB Visiting Team, Morgan State University, Baltimore, MD	<i>Member</i>	2011
EPC/Core Competency Linking Study TF	<i>Member</i>	2007 - 2008

Professional Service

Board of Trustees, The Bement School	<i>Trustee</i>	2004 - 2012
Council, Pocumtuck Valley Memorial Association	<i>Secretary</i>	2003 - 2012
Western Massachusetts AIA	<i>President</i>	1994- 1996
Western Massachusetts AIA	<i>Member</i>	1984 - 2012
Board of Directors, Greenfield Community YMCA	<i>President</i>	1992 - 2000
Board of Directors, Greenfield Community YMCA	<i>Trustee</i>	1995 - 2010
Massachusetts Historical Commission	<i>Commissioner</i>	1991 - 1996
Board of Directors, Arts Council of Franklin County	<i>President</i>	1986 - 1989
Board of Directors, Greenfield Community College Foundation	<i>Past Member</i>	1982 - 1986

Awards:

- Honor Award, Western Massachusetts AIA, Hoosac Valley Regional High and Middle School, 2012.
- Preservation Award, Massachusetts Historical Commission, Five Downtown Greenfield Projects, 2012.
- Three winning school projects, Massachusetts School Building Authority's "School Building Design Awards," 2006. Recognized were Williamstown Elementary School, Crocker Farm School, and New Hingham School.
- Honor Award for Sanderson Academy, Western Massachusetts AIA Design Awards Jury, 1998.
- Best Accessible Design Award for The Montague Book Mill, Architectural Access Board and Boston Society of Architects, 1994.
- Preservation Award for Newton Street School Addition & Renovation, Massachusetts Historical Commission, 1993.
- "Fellow", American Association of University Women, Tuition and Stipend, 1976 - 1979.
- Alpha Rho Chi Award for Service, M.I.T. Architecture Class of 1976.
- Finalist, Rotch Travelling Scholarship, 1980.

Agenda Item I

REVIEW AND APPROVE PROPOSED REGULATIONS TO AMEND CALIFORNIA CODE OF REGULATIONS, TITLE 16, DIVISION 2, SECTION 116 (ELIGIBILITY FOR EXAMINATION)

Commencing late-August 2013, the National Council of Architectural Registration Boards (NCARB) will be transferring the content and candidate management of the Architect Registration Examination (ARE) to Alpine Testing Solutions, Inc. As part of the change, NCARB will be requiring candidates to establish and maintain an NCARB Record to access examination scheduling information, view their testing history and rolling clock information, and download score reports.

Candidates who are currently enrolled in or have completed the Intern Development Program (IDP) and have maintained their NCARB Record will be unaffected by this requirement. Candidates who are not required to complete IDP, who have not created an NCARB Record, or who allowed their NCARB Record to become inactive will need to establish/reactivate and maintain an NCARB Record in order to test or continue testing. NCARB will be waiving the application fee for non-record holders until August 2014, after which it will cost \$75 annually to renew and maintain.

Staff has drafted the attached proposed regulatory language which amends California Code of Regulations (CCR) section 116 to reflect that all candidates who take the ARE must possess an active NCARB Record.

The Board is asked to review and approve the proposed regulations to amend CCR, Title 16, Division 2, section 116 (Eligibility for Examination) and delegate authority to the Executive Officer to adopt the regulation provided no adverse comments are received during the public comment period and make minor technical changes to the language, if needed.

Attachment:

CCR Section 116 Proposed Regulatory Language

CALIFORNIA ARCHITECTS BOARD
PROPOSED REGULATORY LANGUAGE

Article 3. Examinations

Amend Section 116 as follows:

Section 116. Eligibility for Examination.

This section shall apply to candidates who are not licensed architects and who are not eligible for reciprocity pursuant to Section 121.

(a) To be eligible for the Architect Registration Examination (ARE), a candidate shall meet one of the following requirements below and ~~enroll in the Intern Development Program by establishing~~ possess an active Council Record with the National Council of Architectural Registration Boards:

(1) Have a degree in architecture accredited by the National Architectural Accrediting Board from a school of architecture as approved by the Board, or

(2) Have at least sixty (60) net months of architectural training and experience under the direct supervision of an architect in private practice or the equivalent as evaluated by the Board, or

(3) Have a combination of educational and experience credit as evaluated by the Board such as to total sixty (60) net months.

* * *

Note: Authority cited: Section 5526, Business and Professions Code. Reference: Section 5550, Business and Professions Code.

Agenda Item J

REVIEW AND APPROVE PROPOSED REGULATIONS TO AMEND CALIFORNIA CODE OF REGULATIONS, TITLE 16, DIVISION 2, SECTION 120 (RE-EXAMINATION)

The National Council of Architectural Registration Boards (NCARB) amended the Architect Registration Examination (ARE) Five-Year Rolling Clock (Rolling Clock) provision with respect to ARE divisions taken and passed prior to January 1, 2006. These specific ARE divisions were previously exempt from the Rolling Clock. However, after the amendment, the Rolling Clock provision now applies to all divisions passed prior to January 1, 2006. These divisions will expire on July 1, 2014, unless all remaining divisions of the ARE have been passed. NCARB's rationale to amend the Rolling Clock provision is based on the conclusion that the practice of architecture evolves. Therefore, to ensure protection of the public's health, safety, and welfare, candidates should be licensed based on an examination with valid (current) content based upon a recent occupational analysis.

Staff drafted the attached proposed regulatory language which amends California Code of Regulations (CCR) section 120 to expire divisions of the ARE taken prior to January 1, 2006 effective July 1, 2014 if all divisions have not been passed by that date. The proposed amendment will not affect candidates who have passed all divisions of the ARE.

The Board is asked to review and approve the proposed regulations to amend CCR, Title 16, Division 2, section 120 (Re-Examination) and delegate authority to the Executive Officer to adopt the regulation provided no adverse comments are received during the public comment period and make minor technical changes to the language, if needed.

Attachment:

CCR Section 120 Proposed Regulatory Language

CALIFORNIA ARCHITECTS BOARD

PROPOSED REGULATORY LANGUAGE

Article 3. Examinations

Amend Section 120 as follows:

Section 120. Re-Examination.

(a) ~~Prior to January 1, 2006, candidates for the Architect Registration Examination (ARE) shall receive credit for each division passed and shall be required to retake only those divisions of the ARE previously failed.~~ Credit for divisions passed prior to January 1, 2006 shall ~~be retained~~ expire on July 1, 2014 unless all divisions of the Architect Registration Examination (ARE) have been passed and credited.

(b) Effective January 1, 2006, candidates for the ~~Architect Registration Examination (ARE)~~ shall receive conditional credit for each division passed and shall be required to retake only those divisions of the ARE previously failed or those divisions passed on or after January 1, 2006 for which the conditional credit has expired. Conditional credit shall remain valid for five years after the date the division was passed for which conditional credit was granted. Conditional credit shall become full credit only if the conditional credit is within its five-year period of validity and the candidate has passed all remaining divisions of the ARE. Candidates who have received full credit for all divisions of the ARE shall be deemed to have passed the ARE.

(c) A candidate who has failed a division of the ARE or who has failed to appear for a scheduled division of the ARE shall not be permitted to take any subsequent divisions of the ARE unless he or she has reapplied properly to NCARB or its authorized representative for the division(s).

(d) A candidate who has failed a division of the ARE shall not be permitted to reapply to NCARB or its authorized representative for that previously failed division within six (6) months after the date that the candidate last failed the division.

Note: Authority cited: Sections 5526, Business and Professions Code. Reference: Sections 5550, Business and Professions Code.

Agenda Item K

PROFESSIONAL QUALIFICATIONS COMMITTEE (PQ) REPORT

1. Update on May 1, 2013 PQ Meeting
2. Review and Approve Recommendation Regarding Strategic Plan Objective to Present a Recommendation to NCARB on Criteria for a “Broadly Experienced Intern” Pathway to Licensure
3. Review and Approve Recommendation Regarding Strategic Plan Objective to Comment on the National Architectural Accrediting Board Accreditation Standards
4. Review and Approve Recommendation Regarding Strategic Plan Objective to Develop a Strategy to Expedite Reciprocity Licensure for Military Spouses and Domestic Partners

Agenda Item K.1

UPDATE ON MAY 1, 2013 PQ MEETING

The PQ met on May 1, 2013, in Sacramento. Attached is the notice of the meeting. PQ Vice Chair, Pasqual Gutierrez, will provide an update on the meeting.

Attachment:

May 1, 2013 Notice of Meeting



Edmund G. Brown Jr.
GOVERNOR

CALIFORNIA ARCHITECTS BOARD

PUBLIC PROTECTION THROUGH EXAMINATION, LICENSURE, AND REGULATION

NOTICE OF MEETING

PROFESSIONAL QUALIFICATIONS COMMITTEE

May 1, 2013
10:00 a.m. to 3:00 p.m.
2420 Del Paso Road
Sequoia Room
Sacramento, CA 95834

The California Architects Board will hold a Professional Qualifications Committee (PQC) meeting as noted above.

AGENDA

- A. Review and Approve the May 16, 2012 PQC Summary Report
- B. Discuss and Possible Action on 2013 Strategic Plan Objective to Conduct an Audit of the National Council of Architectural Registration Boards (NCARB) Architect Registration Examination (ARE) and the California Supplemental Examination (CSE) Test Specifications to Determine Appropriate Content of the CSE
- C. Discuss and Possible Action on 2013 Strategic Plan Objective to Conduct an Occupational Analysis of Architectural Practice in California for Ongoing CSE Development
- D. Discuss and Possible Action on 2013 Strategic Plan Objective to Present a Recommendation to the NCARB on Criteria for a "Broadly Experienced Intern" Pathway to Licensure
- E. Discuss and Possible Action on 2013 Strategic Plan Objective to Comment on the National Architectural Accrediting Board (NAAB) Accreditation Standards
- F. Discuss and Possible Action on 2013 Strategic Plan Objective to Develop a Strategy to Expedite Reciprocity Licensure for Military Spouses and Domestic Partners

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SUITE 105
SACRAMENTO,
CA 95834

916-574-7220 T
916-575-7283 F

cab@dca.ca.gov
www.cab.ca.gov

(Continued on reverse side)

- G. Update on Proposed Regulations to Amend California Code of Regulations (CCR), Title 16, Section 121 (Form of Examination; Reciprocity) Relative to the NCARB Broadly Experienced Foreign Architect (BEFA) Program
- H. Update on Proposed Regulations to Amend CCR, Title 16, Section 117 Relative to Experience Credit for Academic Internships Completed as Part of the NCARB Intern Development Program

A quorum of Board members may be present during all or portions of the meeting, and if so, such members will only observe the PQC meeting. Agenda items may not be addressed in the order noted above and the meeting will be adjourned upon completion of the agenda, which may be at a time earlier than that posted in this Notice.

The meeting is open to the public and accessible to the physically disabled. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by contacting Marccus Reinhardt at (916) 575-7212, emailing marccus.reinhardt@dca.ca.gov, or sending a written request to the California Architects Board, 2420 Del Paso Road, Suite 105, Sacramento, CA 95834. Providing your request at least five business days before the meeting will help to ensure availability of the requested accommodation.

The notice and agenda for this meeting and other meetings of the Board can be found on the Board's Web site: cab.ca.gov. For further information regarding this agenda, please contact Marccus Reinhardt at (916) 575-7212.

Agenda Item K.2

REVIEW AND APPROVE RECOMMENDATION REGARDING STRATEGIC PLAN OBJECTIVE TO PRESENT A RECOMMENDATION TO NCARB ON CRITERIA FOR A “BROADLY EXPERIENCED INTERN” PATHWAY TO LICENSURE

The Board’s 2013 Strategic Plan directs the Board to present the National Council of Architectural Registration Boards (NCARB) with a recommendation for the criteria for a “Broadly Experienced Intern” (BEI) pathway to licensure.

NCARB has been considering the possibility of developing an alternate methodology for completing the Intern Development Program, and has received approval from the NCARB Board of Directors to begin outlining a program. NCARB has anticipated any decision on the future of a program would not be for another year.

At its May 1, 2013 meeting, the Professional Qualifications Committee (PQ) discussed the adverse impact the current IDP Six-Month Rule is having on experienced candidates who have not initiated the licensing process, as well as those who have become inactive and are reapplying. PQ members commented that a BEI pathway could be established and require candidates have a specific minimum number of years of experience and be able to demonstrate their competence in IDP training areas. PQ recommended to the Board that staff develop a framework of the Broadly Experienced Intern Program criteria. The Committee Vice Chair has suggested the concept be appropriately renamed the “Broadly Experienced Design Professional” pathway to more accurately reflect a description of the individuals to whom the pathway would apply.

The Board is asked to review and approve the recommended Draft Framework for the BEI Pathway (attached) and re-designate the concept as the “Broadly Experienced Design Professional.”

Attachment:

Draft Framework for Broadly Experienced Design Professional

BROADLY EXPERIENCED DESIGN PROFESSIONAL PROPOSED FRAMEWORK

The Broadly Experienced Design Professional (BEDP) pathway, as originally conceived by the California Architects Board, establishes an alternate methodology for satisfying the requirements of the National Council of Architectural Registration Boards (NCARB) Intern Development Program (IDP). The BEDP pathway would afford a candidate with ten or more years of architectural design experience an opportunity to submit a portfolio of their work for a comprehensive evaluation by NCARB, similar to what is done for foreign architects attempting NCARB Certification through the Broadly Experienced Foreign Architect program. The evaluation would assess whether the candidate has met the training requirements for each Experience Category and Experience Area as set forth in the *IDP Guidelines* through their practical work experience. Upon successful demonstration to NCARB the candidate has met the requirements, NCARB would note fulfillment of IDP.

Agenda Item K.3

REVIEW AND APPROVE RECOMMENDATION REGARDING STRATEGIC PLAN OBJECTIVE TO COMMENT ON THE NATIONAL ARCHITECTURAL ACCREDITING BOARD (NAAB) ACCREDITATION STANDARDS

The Board's 2013 Strategic Plan directs the Professional Qualifications Committee (PQ) to review and provide the Board with a recommendation for comments on the NAAB Accreditation Standards.

The Board has long been interested in architectural education and its relation to the protection of the public health, safety, and welfare. NAAB degrees are referenced in the Board's regulations and the Board grants five years of educational equivalents for an accredited professional degree in architecture towards the Board's eight-year experience requirement.

NAAB will be hosting its 2013 Accreditation Review Validation Conference on July 17-19, 2013. This conference is held every five years to assess the viability of *NAAB Conditions and Procedures for Accreditation*, the policies pertaining to architectural education accreditation.

At its May 1, 2013 meeting, PQ reviewed and discussed *NCARB's Contribution to the NAAB 2013 Accreditation Review Conference* and recommended the Board endorse NCARB's comments and position. The PQ further recommended the endorsement be made in a letter (draft attached) to NCARB.

The Board is asked to review and approve the draft Letter of Support to NCARB.

Attachments:

1. *NCARB's Contribution to the NAAB 2013 Accreditation Review Conference*
2. Draft Letter of Support to NCARB



NCARB'S CONTRIBUTION TO THE NAAB 2013 ACCREDITATION REVIEW CONFERENCE

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*2012 NCARB Practice Analysis of
Architecture: Education Survey Results* 30



NCARB'S CONTRIBUTION

TO THE NAAB 2013 ACCREDITATION REVIEW CONFERENCE

LEAD AUTHOR

Stephen Nutt, AIA, NCARB, CAE
Sr. Architect/Advisor to the CEO

NCARB EDUCATION COMMITTEE

Daniel D. Bennett, FAIA, *Chair, Alabama*
Terry L. Allers, AIA, NCARB, *Iowa*
Michael J. Andrejasich, AIA, *Illinois*
Jared F. Krieger, AIA, NCARB
Richard M. Monahan Jr., AIA, *New Hampshire*
Alfred Vidaurri Jr., AIA, AICP, LEED AP, *Texas*
Cheryl C. Walker, FAIA, NCARB, *North Carolina*
Scott C. Veazey, AIA, NCARB, BOD Liaison, *Indiana*

NCARB Staff Liaisons to the Committee

Harry M. Falconer, AIA, NCARB,
Director, Internship + Education
Lloyd S. Kaufman, *Assistant Director, Education*

NCARB BOARD OF DIRECTORS

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NCARB Chief Executive Officer

Michael J. Armstrong

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NCARB's Contribution to the NAAB 2013 Accreditation Review Conference

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INTRODUCTION

In preparation for the National Architectural Accrediting Board (NAAB) 2013 Accreditation Review Conference (ARC), the National Council of Architectural Registration Boards (NCARB) utilized data from the following sources:

- The 2012 NCARB *Practice Analysis of Architecture*,
- Outcomes from focus groups with allied professionals and clients,
- Insight and guidance from the NCARB Education Committee and Board of Directors, and
- The NAAB *Study of Accredited Architectural Education*.

Several key insights emerged early in our effort:

- The significance of accredited architectural education,
- The benefit of greater collaboration in the educational environment,
- A need to improve the communication skills of our future practitioners,
- The major role that technology plays and will continue to play in the profession, and
- That increased knowledge and understanding of construction materials and how they are assembled, through hands-on experience, will greatly benefit future practitioners.

In its previous contributions to the ARC, NCARB focused on a few very specific, survey-driven expectations for improvement in architectural education and the accreditation process. This approach most recently resulted in successful changes to the Student Performance Criteria (SPC) supported by the NCARB 2007 *Practice Analysis of Architecture*.

However, one of the most successful outcomes of the last ARC process was achieved through significant discussion and compromise at the conference itself. In 2007, NCARB's proposal that enrollment in the Intern Development Program (IDP) be a mandatory requirement for graduation was greatly debated. The compromise—that every NAAB-accredited program shall appoint and support a trained and funded IDP Educator Coordinator—has greatly enhanced the importance and understanding of the value of the IDP. This proves that working collaboratively with our collateral organizations brings positive change and that collective outcomes are far more powerful than individual objectives. Building on this success, NCARB and the American Institute of Architecture Students (AIAS) are in the process of piloting a new IDP Student Coordinator position. NCARB also looks forward to working with the American Institute of Architects (AIA) to strengthen and grow the Auxiliary Coordinator



component of the IDP Coordinator Program. We have seen additional progress over the past several years, as barriers between the traditional education, experience, and examination “silos” have been eliminated. Students can start receiving IDP credit earlier in their education (2010) and interns can start taking the Architect Registration Examination® (ARE®) after completion of their jurisdiction’s education requirement (2007), thus blending education with internship and internship with examination. These positive changes have come about from effective communication and collaboration between NCARB and the Association of Collegiate Schools of Architecture (ACSA), AIA, AIAS, and the NAAB.

You will find the Council’s approach in this paper to be more holistic and less specific than in the past. It is our hope that the NAAB will use the data from the collateral-supported *2012 NCARB Practice Analysis of Architecture* and their own *Study of Accredited Architectural Education* to influence and drive positive change in architectural education in the coming years.

According to the NAAB *Study of Accredited Architectural Education*, **41% of programs reported the IDP Educator Coordinator position improved their program, with 13% of programs reporting it improved their program dramatically.**

EXECUTIVE SUMMARY

When reviewing the data from the Practice Analysis and related reports, the NCARB Education Committee identified several themes early in the analysis, which are now formally presented in *NCARB's Contribution to the NAAB 2013 Accreditation Review Conference*. These four categories—common threads, recurring themes, proposed enhancements to the current Conditions for Accreditation, and blue-sky topics intended to generate future conversation—are thoroughly discussed and supported by data from the Practice Analysis.

“Common threads” are topics more general in nature, not necessarily specific to architecture, which could easily be interwoven throughout the curriculum. Survey respondents identified three topics—communication, collaboration, and leadership—as needing reinforcement in the overall curriculum.

- Data indicated that communication through graphic means is clearly covered in accredited education; however, students do not possess an equal command of basic written and oral presentation skills.
- Collaboration with others is essential to a successful practitioner. Exposure to team building strategies and completion of student projects that promote collaboration within the program and across the university—are critical.
- Many practitioners suggested that architects are losing their leadership role. A broad range of leadership skills should be developed early in education and refined through extracurricular activities.

Similarly, six “recurring themes” emerged that require a greater focus in education: professional conduct, practice management and project management, site design, constructability, sustainability, and technology.

- An overwhelming number of practitioners reported that professional conduct and compliance with regulations is critically important, is performed daily, and should be further incorporated in the foundations of an accredited program.
- According to survey respondents, knowledge and skills for many practice management and project management issues are acquired after licensure. The professional practice curriculum should be enhanced and further expanded to integrate important topics such as business development, office management, project management, and risk management.
- Site design knowledge and skills are clearly covered in education; however, practitioners reported the level of performance is below that indicated by educators and suggested that students should have a greater ability to perform these tasks prior to graduation.
- The integration and coordination of building systems, combined with the interpretation and application of building codes, are interdependent components of constructability. The Practice Analysis provides evidence that these important knowledge and skills are being acquired during internship; however, a majority of educators and practitioners indicated they should be acquired prior to completion of accredited education.

- As the emphasis on sustainability continues to increase, the knowledge of design strategies and energy codes as well as the ability to assess, develop, and implement sustainable criteria must also increase. Survey respondents indicated they believe that accredited education could better support students in developing this area of expertise.
- The profession's dependence on technology continues at a rapid pace. Accredited education must play a significant role in exposing students to a wide variety of graphic and project management applications and developing knowledge and skills to carry them through internship and practice.

The current *NAAB Conditions for Accreditation* were approved in 2009 and state the intention to “define the minimum standards that professional degree programs in architecture are expected to meet in order to ensure that students are prepared to move to the next steps in their careers including internship and licensure.” NCARB believes that combining, expanding, extracting, and raising the performance level of various existing SPC will respond to the shortcomings identified above as common threads and recurring themes. NCARB also suggests that: Comprehensive Design should receive greater emphasis; revisiting the Education Core Requirement concept could better ensure that students acquire essential knowledge and skills; licensed practitioners and actively engaged IDP Educator Coordinators benefit every academic program and campus; and the studio instructional model should be reviewed to ensure relevance.

In closing, this paper posits several blue-sky topics that will encourage discussion and collaboration well beyond the close of the NAAB 2013 Accreditation Review Conference. These ideas to integrate the path to licensure range from new education models, to mandatory internships, to new expanded/integrated programs that allow licensure upon graduation. None of these concepts are new; however, we believe that there is a new opportunity to leverage a growing consensus. These ideas have surfaced in various discussions over time and will require significant exploration, development, and experimentation over the course of several years. One concept might

NCARB established a degree from a NAAB-accredited program as the requirement for NCARB certification in 1984.

Thirty-nine architectural registration boards require an accredited degree for initial licensure.

All architectural registration boards accept the accredited degree for reciprocal licensure.

simply enhance the existing process, while another may result in a prototype that sets the stage for a transformed path to licensure.

NCARB has supported the efforts of the NAAB and accredited architectural education for many years. NCARB *Model Law* clearly identifies a professional degree in architecture from a NAAB-accredited program as a requirement for initial registration; the degree is also the primary means to satisfy the education requirement for NCARB Certification.

NCARB's Education Committee and Board of Directors maintain that accredited architectural education must remain focused on preparing future generations of architects for professional practice. To do otherwise would be a disservice to the profession and the public. It is with those intentions that this report is respectfully presented to the NAAB.



NCARB'S CONTRIBUTION

TO THE NAAB 2013 ACCREDITATION REVIEW CONFERENCE

COMMON THREADS

COMMUNICATION

Effective communication with colleagues, consultants, and clients, as well as strong interpersonal skills, are critical to the success of the practitioner.

Practice Analysis data indicates educators, interns, and practitioners strongly agreed that tasks related to communicating design ideas graphically are covered in the curriculum and performed by students prior to completion of their architecture program.

TASK #	TASK STATEMENT	EDUCATORS		INTERNS WHO COMPLETED IDP WITHIN THE PAST 2 YEARS	ALL LICENSED ARCHITECTS
		TASK IS COVERED IN PROGRAM	TASK IS PERFORMED BY STUDENTS	ARCHITECTS LICENSED IN THE PAST YEAR	IMPORTANCE RATING 0 1 2 3 4
				TASK WAS PERFORMED BY COMPLETION OF DEGREE	
22	Communicate design ideas to the client graphically through a variety of media	93.6%	98.8%	93.5%	3.25
23	Communicate design ideas to the client using hand drawings	93.6%	98.1%	88.6%	2.37
24	Communicate design ideas to client with 2D CAD software	95.3%	99.4%	90.6%	2.69
25	Communicate design ideas to client with 3D CAD software	95.9%	100%	85.4%	2.33
34	Prepare diagrams illustrating spatial relationships and functional adjacencies	95.3%	98.2%	94.5%	2.51

0 = Of little or no Importance 1 = Somewhat Important 2 = Important 3 = Very Important 4 = Critically Important

While the ability to communicate graphically is clearly being acquired during education, basic communication skills—both written and oral—were identified in our focus groups and by respondents to the NAAB study as skills that need to be strengthened. **NCARB encourages the exploration of new and creative ways to effectively integrate these basics into the architecture curriculum**, which could be easily accomplished through activities like recording students' oral presentations and providing constructive feedback. Developing relationships with appropriate departments within the university, such as Communications or English, may also be a way to ensure these skills are acquired through co-curricular activities.

Students' basic
**written and oral
communications skills
were identified as
skills that need to be
strengthened.**



COLLABORATION

The practice of architecture is a highly collaborative, team-driven effort. The ability to successfully interact with others is essential. The NAAB *Study of Accredited Architectural Education* reveals that nearly all participants (96%) believe that architects exist in a working environment that requires collaborative teamwork with other design, business, and construction professionals.

Over 80% of the architects completing the NCARB 2012 Practice Analysis survey rated “collaboration with stakeholders” as important, very important, or critically important. Data from the Practice Analysis further indicates that over half of the educators surveyed identified collaboration as included in their program and over 70% of those same respondents reported that students performed collaboratively (with guidance and feedback or independently) by completion of their program. Yet, when interns and architects licensed in the past year were asked the same question, only 31.5% indicated they had collaborated with stakeholders prior to completion of their program.

Over 80% of architects rated “collaboration with stakeholders” as important/critical, yet **only 31.5% of interns and recently licensed architects indicated they had performed collaboratively prior to completion of their education program.**

TASK #	TASK STATEMENT	EDUCATORS		INTERNS WHO COMPLETED IDP WITHIN THE PAST 2 YEARS	ALL LICENSED ARCHITECTS
		TASK IS COVERED IN PROGRAM	TASK IS PERFORMED BY STUDENTS	ARCHITECTS LICENSED IN THE PAST YEAR	IMPORTANCE RATING 0 1 2 3 4
				TASK WAS PERFORMED BY COMPLETION OF DEGREE	
64	Collaborate with stakeholders during design process to maintain design intent and comply with Owner requirements.	55.6%	70.8%	31.5%	2.46
0 = Of little or no Importance 1 = Somewhat Important 2 = Important 3 = Very Important 4 = Critically Important					

The gap in perception between educators and interns/architects clearly suggests that **additional emphasis should be placed on collaboration, teamwork, and team building skills during education. Exposure to team building strategies early in the curriculum is recommended.** One approach is to develop projects that engage students from other design-related disciplines such as landscape architecture and interior design. Although it may be more difficult to accomplish, expanding the team to involve engineering and

construction science students would foster a greater appreciation of the necessary knowledge and skills other professionals contribute to the project. When possible, further expansion might even include those outside the design-related professions, such as students in real estate development courses, business management, and law programs. Another approach, faculty and students playing the role of “client,” could also be used to further develop the collaborative skills necessary for success.



LEADERSHIP

Like collaboration, leadership is a skill essential to the success of the practitioner. Traditionally, the architect serves as the team leader, managing and coordinating all aspects of the project from start to finish. The leadership role becomes more critical as the size of the team and the complexity of the project increases. Serving as the team lead also positions the architect to more effectively serve the client. Based on data from the NAAB *Survey of Accredited Architectural Education*, 66% of respondents agreed that “architects are losing their role in the design and construction of the built environment.” Therefore, **we believe it is important for architecture students to develop leadership skills and business acumen early in education**—

recognizing that these skills include the ability to:

- discern when to take a subordinate role,
- ensure that the right disciplines are represented and engaged, and
- determine whether sufficient resources are present to ensure team and project success.

Many of these skills can be developed concurrently with studio projects designed to promote collaboration and teamwork.

Leadership skills may be embedded in the curriculum; however, students should not be limited by the constraints of studio projects. Joining the AIAS chapter and volunteering at the local community-based design center are excellent opportunities for students to exercise their leadership skills. We encourage faculty to promote active involvement with local AIA chapters and the National Associates Committee as opportunities for students and interns to further hone these important skills. **Promoting professional engagement and community service nurtures the future leaders of the profession.**

NCARB believes it is important for architecture students to develop leadership skills and business acumen early in their education.





RECURRING THEMES

PROFESSIONAL CONDUCT

Professional conduct and ethical behavior play an important part of every practitioner's work on a daily basis. According to the Practice Analysis findings, practitioners considered the task "Adhere to ethical standards and codes of professional conduct" very important and as the most frequently performed of the tasks surveyed. The same group considered the task "Comply with laws and regulations governing

the practice of architecture" critically important and as the second most frequently performed task. These findings underscore their importance to the future practitioner. As such, **NCARB recommends that early in their architectural education, students should begin developing an understanding of the professional's responsibilities to clients, owners, building users, and society in general.**

TASK STATEMENT	ALL LICENSED ARCHITECTS		
	PERCENT PERFORMED	PERFORMED DAILY	IMPORTANCE RATING 0 1 2 3 4
Adhere to ethical standards and codes of professional conduct	95.3%	70.8%	3.46
Comply with laws and regulations governing the practice of architecture	94.6%	69.1%	3.50

0 = Of little or no Importance 1 = Somewhat Important 2 = Important 3 = Very Important 4 = Critically Important



While data from the Practice Analysis suggests that these tasks are being covered, there is a slight difference in perception between educators vs. interns and recently licensed architects on the level to which it is being performed.

TASK #	TASK STATEMENT	TASK IS COVERED IN PROGRAM	TASK INTRODUCED BUT NOT PERFORMED		TASK PERFORMED WITH GUIDANCE AND FEEDBACK	
		EDUCATORS	EDUCATORS	INTERNS WHO COMPLETED IDP WITHIN THE PAST 2 YEARS	EDUCATORS	INTERNS WHO COMPLETED IDP WITHIN THE PAST 2 YEARS
				ARCHITECTS LICENSED IN THE PAST YEAR		ARCHITECTS LICENSED IN THE PAST YEAR
102	Adhere to ethical standards and codes of professional conduct	85.4%	45.2%	35.7%	43.8%	33.1%
103	Comply with laws and regulations governing the practice of architecture	81.3%	56.8%	37.3%	38.8%	35.4%

A third comparison of statistics related to two similar knowledge/skill statements offers an interesting contrast between when professional conduct knowledge is reportedly acquired. Interns and architects licensed 10 years or less indicated that “Knowledge of codes of professional conduct related to architecture practice” and “Knowledge of ethical standards relevant to architectural practice” are typically first acquired during internship. However, educators and practitioners as a group overwhelmingly reported that these important knowledge and skills should first be acquired by completion of the accredited architecture degree program. When looking at the response rate across all licensed architects, even more suggested this important information should be acquired by completion of accredited education.

Early in their architectural education, **NCARB recommends that students develop an understanding of the professional’s responsibilities** to clients, owners, building users, and society in general.

KNOWLEDGE/ SKILL #	KNOWLEDGE OF	INTERNS WHO COMPLETED IDP WITHIN THE PAST 2 YEARS		EDUCATORS	ALL LICENSED ARCHITECTS
		ARCHITECTS LICENSED 10 YEARS OR LESS		LICENSED ARCHITECTS	SHOULD BE ACQUIRED BY COMPLETION OF DEGREE
		FIRST ACQUIRED BY COMPLETION OF DEGREE	FIRST ACQUIRED DURING INTERNSHIP	SHOULD FIRST BE ACQUIRED BY COMPLETION OF DEGREE	
18	Codes of professional conduct as related to architectural practice	27.6%	62.0%	53.6%	56.7%
118	Ethical standards relevant to architectural practice	39.1%	51.1%	60.4%	67.3%



Professional conduct and ethical behavior are inextricably linked. Based on the responses to the Practice Analysis survey, NCARB recommends that these principles should be further incorporated in the foundations of accredited education. As a solution, we propose that NCARB's *Rules of Conduct* and the AIA's *Code of Ethics and Professional Conduct* be integrated into the curriculum through both hypothetical situations and real-world examples. Based on Practice Analysis results, we suggest that **emphasis should be placed on complying with various zoning ordinances, building codes, and professional regulations; as well as understanding the consequences of non-compliance.** Additionally, we believe **integrity, accountability, community service, and civic engagement should also be discussed as significant responsibilities of the architect** and their role in serving society.

NCARB recommends that **the principles of professional conduct and ethical behavior should be further incorporated** in the foundations of accredited education.



PRACTICE MANAGEMENT AND PROJECT MANAGEMENT

Issues such as business development, office management, risk management, and project management are extremely important to the livelihood of a successful practitioner. Over 60 tasks and a similar number of knowledge/skill statements related to practice management and project management were included in the Practice Analysis survey. Of the 15 knowledge/skills identified by more than 50% of all practitioners as being acquired post-licensure, 10 clearly fall into these two categories and were also rated as “important” or greater. Ideally, all knowledge and skills rated important should be acquired prior to licensure. While this is rarely the case, the data does indicate that more recently licensed architects feel they are acquiring these important knowledge/skills during internship. This trend is good news for internship and the profession.

Our survey indicates the belief that it is important for the academy to ensure that students are exposed to and understand basic practice management and

project management knowledge and skills. **NCARB suggests that the professional practice course be enhanced and expanded** to expose students to best practices in business development, office management, and professional and project risk management. Furthermore, **we recommend that the professional practice curriculum be strengthened** to underscore the importance of project management aspects such as financial feasibility studies, project delivery methods, cost estimating, project budgets, construction schedules, conflict resolution, and post occupancy evaluation. **Engaging the practitioner in the classroom, and taking the classroom to the practitioner, is strongly encouraged to further expose students to these real-world practice management issues.** Additionally, students would also benefit from exposure to equity owners, occupants, clients, lenders, and insurers.

KNOWLEDGE/ SKILL #	KNOWLEDGE OF	INTERNS WHO COMPLETED IDP WITHIN THE PAST 2 YEARS		ALL LICENSED ARCHITECTS	
		ARCHITECTS LICENSED 10 YEARS OR LESS		ACQUIRED AFTER LICENSURE	IMPORTANCE RATING 0 1 2 3 4
		FIRST ACQUIRED DURING INTERNSHIP	FIRST ACQUIRED AFTER LICENSURE		
71	Business development strategies	37.6%	31.3%	59.9%	2.47
73	Purposes and types of professional liability insurance related to architectural practice	40.0%	27.8%	58.0%	2.53
111	Methods to manage human resources	44.0%	20.4%	54.9%	1.95
6	Client and project characteristics that influence contract agreements	51.8%	34.2%	53.7%	2.96
86	Procedures for processing requests for additional services	66.9%	22.0%	53.7%	2.55
115	Purposes of and legal implications for different types of business entities	35.3%	25.3%	53.3%	1.96
122	Methods and procedures for risk management	43.1%	26.4%	53.3%	2.40
37	Strategies for anticipating, managing, and preventing disputes and conflicts	54.4%	23.6%	53.0%	2.56
67	Fee structures, their attributes and implications for schedule, scope, and profit	54.2%	27.6%	51.1%	2.68
85	Methods to identify scope changes that may require additional services	74.2%	20.2%	50.4%	2.77
0 = Of little or no importance		1 = Somewhat Important		2 = Important	
				3 = Very Important	
				4 = Critically Important	



SITE DESIGN

The results of the Practice Analysis suggest that the wide range of capabilities related to site design and master planning should be strengthened in the education curriculum. Approximately 17 knowledge and skill statements and 14 task statements are directly tied to site issues, zoning ordinances, environmental issues, utilities, transportation, infrastructure, civil engineering, and landscape architecture related tasks. These areas engage a broad range of underlying considerations such as sustainability, communication, collaboration with others, and application of technologies.

The following table compares the first point of acquisition of 10 of the major site design-related knowledge/skill statements. Interns and architects licensed 10 years or less were asked when they first acquired the knowledge/skill. When educators and licensed architects were collectively asked when they should first be acquired, the response increased. While these important knowledge/skills are covered in the education curriculum, the results indicate that they should be further emphasized.

KNOWLEDGE/ SKILL #	KNOWLEDGE OF	INTERNS WHO COMPLETED IDP WITHIN THE PAST 2 YEARS	EDUCATORS
		ARCHITECTS LICENSED 10 YEARS OR LESS	LICENSED ARCHITECTS
		FIRST ACQUIRED BY COMPLETION OF DEGREE	<u>SHOULD</u> FIRST BE ACQUIRED BY COMPLETION OF DEGREE
53	Site design principles and practices	54.9%	86.6%
2	Master plans and their impact on building design	37.1%	65.2%
11	Effect of environmental factors on site development	45.1%	76.7%
15	Designing facility layout and site plan that meets site constraints	47.3%	74.7%
17	Elements and processes for conducting a site analysis	48.4%	71.1%
21	Land use codes and ordinances that govern land use decisions	12.9%	41.9%
32	Engineering properties of soils and their effect on building foundations and building design	21.1%	56.7%
52	Principles of landscape design and their influence on building design	46.4%	78.1%
80	Site analysis techniques to determine project parameters affecting design	41.3%	63.4%
16	Methods required to mitigate adverse site conditions	18.4%	39.1%



A similar conclusion can be made through a comparison of ten of the major site design-related tasks. Educators completing the survey indicated that students performed tasks “with guidance and feedback” or “independently with minimal guidance” at a higher rate than did interns and architects licensed in the past year.

Our data suggests that students should be more exposed and engaged in projects that directly relate to site development and site organization.

TASK #	TASK STATEMENT	EDUCATORS	INTERNS WHO COMPLETED IDP WITHIN THE PAST 2 YEARS
		TASK IS PERFORMED BY STUDENTS	ARCHITECTS LICENSED IN THE PAST YEAR
			TASK WAS PERFORMED BY COMPLETION OF DEGREE
4	Determine impact of applicable zoning and development ordinances to determine project constraints.	88.7%	52.6%
10	Determine impact of existing utilities infrastructure on site.	63.2%	35.7%
11	Determine impact of existing transportation infrastructure on site.	80.2%	52.6%
15	Analyze existing site conditions to determine impact on facility layout.	98.7%	86.0%
19	Consider results of environmental studies when developing site.	79.1%	47.7%
20	Develop mitigation options to address adverse site conditions.	67.5%	39.6%
29	Evaluate opportunities and constraints of alternative sites.	82.1%	47.4%
33	Prepare site analysis diagrams to document existing conditions, features, infrastructure, and regulatory requirements.	98.1%	81.5%
43	Design for civil components of site.	61.9%	42.5%
45	Design for landscape elements for site.	83.1%	72.4%

Practice Analysis survey participants indicated that graduates of accredited architecture programs should possess a greater knowledge/understanding and the ability to demonstrate the skills necessary to integrate the multiple issues and influences related to site design and master planning. The NCARB Education Committee suggests that **students should be more exposed and engaged in projects that directly relate to site development and site organization**

such as solar orientation, utilities, transportation, and access. Further, the Committee recommends that **exposure to regulatory requirements and the ways development ordinances impact site feasibility studies and site design should be enhanced**. Many of these activities could be incorporated through assignments with students in the associated fields of landscape architecture, urban planning, environmental sciences, and civil engineering.



CONSTRUCTABILITY

Constructability is a key component leading to a successful project and “understanding constructability” was rated as the most important educational goal by respondents to the NAAB *Study of Accredited Architectural Education*. Assembling a set of construction drawings comprised of thoughtful details that can be built requires firsthand knowledge of materials, their properties, and unique characteristics. Mastery comes from years of experience, and competence is developed in a well-structured and supervised internship; however, the understanding of materials and the basic skills necessary to integrate them into a project should begin in the classroom. The NAAB study asserts that **architectural education must establish a solid framework for understanding how a building is put together with the assurance that the building complies with the codes, standards, and ordinances required to protect the public.** This combination will provide

graduates with the confidence to successfully participate as productive team members and future project managers.

Building Systems and **Building Envelope** are extremely complex systems that rely on the integration and coordination of various materials and components across multiple disciplines. Based on the results of the Practice Analysis, the responses of educators and practitioners were closely split between “understand” and “apply” when asked to what extent the knowledge should first be acquired. However over 50% of this respondent group indicated that knowledge related to building systems and building envelope should first be acquired by completion of accredited education, underscoring the importance of establishing an early understanding of the construction sequence.

KNOWLEDGE/ SKILL #	KNOWLEDGE OF	EDUCATORS AND LICENSED ARCHITECTS			
		WHEN KNOWLEDGE SHOULD FIRST BE ACQUIRED	TO WHAT EXTENT KNOWLEDGE SHOULD FIRST BE ACQUIRED		
			BY COMPLETION OF EDUCATION	UNDERSTAND	APPLY
43	Structural load and load conditions that affect building design	81.7%	46.3%	40.1%	13.6%
39	Structural properties of construction products, materials, and assemblies and the impact on building design and construction	78.0%	43.5%	40.6%	15.9%
38	Engineering design principles and their application to design and construction	75.9%	51.5%	35.8%	12.7%
35	Effect of thermal envelope in design of building systems	75.7%	41.6%	39.2%	19.2%
34	Building technologies that provide solutions for comfort, life safety, and energy efficiency	65.9%	44.5%	37.4%	18.1%
56	Relationship between constructability and aesthetics	65.0%	37.2%	35.9%	26.8%
40	Means and methods for building construction	64.6%	49.4%	33.4%	17.2%
10	Factors involved in selection of building systems and components	61.3%	34.3%	46.8%	18.9%
44	Energy codes that impact construction	56.4%	54.9%	33.9%	11.2%
107	Design decision and their impact on constructability	55.7%	43.6%	34.0%	22.4%



Building Codes are essential standards developed and enforced to ensure the safety of the public. The understanding and successful incorporation of building and zoning code requirements into a project are a primary responsibility of the architect in fulfilling the obligation to protect the public health, safety, and welfare. This body of knowledge was rated between very important and critically important, and is performed by a significant percentage of all practitioners. Architects and interns disagreed with educators regarding the role of education in acquiring this knowledge. Educators indicated the tasks are performed at a much higher rate by completion of an accredited degree than what was reported by interns and architects licensed in the past year.

Over 50% of educators and practitioners indicated that knowledge related to building systems, building envelope, and building codes should first be acquired by completion of accredited education.

TASK #	TASK STATEMENT	EDUCATORS	INTERNS WHO COMPLETED IDP WITHIN THE PAST 2 YEARS	ALL LICENSED ARCHITECTS	
			ARCHITECTS LICENSED IN THE PAST YEAR		
		TASK IS PERFORMED BY STUDENTS	TASK IS PERFORMED BY COMPLETION OF DEGREE	TASK IS PERFORMED BY STUDENTS	IMPORTANCE RATING 0 1 2 3 4
4	Determine impact of applicable zoning and development ordinances to determine project constraints	88.7%	52.6%	87.3%	3.20
21	Perform building code analysis	84.1%	48.1%	91.8%	3.55
35	Prepare code analysis documentation	77.1%	39.6%	86.5%	3.05
0 = Of little or no Importance 1 = Somewhat Important 2 = Important 3 = Very Important 4 = Critically Important					



Almost 100% of practitioners rated the knowledge of *building codes and their impact on building design* between very important and critically important; however, interns and recently licensed architects reported that code-related knowledge and skills are acquired during internship. It is encouraging to note that more than 50% of educators and practitioners supported that these important knowledge and skills should first be acquired by completion of accredited education.

The current structure of the SPC does not clearly support the interpretation and application of building codes and zoning

ordinances. The SPC covering Accessibility is also consistently identified by visiting teams as being “*not met.*” **NCARB recommends that all code-related issues should be better identified and consolidated in order to more clearly require that students are able to interpret and apply various codes and ordinances and produce buildings that conform to building code requirements.**

Evidence that student work meets code requirements is easily identifiable by visiting team members and deserves a higher priority in the overall accreditation process.

KNOWLEDGE/ SKILL #	KNOWLEDGE OF	INTERNS WHO COMPLETED IDP WITHIN THE PAST 2 YEARS	EDUCATORS	ALL LICENSED ARCHITECTS	
		ARCHITECTS LICENSED 10 YEARS OR LESS	LICENSED ARCHITECTS		
		FIRST ACQUIRED DURING INTERNSHIP	SHOULD FIRST BE ACQUIRED BY COMPLETION OF DEGREE	PERCENT IMPORTANT	IMPORTANCE RATING 0 1 2 3 4
20	Building codes and their impact on building design	82.0%	60.6%	99.3%	3.53
44	Energy codes that impact construction	68.7%	56.4%	91.1%	2.67

0 = Of little or no Importance 1 = Somewhat Important 2 = Important 3 = Very Important 4 = Critically Important



SUSTAINABILITY

The emphasis on sustainability and its integration into design has increased dramatically over the last several years. While some consider the principles of sustainable design to be a specialization or an additional service, many clients, owners, and the public are expecting sustainability as a basic service and best practice. The results of the Practice Analysis

clearly support that sustainable design issues are introduced in the curriculum; however, interns and architects licensed within the past year indicated that the tasks related to sustainable design are actually performed (either *with guidance and feedback* or *independently with minimal guidance*) to a much lesser extent than that indicated by educators.

TASK #	TASK STATEMENT	EDUCATORS		INTERNS WHO COMPLETED IDP WITHIN THE PAST 2 YEARS	
		INTRODUCED, BUT NOT PERFORMED BY STUDENTS	TASK IS PERFORMED BY STUDENTS	ARCHITECTS LICENSED IN THE PAST YEAR	
				INTRODUCED, BUT NOT PERFORMED BY COMPLETION OF DEGREE	TASK WAS PERFORMED BY COMPLETION OF DEGREE
12	Assess environmental impact of design decisions	17.5%	82.5%	26.0%	60.4%
17	Develop sustainability goals based on existing environmental conditions	11.7%	88.3%	23.7%	54.9%
18	Establish sustainability goals affecting building performance	13.9%	86.1%	26.3%	54.5%
76	Manage implementation of sustainability criteria	42.0%	58.0%	21.4%	24.4%
48	Select building performance modeling technologies to guide building design	28.4%	71.6%	24.7%	26.3%
98	Understand implications of evolving sustainable design strategies and technologies	28.7%	71.3%	26.9%	41.2%

KNOWLEDGE/ SKILL #	KNOWLEDGE OF	INTERNS WHO COMPLETED IDP WITHIN THE PAST 2 YEARS		EDUCATORS	
		ARCHITECTS LICENSED 10 YEARS OR LESS		LICENSED ARCHITECTS	
		ACQUIRED BY COMPLETION OF DEGREE	ACQUIRED DURING INTERNSHIP	SHOULD FIRST BE ACQUIRED BY COMPLETION OF DEGREE	LEVEL OF KNOWLEDGE ACQUISITION: UNDERSTANDING
44	Energy codes that impact construction	6.4%	68.7%	56.4%	54.8%
82	Sustainability strategies and/or rating systems	22.9%	50.0%	62.5%	50.7%
83	Sustainability considerations related to building materials and construction processes	22.4%	52.7%	61.6%	55.3%
84	Techniques to integrate renewable energy systems into building design	25.1%	45.8%	63.4%	58.0%

Based on the data presented above, **it is desired that programs devote more time working with students to develop sustainability goals and strategies for their projects and provide students with a better understanding of emerging technologies related to sustainable design.** The data also indicates that

both educators and practitioners expect students to gain a better understanding and command of energy codes and various rating systems that impact design and construction by completion of a NAAB-accredited program.



TECHNOLOGY

Technology permeates every facet of professional practice, and the profession's dependence on technology continues to grow. Whether it is a technology that assists in developing and communicating the design of a building or a tool that is used to successfully deliver or administer a project, **students are expected to understand the powerful role technology plays in both project management and practice management.** The data below indicates that faculty at NAAB-accredited programs are clearly covering both applications of technology in the classroom. However, similar to the findings presented earlier, in the discussion on sustainability, interns and architects licensed in the past year reported they are performing these tasks at a lower level of ability than indicated by educators.

The changing nature of technology necessitates that multiple parties share responsibility for its introduction, competence, and mastery.

TASK #	TASK STATEMENT	EDUCATORS		INTERNS WHO COMPLETED IDP WITHIN THE PAST 2 YEARS	
				ARCHITECTS LICENSED IN THE PAST YEAR	
		INTRODUCED, BUT NOT PERFORMED BY STUDENTS	TASK IS PERFORMED BY STUDENTS	INTRODUCED, BUT NOT PERFORMED BY COMPLETION OF DEGREE	TASK WAS PERFORMED BY COMPLETION OF DEGREE
48	Select building performance modeling technologies to guide building design	28.4%	71.6%	24.7%	26.3%
98	Understand implications of evolving sustainable design strategies and technologies	28.7%	71.3%	26.9%	41.2%
36	Select technologies to develop and produce design and construction documentation	11.2%	88.8%	17.9%	57.1%
99	Understand implications of project delivery technologies	65.7%	34.3%	25.0%	28.9%



KNOWLEDGE/ SKILL #	KNOWLEDGE OF	INTERNS WHO COMPLETED IDP WITHIN THE PAST 2 YEARS		EDUCATORS	
		ARCHITECTS LICENSED 10 YEARS OR LESS		LICENSED ARCHITECTS	
		ACQUIRED BY COMPLETION OF DEGREE	ACQUIRED DURING INTERNSHIP	SHOULD FIRST BE ACQUIRED BY COMPLETION OF DEGREE	SHOULD FIRST BE ACQUIRED DURING INTERNSHIP
34	Building technologies that provide solutions for comfort, life safety, and energy efficiency	27.6%	61.6%	65.9%	28.2%
116	Innovative and evolving technologies and their impact on architectural practice	25.1%	52.0%	40.3%	29.3%
31	Factors involved in selecting project appropriate computer based design technologies	22.0%	57.1%	36.2%	43.7%
89	Construction document technologies and their standards and applications	12.4%	80.2%	31.2%	57.7%
106	Project risks for new and innovative products, materials, methods, and technologies	9.6%	60.9%	23.2%	41.6%

As indicated above, interns and architects licensed less than 10 years overwhelmingly indicated they acquired technology-related knowledge during internship. When asked “When should the knowledge first be acquired?” educators and licensed architects collectively were split between education and internship. This is not surprising considering the fast pace at which technology emerges and changes. NCARB believes **the changing nature of technology requires that multiple parties share responsibility for its introduction, competence, and mastery**, recommending that:

- educators provide a sound introduction to a broader range of both project-specific and practice-specific technologies;

- students demonstrate an understanding of its benefits and application;
- interns develop a greater level of expertise and competence during a supervised internship; and
- licensed architects master the various technologies through continued use and advanced training provided by various software developers and vendors.

Technology will continue to play a significant role in the profession and spans all phases of an architect’s career from accredited education, to internship, to licensure, and beyond.



CONDITIONS FOR ACCREDITATION

The threads and themes presented in this paper are intended to spur discussion in support of improving the effectiveness of architectural education. The following comments and recommendations are directed to specific portions of the current *Conditions for Accreditation*.

STUDENT PERFORMANCE CRITERIA

When licensed architects were asked, “*when should the knowledge/skill be acquired,*” the overwhelming response across all knowledge and skill statements was “*before completion of the accredited degree program.*” While practitioners’ expectations are not surprising, it fails to recognize the academy’s struggle with an already crowded curriculum and stretched resources.

Based on the results of the Practice Analysis, only nine tasks were identified by more than 50 percent of educators as “not covered” in their program. Interns and architects responding to a similar question also stated that these nine tasks were “not introduced” during their education; however, they also identified approximately 35 additional tasks—those primarily dealing with practice/project

TASK #	TASKS IDENTIFIED AS “NOT COVERED” OR “NOT INTRODUCED” IN EDUCATION BY EDUCATORS, INTERNS WHO COMPLETED IDP WITHIN THE PAST 2 YEARS, AND ARCHITECTS LICENSED IN THE PAST YEAR (LISTED FROM HIGHEST TO LOWEST)
41	Update cost of work estimates
28	Prepare submittals for regulatory approval
73	Evaluate staffing plan to ensure compliance with established milestones
75	Assist client in selecting contractors
55	Review results from field reports, third party inspections, and other test results for conformance with contract documents
38	Manage project close-out procedures and documentation
39	Perform quality control reviews throughout the documentation process
70	Prepare staffing plan to meet project goals
40	Prepare cost of work estimates

management issues—they considered as “not introduced.” After a thorough review of the tasks and knowledge/skill statements, the NCARB Education Committee believes that a great majority are covered or easily incorporated across a broad range of the Student Performance Criteria. This extensive coverage allows the faculty multiple opportunities to weave them throughout the curriculum.

Collaboration and leadership skills are intertwined with the expectation that the architect lead the collaborative effort required in today's complex projects.

TASK #	ADDITIONAL TASKS IDENTIFIED AS "NOT INTRODUCED" IN EDUCATION BY INTERNS WHO COMPLETED IDP WITHIN THE PAST 2 YEARS, AND ARCHITECTS LICENSED IN THE PAST YEAR (TOP 20 LISTED FROM HIGHEST TO LOWEST)
86	Establish procedures for building commissioning.
91	Determine billing rates.
54	Determine specific insurance requirements to meet contract or business needs.
80	Review Application and Certificate for Payment.
56	Manage modifications to the construction contract.
69	Negotiate terms and conditions of services outlined in Architect-Consultant Agreement.
68	Establish procedures for providing post-occupancy services.
90	Develop strategies to control risk and manage liability.
92	Develop business plan for firm.
79	Coordinate testing of building performance and materials.
53	Establish procedures to process documentation during contract administration.
62	Negotiate terms and conditions outlined in Owner-Architect Agreement.
85	Manage project-specific bidding process.
71	Establish procedures for documenting project decisions.
74	Manage client expectations to align with established milestones and final decision points.
87	Select design team consultants.
95	Develop procedures for responding to contractor requests (Requests for Information).
8	Evaluate results of feasibility studies to determine project's financial viability.
59	Prepare proposals for services in response to client requirements.
6	Determine design fees.

The Education Committee suggests the following modifications be considered during the review and update of the existing Student Performance Criteria:

- **Combine C1 – Collaboration with C6 – Leadership.** As discussed earlier in this paper, these two skills are intertwined with the expectation that the architect lead the collaborative effort required in today's complex projects. The level of performance for the combined SPC should be increased to *ability*.
- **Expand C4 – Project Management.** The existing descriptor is very limited and should be further expanded to introduce construction management knowledge and skills such as project delivery methods, phasing, scheduling and deadlines, testing processes, field reports, and project closeout and post-occupancy evaluation processes. The expected level of performance should remain at *understanding*.
- **Expand C5 – Practice Management.** The existing descriptor is somewhat limiting and should be further expanded to broaden a student's exposure to practice management knowledge and skills such as fee structures, project scope changes and additional services, consultant agreements, professional liability insurance, and a wide range of human resource management issues. The expected level of performance should remain at *understanding*.
- **Extract portions of C7 – Legal Responsibilities and relocate to B5 – Life Safety.** Practice related issues such as registration laws and professional service contracts are inappropriately combined with building code and other life safety concerns. C7 – *Legal Responsibilities* should focus on the understanding of public and client aspects of practice. The ability to successfully integrate building codes, zoning ordinances, accessibility requirements, and environmental regulations into student projects should be incorporated into B5 – *Life Safety*.
- **Raise A11 – Applied Research expected level of performance to ability.** Students are expected to be able to gather, assess, record, and evaluate information (A5 – *Investigative Skills*). Students should also be able to apply these findings to their work.



COMPREHENSIVE DESIGN

Comprehensive Design is a composite of 11 independent student performance criteria intended to assess a student’s ability to produce a design project that successfully integrates all 11 SPC. Based on the annual NAAB accreditation decision reports, 32 of 103 programs reviewed in the past four years were identified as having “not met” Comprehensive Design. Those same reports indicated that two of the SPC— Technical Documentation and Accessibility—were “not met” on an individual basis. Failing to satisfy the Comprehensive Design SPC indicates that students lack the skills necessary to design a comprehensive project. As a result, we believe the academy’s support of and the students’ ability in comprehensive design must be increased to ensure that graduates are capable of demonstrating their competence to incorporate design, building codes, and building systems into an integrated whole.

We recommend that faculty of accredited programs, with the support of ACSA, place greater emphasis on a student’s thorough understanding and ability with the individual SPC. For example, integration of

NCARB believes the academy’s support of and the students’ ability in comprehensive design must be increased.

the multiple SPC could begin with smaller projects in early studio courses (Level III), building greater confidence with integration and coordination in intermediate studio work (Level IV), and culminating in the comprehensive design of more complex projects in advanced design courses (Level V) prior to graduation. Students’ comprehensive design skills could also be enhanced through the progressive completion of a project that spans multiple semesters and/or courses.

CONDITIONS FOR ACCREDITATION	SCHOOL YEAR	CONTINUING ACCREDITATION		INITIAL ACCREDITATION	
		“NOT MET” COMPREHENSIVE DESIGN	TOTAL PROGRAMS REVIEWED	“NOT MET” COMPREHENSIVE DESIGN	TOTAL PROGRAMS REVIEWED
2004	2009	5	18		
	2010	8	32	1	3
2009	2011	6	24	1	2
	2012	13	29	0	3
TOTAL		32	103	2	8



EDUCATION CORE REQUIREMENT

Preparation for the future practice of architecture typically begins with enrollment in a NAAB-accredited program, with graduation dependent on the acquisition of knowledge and skills outlined in the Student Performance Criteria. Each program interprets and satisfies the SPC in its own way. Given the desire for a program to maintain its individual approach, the execution of the SPCs is often thought of as a default “core curriculum.” In reviewing the Practice Analysis data and discussing perceived gaps between education and practice, NCARB offers that **the establishment of a more formalized core curriculum—a subset of a total degree program that is infrequently affected by trends or technology—may allow a more consistent approach to cover essential requirements that are fundamental to the successful practice of architecture.** These core elements could focus on and reinforce the aspects of architectural education that remain consistent across time and rarely change or fluctuate regardless of type of project, size of firm, or specialization of practice. The balance of the curriculum and the remaining SPCs could reflect the institution’s focus or emphasis as well as provide students and faculty the flexibility to address emerging practice trends or develop practice specialization tracks.

Further, any core curriculum concept must be mindful of the individual strengths and emphasis of an institution, and avoid adding undue strain to budgets or limiting the creative approach to curricular innovation that is a hallmark of the architecture academy. **NCARB recommends that the opportunity to experiment with a core curriculum requirement be further explored** by the NAAB through cross-collateral collaboration, institutions, and other parties interested in developing a pilot program. This modified approach to augmenting the existing SPC may require other shifts in the existing accreditation requirements to lessen any perceived burden.

Establishment of a more formalized core curriculum may allow a more consistent approach to cover requirements essential to the practice of architecture.



EDUCATION HUMAN RESOURCES

NCARB has long supported the integration of practice in the academy. A successful program depends on more than financial resources; it requires appropriate human resources as well.

Engaging Architects with knowledge of current and emerging practices in various capacities throughout an accredited program greatly enhances the student's educational experience. **Models that value and reward full-time faculty members who are licensed practitioners should be further developed.** For example, creation of a "Professor of Practice" position should be championed by the ACSA as well as other collaterals. Implementing such a position should be a goal for all accredited programs. **Other avenues to integrate practice through expanded adjunct positions, guest lecturers, and jury processes should also be explored.**

It has been suggested that because neither licensed architect status nor IDP Coordinator status are routinely recognized as assets in the pursuit of tenure, their value is greatly diminished within the academy. The Council encourages further discussion toward progress in this arena.

The engagement and support of the IDP Educator Coordinator as a student resource was a valuable addition to the 2009 Conditions for Accreditation. This single individual influences hundreds of students throughout their accredited education and may need additional assistance in larger programs. **NCARB recommends that a student-to-coordinator ratio be considered to further support students and recent graduates as they pursue licensure.**

Often overlooked resources are the students themselves. NCARB and the AIAS are currently working together to develop an IDP Student Coordinator position to supplement the IDP Educator Coordinator. In many instances, the new Student Coordinator working in tandem with the Educator Coordinator may more effectively reach peers early in their education to help understand and navigate the path to licensure.

The NCARB Prize and the NCARB Grant demonstrate the Council's commitment to integrating practice in the academy. NCARB has awarded over \$800,000 to 53 different accredited programs over the past 12 years. And the NCARB Board of Directors has renewed its commitment through the recently restructured NCARB Award.

An active and engaged IDP Educator Coordinator provides students with a better understanding of requirements for licensure.

NCARB financially supports that effort through the annual IDP Coordinators Conference.

NCARB and AIAS have jointly developed and are pilot testing an IDP Student Coordinator position. At this point, 16 schools have volunteered to participate in the pilot.



STUDIO MODEL

With the exception of advances in emerging technologies, design education and the basic design teaching model have not significantly changed since the Beaux Arts period. The current method of one faculty member sitting “one on one” with a student while the other students wait for their critique is inefficient. This is particularly true for the early years of architectural education when students have not yet learned how to work effectively on their own. Could models be developed that would impact more students simultaneously, thus increasing learning and promoting efficiency collectively? Should student-to-teacher ratios be re-introduced in the Conditions for Accreditation? **NCARB encourages the ACSA and the AIAS to undertake a review to reinvent the instructional model while reinforcing the positive aspects of both the “present” and “remote” studio cultures.**

Could studio models be developed that would impact more students simultaneously, thus increasing learning and promoting efficiency collectively?



BLUE SKY

INTEGRATION OF THE PATH TO LICENSURE

A professional degree in architecture from a NAAB-accredited program provides a solid foundation for aspiring architects and allows students the freedom to learn and explore. The IDP has long been considered the second step on the path to licensure and provides interns the opportunity to apply the theories, knowledge, and skills acquired during education to real-world scenarios and actual projects. And finally, a standardized examination has required the demonstration of competent performance prior to licensure. These components have been combined in various forms to provide multiple pathways to licensure that have served the profession well for many years.

Over the years, the NAAB Conditions have been revised, the IDP has evolved, and the ARE has changed to respond to current issues and trends identified by the NCARB Practice Analysis and the profession. However, the length of time to licensure has increased since the introduction of the computer-based exam in 1997. Since then, NCARB and its Member Boards have responded with several major initiatives that decrease the time for those who seek licensure more quickly: concurrent testing during IDP (2007), earlier participation in the IDP (2010), and recognition of academic internships (2012).

The NAAB ARC regularly brings educators, students, interns, and practitioners together to strengthen and improve architectural education. As we look beyond

this ARC, **NCARB stands ready to collaborate with ACSA, AIAS, AIA, and the NAAB to explore new models that might further blend the existing components of education, experience, and examination with regulation to more effectively prepare the future practitioner and better serve the profession.** For example, these new alternatives might emulate the medical or law model, may lead to a new degree nomenclature, might include a mandatory student internship in “teaching offices” or other structured work/study model, or might incorporate a new examination(s) administered as a requirement for graduation. Further exploration and experimentation may lead to a somewhat longer process that integrates education, internship, and examination in a manner that results in licensure upon graduation.

Education, experience, and examination all play an important role leading to licensure. When one component changes, others are impacted. NCARB is currently evaluating and exploring new opportunities for the Architect Registration Examination. Should a new model for the exam unfold, education and internship will have to assume additional responsibilities. Responding to these opportunities and challenges will require the engagement of the collaterals, the expertise of the academy, the acceptance of the architectural registration boards, and the support of the profession. Regardless of the outcome, the exploration will strengthen the path to licensure while ensuring the continued protection of the public.





NCARB'S CONTRIBUTION

TO THE NAAB 2013 ACCREDITATION REVIEW CONFERENCE

APPENDIX:
*2012 NCARB PRACTICE
ANALYSIS OF ARCHITECTURE:*
**EDUCATION SURVEY
RESULTS**



BACKGROUND

In 2011, NCARB selected PSI Services, LLC to conduct a study of the practice of architecture (“practice analysis”) in order to obtain information that will be used to drive the Architect Registration Examination®, inform the Intern Development Program, and guide NCARB’s contribution to the National Architectural Accrediting Board (NAAB) 2013 Accreditation Review Conference. The results will also be used to inform NCARB’s education programs and continuing education policies.

The *2012 NCARB Practice Analysis of Architecture* was designed under the guidance and review of a Practice Analysis Steering Committee (PASC), which was comprised of Member Board Members and additional architects representing the profession’s collateral organizations: the American Institute of Architects (AIA), Association of Collegiate Schools of Architecture (ACSA), American Institute of Architecture Students (AIAS), and the NAAB. The Practice Analysis followed a rigorous approach that included the review of related source materials and multi-faceted methods of data collection. This approach included:

- A review of previous architecture practice analysis studies (NCARB, 2001 and 2007), the California Architects Board (CAB), and the practice analyses of several other professional licensing organizations;
- Focus group surveys and interviews with key client and other stakeholder groups;
- Meetings with panels of over 40 subject matter experts (SMEs) serving on the Practice Analysis Task Force (PATF) that was responsible for the generation and review of a list of professional tasks and knowledge/skills necessary to practice architecture; and,
- A national survey of licensed architects, interns, and educators who provided demographic information and then reviewed the lists of professional tasks, knowledge and skills, using formal rating scales to quantify their professional experience (e.g., importance of competent

performance; frequency of performance/use; level of knowledge/skill required; when knowledge/skill should be acquired; and other rating scales).

- Different versions of the survey were developed for education, internship, examination, and continuing education.

PRACTICE ANALYSIS SURVEY

Prior to launching the main survey of architecture professionals, a pilot survey was launched to gather feedback regarding the comprehensive nature of the task and knowledge/skill statements as well as the functionality and design of the survey. A total of 1,338 e-mail invitations was sent and 218 individuals participated. Several refinements to the surveys were made on the basis of the pilot survey results.

Invitations for the main national survey of architecture professionals were sent via e-mail to 74,387 licensed architects, interns, and educators, drawing from databases provided by NCARB, AIA, ACSA and NCARB Member Boards. The e-mail campaign was carefully planned and several communications were issued to describe the practice analysis study and its importance to the profession. The survey invitation e-mail included complete instructions and background information regarding the purpose of the study. In addition to the e-mail invitations, the survey was also available through a public link located on the NCARB website to extend the Council’s reach and increase the level of participation. Participants were routed to the appropriate version of the survey on the basis of their response to select background questions. The survey was accessible for 5 weeks, spanning the period of 2 April to 6 May, 2012.



Once the responses were received, a series of statistical analyses were conducted, and the characteristics of the survey sample were summarized. The sample represented all geographic regions in the United States, with a small percentage received from Canada). The survey respondents included practitioners from a wide range of professional settings, including:

- Architecture firms
- Architecture/engineering firms
- University/academic institutions
- Government/public sectors
- Design/build firms
- Specialty consulting firms

Organizational sizes ranged from sole practitioner to more than 100 employees. The respondents ranged in experience (two-thirds were licensed for more than 10 years while nearly 10% had been licensed for a year or less) and included a variety of job titles such as:

- Principal
- Project architect
- Project manager
- Facilities manager/owner's representative
- Educator
- Design architect
- Production architect, intern

A series of analyses of the survey ratings of professional tasks and knowledge/skills were conducted to identify important items with respect to education, internship, examination, and continuing education. Separate modules will be released containing the findings for each of these four areas, including how the data will inform programs like the IDP and the ARE.

EDUCATION SURVEY

The Education (EDU) practice analysis survey was divided into four parts with each part designed to elicit different information from a different group, as follows:

- Educators reviewed the tasks and indicated the extent to which students perform each task by completion of their architecture education;

- Interns and architects reviewed the tasks and indicated the extent to which they performed each task by completion of their architecture degree program;
- Educators and architects reviewed the knowledge/skill (K/S) statements and indicated which ones are best learned within the years of architecture education, and to what extent each K/S should be learned within the years of architecture education; and,
- Interns and architects reviewed the K/S statements and indicated when recently licensed architects first acquire the K/S and to what extent each K/S was acquired during accredited education.

Over 2,000 EDU surveys were completed. The results provide useful information to guide the development of NCARB policies and recommendations regarding the requirements of accredited architecture education.

In order to decrease the amount of time required to complete the survey and to help ensure that a sufficient number of responses would be obtained, the EDU survey was subdivided as follows:

SURVEY	SURVEY POPULATION
EDU A	Educators
EDU B	Interns who completed the IDP within the past 2 years but not the ARE Architects licensed in the past year and completed the IDP in the past 2 years
EDU C	Educators + Licensed architects
EDU D	Interns who completed the IDP within the past 2 years but not the ARE Architects licensed in the past year and completed the IDP in the past 2 years Architects licensed 2-10 years



SURVEY RESPONSE DATA PREPARATION AND QUALITY CONTROL

Data from the online survey software was exported into both an Excel and SPSS format for analysis. Participants who responded to at least 90% of the items in the survey were included in the final analysis. However, if a participant completed the same survey twice, their second response was not included in the analysis. Duplicate responses by the same participants were detected by a repeating ID number. Also, anomalies in a participant's response patterns were identified and their responses to the open-ended questions were examined. A small number of cases were excluded based on the response patterns and comments stating that they just selected any answer, or they did not belong to the particular survey population and had been mistakenly routed to the wrong survey.

OVERALL RESPONSE RATE

The final response rate across all Practice Analysis surveys was determined in several stages:

- Survey invitations delivered: Of the 82,985 survey invitations sent, 74,387 were successfully delivered.
- Surveys submitted: A total of 15,620 surveys were submitted via the open survey link (both partial and complete surveys).
- Surveys qualified (preliminary): A total of 2,543 respondents were disqualified from taking the survey. Individuals disqualified from taking the surveys were those who were not licensed and participated in the IDP more than 2 years ago. Therefore, there were 13,077 (17.58%) partial and complete surveys.
- Survey qualified (for analysis): Surveys were included in the data analysis if respondents completed 90% or more of the survey. A total of 7,867 (10.58%) surveys met this criterion.

EDU SURVEY RESPONSE RATES

The number of acceptable responses for each EDU survey ranged from 52% to 80%, based on the 90% completion rule.

TOTAL RESPONSES RECEIVED FOR EDU SURVEYS

SURVEY TYPE	SURVEYS RECEIVED	NUMBER OF SURVEYS INCLUDED IN DATA ANALYSIS	PERCENTAGE OF SURVEYS INCLUDED IN DATA ANALYSIS
EDU A	238	171	72%
EDU B	384	308	80%
EDU C	1,444	1,086	75%
EDU D	869	450	52%

SUPPLEMENTAL STUDIES

In addition to the practice analysis survey, NCARB gathered data regarding the architecture profession in three supplemental studies. The first study, the Focus Group Report, involved conducting surveys and focus groups with individuals who regularly work with architects and identifying their perceptions regarding issues, challenges, and future directions (e.g., economic conditions, emerging technologies). The second study, the Crosswalk Study, compared the professional tasks and K/S identified in NCARB's *2007 Practice Analysis of Architecture* and the current practice analysis survey prior to its national administration. This study indicated the two were substantially aligned. The third study, the AIAS Survey, entailed administering a modified practice analysis survey to students who were registered to attend the AIAS Forum in December 2011. This survey included questions and rating scales designed to provide supplemental information in support of the EDU and IDP programs. The majority of tasks in the survey were reported as being covered in the student's architectural program.

CONCLUSION

The *2012 NCARB Practice Analysis of Architecture* provides a comprehensive and rich set of information from a broad and representative sample of architects, interns, and educators. The results of this study will provide the Council with the data needed to drive the ARE, inform the IDP, and guide NCARB's response to the NAAB 2013 Accreditation Review Conference. Additionally, the data will be used to inform the Council's future continuing education policies.



EDU SURVEY FINDINGS

EDU Task Ratings

Whether tasks were covered in architecture education

A total of 171 educators responded to the EDU survey and indicated whether each of the 104 task statements was covered in their respective programs. **Appendix Table B2** lists the percent of educators who rated each task as *Yes*, *No*, or *I Don't Know*, for whether the given task was covered. For instance, Table B2 shows that for EDU Task 1 (“*Gather information about client's vision, goals, budget, and schedule to validate project scope and program.*”), 71.3% indicated the task was covered by their program, 16.4% indicated it was not covered, and 12.3% indicated they didn't know whether the task was covered.

The percent of educators indicating their program covered each task ranged from 17.5% to 95.9%. Figure 2 displays the distribution across tasks for the percent of educators indicating each task is covered. In the figure, the percentages are reported in intervals of 10, where each interval includes the lower bound value and excludes the upper bound value (e.g., 80.0% - < 90.0% includes the values 80.0%

to 89.9%). The only exception is with the interval 90.0% to 100.0%, which includes both 90.0% and 100.0% values. For example, the figure indicates 9 tasks were each rated by 90% or more of responding educators as being covered by their respective programs. Sixteen (16) tasks were each rated as being covered in 80% to 90% of the responding educators' programs. The data show a clustering pattern in which 31 tasks (29.8%) were rated as covered in 70.0% or more of responding educators' programs, and 57 tasks (54.8%) were rated as covered in 20.0% to 50.0% of the educators' programs.

Educators' ratings of the extent of task performance by students

When educators rated a given task as being covered by their respective programs, they were asked a follow-up question regarding the extent to which students in their program perform the task. **Appendix Table B3** lists the percent of educators who rated each task as *Introduced but not Performed*, *Performed With Guidance and Feedback*, or *Performed Independently With Minimal Guidance*.

For instance, with EDU Task 1 (“*Gather information about client's vision, goals, budget, and schedule to validate project scope and program.*”), 122 educators

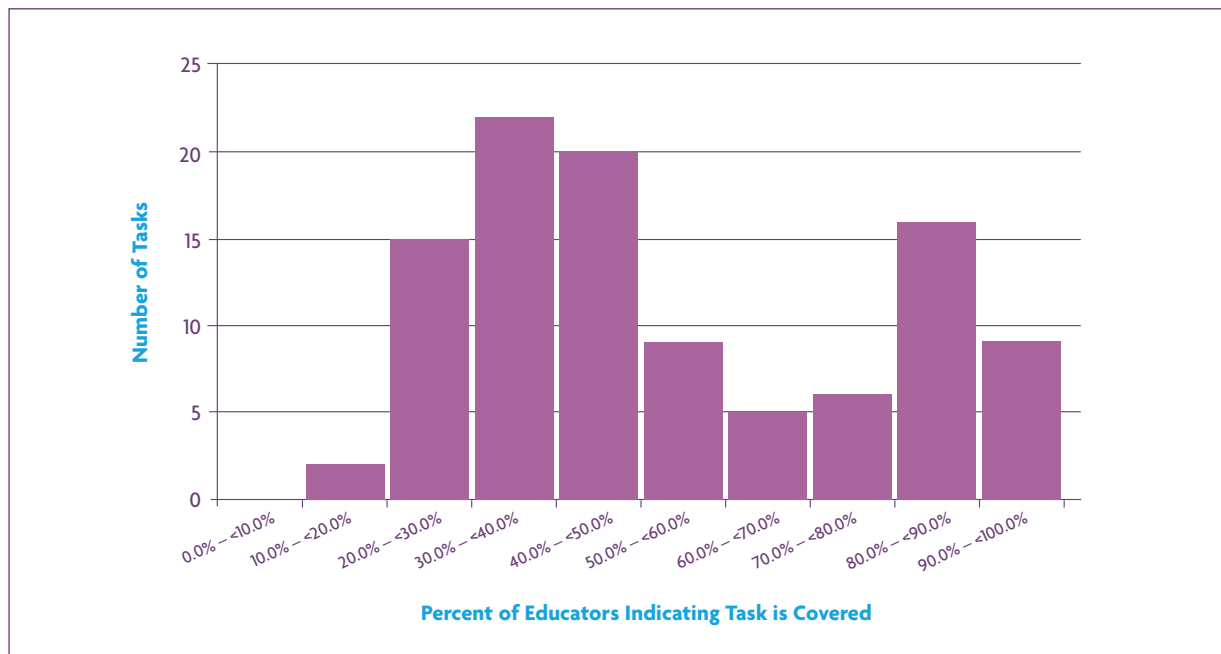


Figure 2. Distribution of EDU task ratings: Percent of educators indicating whether each task is covered



indicated their program covered EDU Task 1. Out of those 122 educators, 23.8% indicated students in their program were introduced to, but did not perform the task; 63.1% of educators indicated the task was performed by students with guidance and feedback; and 13.1% of educators indicated the task was performed independently by students with minimal guidance.

Reasons why tasks were not covered

Educators who rated a given task as not being covered by their programs were then asked to select one or more reasons why that task was not covered. **Appendix Table B4** lists the number of educators who selected each of the reasons offered for a task not being covered.

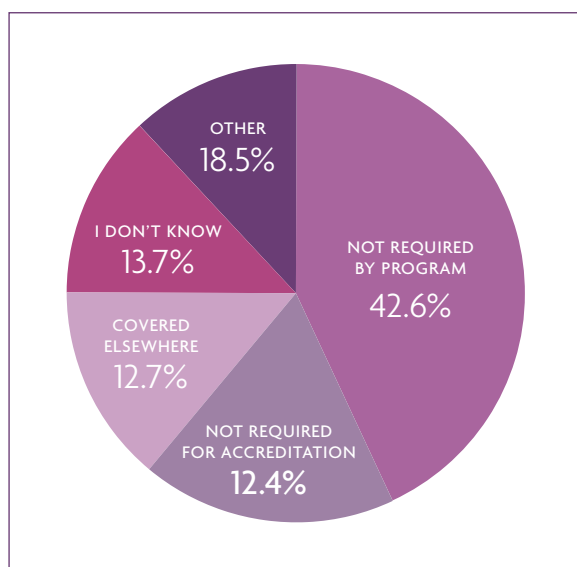


Figure 3. Reasons why tasks were not covered in architecture education program

Figure 3 displays the percent of ratings across all tasks for each of five reasons why tasks were not covered. Collectively, the most common reason given (42.6% of ratings) was because tasks were not required by their program. The reasons *Not Required for Accreditation*, *Covered Elsewhere*, and *I Don't Know* were selected at similar collective rates, 12.4%, 12.7%, and 13.7, respectively.

Extent of task performance by interns and recently licensed architects

A total of 308 interns (who completed IDP in the past 2 years but have not yet completed the ARE) and recently licensed architects (licensed in the past year and who completed IDP in the past 2 years), responded to the EDU survey and indicated the extent to which they performed each task by the time they completed their degree.

Appendix Table B5 lists the percent of the 308 interns and recently licensed architects who indicated for each task that they were: *Not Introduced*; *Introduced, but not Performed*; *Performed with Guidance and Feedback*; *Performed Independently with Minimal Guidance*; or *Don't Know/Don't Remember*. For instance, with EDU Task 1 (“Gather information about client’s vision, goals, budget, and schedule to validate project scope and program.”), 26.0% indicated they were not introduced to EDU Task 1 by the completion of their degree, 29.5% indicated they were introduced to EDU Task 1 but did not perform the task, 30.5% indicated they performed the task with guidance and feedback, 12.0% indicated they performed independently with minimal guidance, and 1.9% indicated they don’t know/don’t remember.

Across the set of tasks contained in the EDU survey, the percent of interns and recently licensed architects who indicated they *Performed with Guidance and Feedback* or *Performed Independently With Minimal Guidance* ranged from 7.8% to 94.5%. The percent of interns and architects indicating a given task was *Introduced, but not performed* ranged from 2.6% to 38.3%.

Figure 4 summarizes the distribution of ratings across tasks with respect to the percent of interns and recently licensed architects who indicated they performed a given task (either with guidance or independently with minimal guidance). The figure also shows the distribution of task ratings for the percent of interns and architects who indicated they were introduced to, but did not perform each task.



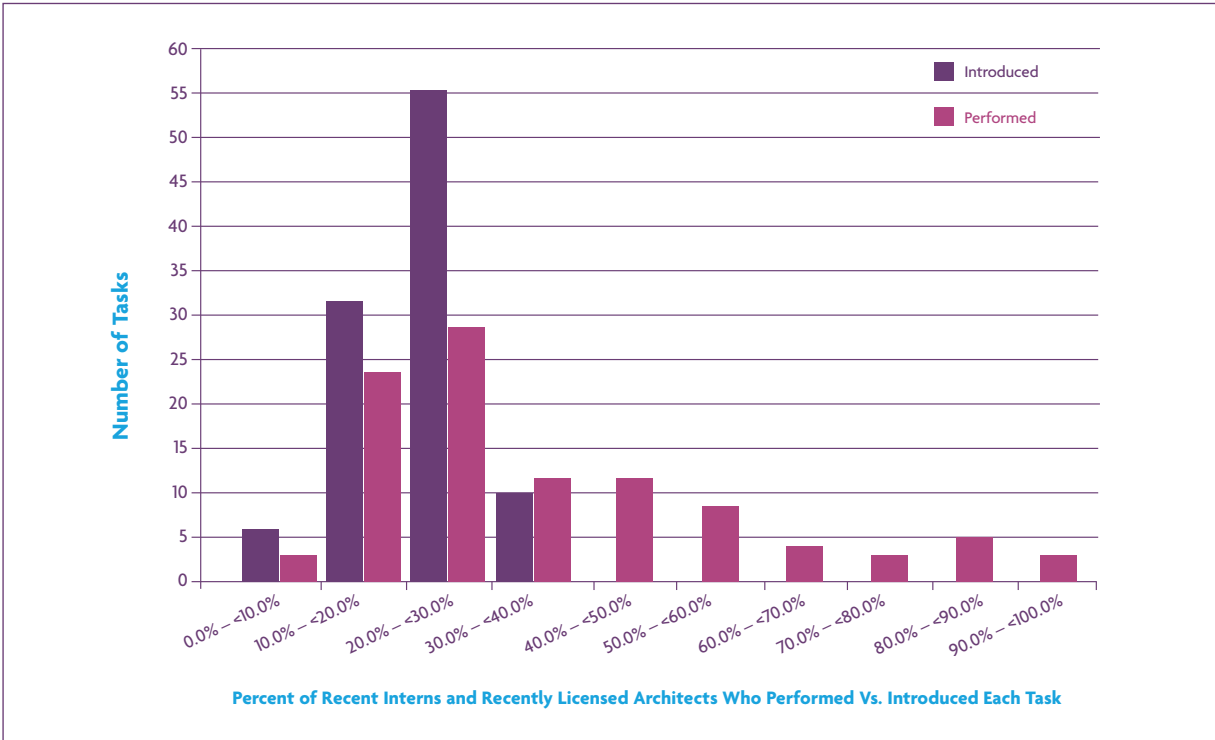


Figure 4. Distribution of EDU task ratings: Percent of interns and recently licensed architects indicating they performed or were introduced to each task by completion of their program

Overall, the results indicate that higher percentages of interns and architects performed the tasks by the time of program completion, as compared to the percentage who indicated that they were only introduced to the tasks without performing them. Approximately one-quarter (24) of the tasks were performed by a majority (50% or more) of interns and architects by the time of program completion.

For example, the figure indicates 3 tasks were rated by 90% or more of the interns and architects as being *performed* by the completion of their degree (with guidance and feedback or independently with minimal guidance); 5 tasks were rated by 80% to 90% of the respondents as being *performed*; 3 tasks were rated by 70% to 80% as *performed*; 4 tasks were rated by 60% to 70% as *performed*; and 9 tasks were rated by fewer than 40% of respondents as being introduced but not performed.

EDU KNOWLEDGE/SKILLS

When interns and architects first acquired EDU knowledge/skills

A total of 450 interns and architects responded to the EDU survey and indicated when they first acquired each listed knowledge/skill. The interns completed IDP in the past 2 years, but not the ARE; the architects were either: (a) licensed within the past year and completed IDP in the past 2 years, or (b) licensed 2 to 10 years. **Appendix Table B7** lists the percent rating each knowledge/skill on first acquisition as *Not Acquired*, *By Completion of Accredited Architecture Degree Program*, *During Internship*, or *After Licensure*. For instance, with EDU Knowledge/Skill 1 (“Knowledge of oral, written, and visual presentation techniques to communicate project information.”), 68.4% indicated they first acquired EDU Knowledge/Skill 1 *By Completion of Accredited Architecture Degree Program*, 28.4% indicated first acquisition *During Internship*, and 2.4% indicated *After Licensure*. Less than 1% indicated the knowledge/skill was *Not Acquired*.



Of the 122 EDU knowledge/skill statements listed in the survey, over two-thirds (85 out of 122 statements) were rated by a majority (50% or more) of the respondents as being first acquired *During Internship*. In contrast, only 12 knowledge/skills were rated by a majority as being first acquired *By Completion of Accredited Architecture Degree Program*, and only 2 statements were rated by a majority as *Not Acquired*. None of the 122 knowledge/skills were rated by a majority of interns and architects as being *First Acquired After Licensure*.

Cognitive levels of EDU knowledge/skills used by interns and architects

The same group of 450 interns and architects also rated each knowledge/skill in the EDU survey with respect to the cognitive level they typically use (*Understand*, *Apply*, and *Evaluate*). Respondents also had the option to indicate *Do Not Use Knowledge or Skill*. **Appendix Table B8** lists the percent of respondents rating each knowledge/skill at each cognitive level. For instance, with EDU Knowledge/Skill 1 (“*Knowledge of oral, written, and visual presentation techniques to communicate project information.*”), 16.2% indicated that the level at which they used the knowledge/skill was *Understand*; 55.3% rated the knowledge/skill at the level of *Apply*; and 27.1% gave a rating of *Evaluate* for the knowledge/

skill. A small percentage (1.3%) indicated they did not use the knowledge/skill.

Figure 5 displays the mean percent of respondents per knowledge/skill per cognitive level (when averaged across all EDU knowledge/skill statements). Across all 122 knowledge/skill statements, the mean percent for *Understand* was 25.1%, for *Apply* was 42.2%, and for *Evaluate* was 20.0%. The mean percent for *Do Not Use Knowledge or Skill* was 12.7%.

Reasons why EDU knowledge/skills were not used by interns and architects

The responding interns and architects who indicated they did not use a knowledge/skill were asked a follow-up question regarding the reason(s) why they did not use that knowledge/skill. **Appendix Table B9** tabulates the responses for six possible reasons. For instance, with EDU Knowledge/Skill 1 (“*Knowledge of oral, written, and visual presentation techniques to communicate project information.*”), two respondents did not use the knowledge/skill in their practices, three cited *Lack of Experience* as their reason for not using the knowledge/skill, and three checked *Other* and were given the chance to type in a reason. No respondents indicated the reasons *Not Allowed by Jurisdiction*, *Not Recommended by Legal Counsel or Insurance Carrier*, or *Provided by Consultant(s)* for EDU Knowledge/Skill 1.

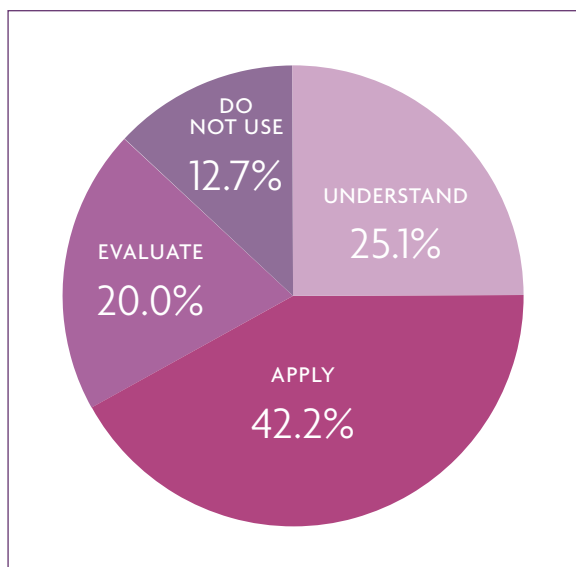


Figure 5. Mean percent of interns and architects rating each level at which they typically use knowledge/skills

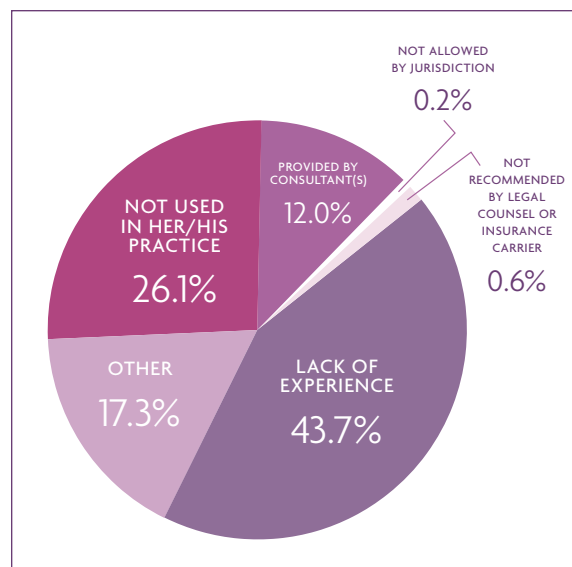


Figure 6. Mean percent of responses per reason why knowledge/skills were not used



Figure 6 displays the average percent of ratings across all knowledge/skill statements for each of six reasons why they were not used. Of the reasons cited, the most common was *Lack of Experience* (43.7% of ratings), followed by *Not Used in Her/His Practice* (26.1%), and *Provided by Consultant(s)* (12.0%). Of all reasons selected, *Not Allowed by Jurisdiction* and *Not Recommended by Legal Counsel or Insurance Carrier* were the least commonly observed (0.2% and 0.6%, respectively).

When knowledge/skills should first be acquired

A total of 1,086 educators and licensed architects responded to the EDU survey and indicated when they believed each knowledge/skill should first be acquired. **Appendix Table B10** lists the percent who rated each knowledge/skill as *By Completion of Accredited Architecture Education Program, During Internship, After Licensure, Acquisition Not Needed, or I Don't Know*. For instance, with EDU Knowledge/Skill 1 (“*Knowledge of oral, written, and visual presentation techniques to communicate project information.*”), 80.2% of the 1,086 educators and licensed architects indicated that the knowledge/skill should first be acquired by the completion of an accredited architecture education program; 17.7% indicated first acquisition during internship, 1.1% indicated after licensure, 0.4% indicated acquisition not needed, and 0.6% indicated they did not know.

Of the 122 knowledge/skill statements, 19 were rated by 50.0% to 66.7% of the educators and licensed architects as knowledge/skills that should be acquired by the completion of a degree program. Another 24 of 122 knowledge/skill statements were rated by more than 66.7% of the educators and licensed architects as needing to be first acquired by the completion of a degree program. As such, 43 of 122 statements were rated by a majority of the educators and licensed architects as needing to be first acquired by the completion of a degree program. In comparison, 39 of the 122 knowledge/skills were rated by 50.0% or more of the respondents as needing to be first acquired during internship.

At what cognitive level should knowledge/skills be acquired

The educators and licensed architects who indicated a given knowledge/skill should be acquired were then asked to indicate the cognitive level at which the knowledge/skills should be acquired.

Appendix Table B11 lists the percent of respondents who indicated the cognitive level should be *Understand, Apply, or Evaluate*. For instance, with EDU Knowledge/Skill 1 (“*Knowledge of oral, written, and visual presentation techniques to communicate project information.*”), 871 educators and licensed architects indicated that knowledge/skill should be acquired. Of those 871, 18.6% indicated *Understand* should be the level at which that knowledge/skill is acquired, 45.5% rated *Apply* as the appropriate level, and 35.9% indicated the level should be *Evaluate*.

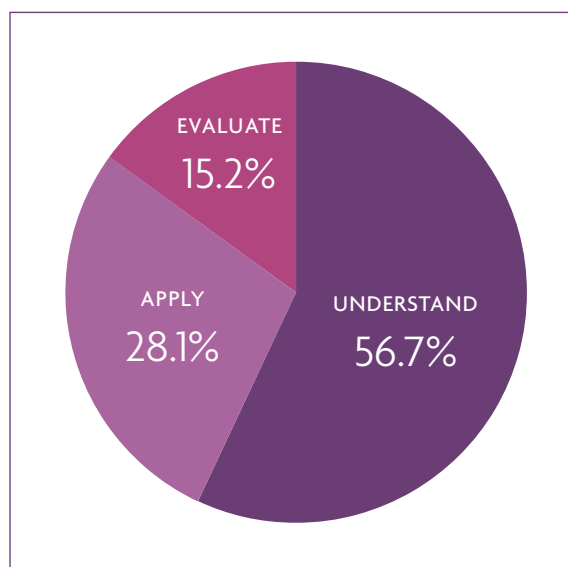


Figure 7. Mean percent of interns and architects rating each level at which knowledge/skills should be acquired

Figure 7 displays the mean percentage of respondents indicating each cognitive level that should be acquired across all of the knowledge/skills, as follows: 56.7% *Understand*, 28.1% *Apply*, and 15.2% *Evaluate*. It is interesting to compare these results to the earlier reported results in which interns and architects described the cognitive level of knowledge/skill that they use (25.1% *Understand*, 42.2% *Apply*, and 20.0% *Evaluate*).



These data suggest that educators and architects believe that a greater percentage of knowledge and skills should be acquired with a basic level of understanding by completion of a degree program, as compared to the actual experience reported by interns and newly licensed architects.

QUALITATIVE FINDINGS FROM OPEN-ENDED QUESTIONS

Changes over the next few years

A total of 1,485 EDU survey respondents (across the 4 EDU survey samples) replied to the questions *“How do you expect your job in the field of architecture to change over the next few years?”* and *“What tasks will be performed and what knowledge/skills will be needed to meet changing job demands?”*

EDU survey respondents expect that there will be an increased use of technology (BIM and 3D modeling) and practice tools, such as IPD. Furthermore, respondents see market demands for the knowledge of other programs such as project management software, social networking, and social media, research and internet skills.

In addition to increasing technological skills, EDU survey respondents mentioned the importance of business skills including, entrepreneurship, global practice strategies, client relations, general and strategic management, and negotiating. Respondents also indicated the need for international language skills. The need for better interdisciplinary collaboration with clients and contractors was also voiced.

Most important changes to make

There were 1,485 EDU respondents who responded to the question *“If you could change the field of architecture, what is the most important change you would make?”*

With respect to the changing role of the architect, some respondents felt that architecture education should emphasize the practice of architecture rather than narrowly focused specialties such as LEED or green technology. There is a need for well-rounded graduates who have a working knowledge of the basics and hands-on experience

in the field rather than concentration on specialties. Other respondents suggested that architects should take a leadership role in the design and construction process in order to oversee the design process, control the quality of designs, and make decisive decisions regarding code standards. Some mentioned that a collaborative approach should be taken in project work, particularly in early stages of all processes.

As for adapting to changing demands, there were several opinions as to how the profession should adapt to changing demands of practice. There was an overwhelming majority of respondents who felt that the educational curriculum should include more hands-on experience in the field so that graduates can apply their knowledge to actual construction situations. There were respondents who suggested that graduates should have some familiarity with evidence-based design and post-occupancy evaluation as well as fundamentals of design, material selection, and building performance. Some respondents felt that architects should establish a collaborative relationship with other professionals early on in the design and construction phases. A few respondents commented that the flexible work options should be available to accommodate work-life balance.

The majority of respondents commented that graduates' knowledge of fundamentals should be balanced with knowledge of technologies. The focus should remain on design fundamentals rather than the technologies themselves. By focusing on fundamentals and using technologies as tools, graduates will be able to truly visualize the finished design.

As far as knowledge/skills needed now and in the future, many respondents cited the need to establish clearly defined roles and responsibilities for members of a design and construction team. Defined roles and responsibilities would enable architects to control the outcomes of a project more effectively. Other respondents cited the need for integration of practical business management and hands-on field skills with the design fundamentals in order to be fully prepared to



handle the day-to-day activities and understand the risk exposures involved at a job site. Some indicated that a uniform architecture curriculum should be developed that focused on design fundamentals, construction, materials, construction methods, and construction documentation. Others suggested that architecture curricula could be integrated with engineering programs and related disciplines to expose students to diverse aspects of project work that occur in the field.

Professional practice and accreditation issues were noted:

- A uniform code should be created to simplify the design and construction process and documentation requirements;
- There should be a standardized degree program curriculum at a masters' level that would build upon the fundamentals learned in a bachelors' level program. The suggestion is that the bachelors' program would provide fundamentals and the masters' program would provide more specialized coursework and experiences; and

With respect to licensing:

- The licensing process should be streamlined, similar to the European system where examinations are taken upon graduation from a degree program;
- Some suggested creating separate licensing examinations for generalist and specialty tracks;
- Requirements for licensure should be broadened to allow anyone to take the examinations, even those without the IDP, as an alternate pathway to licensure.

With regard to NCARB, the majority of the comments addressed the IDP program:

- Some suggested extending the program to 5 years with mandated rotations in different subject matter areas; and
- Others suggested that the IDP could be integrated into the educational curriculum.

Additional comments

A total of 1,427 EDU survey respondents answered the question “*Are there any missing knowledge statements you would like to add or do you have any additional comments?*”

A majority of the respondents' comments stated the survey was comprehensive (528 respondents) or pertained to the field of architecture rather than the survey (613 respondents). A smaller number of respondents commented on the rating scales used, the particular task or knowledge/skill statements, or the survey itself (140 respondents). Others suggested additional topics, which in many cases were variations of existing content (173 respondents).



TABLE B1. LIST OF ALL EDU SURVEY TASK STATEMENTS

TASK #	TASK STATEMENT
	Gather information about client's vision, goals, budget, and schedule to validate project scope and program.
	Prepare design alternatives for client review.
	Determine methods for Architect-Client communication based on project scope of work.
	Determine impact of applicable zoning and development ordinances to determine project constraints.
	Determine scope of services.
	Determine design fees.
	Determine project schedule.
	Evaluate results of feasibility studies to determine project's financial viability.
	Evaluate results of feasibility studies to determine project's technical viability.
	Determine impact of existing utilities infrastructure on site.
	Determine impact of existing transportation infrastructure on site.
	Assess environmental impact of design decisions.
	Define requirements for site survey based on established project scope.
	Assess socio-cultural context of the proposed site.
	Analyze existing site conditions to determine impact on facility layout.
	Consider recommendations from geotechnical studies when establishing design parameters.
	Develop sustainability goals based on existing environmental conditions.
	Establish sustainability goals affecting building performance.
	Consider results of environmental studies when developing site.
	Develop mitigation options to address adverse site conditions.
	Perform building code analysis.
	Communicate design ideas to the client graphically through a variety of different media.
	Communicate design ideas to the client using hand drawings.
	Communicate design ideas to client with two-dimensional (2-D) computer aided design software.
	Communicate design ideas to client with three-dimensional (3-D) computer aided design software.
	Determine design parameters for building systems.
	Develop conceptual project budget.
28	Prepare submittals for regulatory approval.
29	Evaluate opportunities and constraints of alternative sites.
	Gather information about community concerns and issues that may impact proposed project.
31	Prepare building program.
32	Establish project design goals.
33	Prepare site analysis diagrams to document existing conditions, features, infrastructure, and regulatory requirements.
34	Prepare diagrams illustrating spatial relationships and functional adjacencies.
	Prepare code analysis documentation.
36	Select technologies to develop and produce design and construction documentation.
37	Coordinate documentation of design team.
38	Manage project close-out procedures and documentation.
39	Perform quality control reviews throughout the documentation process.
	Prepare Cost of Work estimates.
41	Update Cost of Work estimates.
42	Design for building structural system components.
43	Design for civil components of site.
44	Design for mechanical, electrical and plumbing system components.
	Design for landscape elements for site.
46	Oversee design integration of building components and systems.
47	Select materials, finishes and systems based on technical properties and aesthetic requirements.
48	Select building performance modeling technologies to guide building design.
49	Prepare life cycle cost analysis.
	Perform constructability review to determine ability to procure, sequence construction, and build proposed project.
51	Perform constructability reviews throughout the design process.
52	Prepare final procurement and contract documents.
53	Establish procedures to process documentation during contract administration.
54	Determine specific insurance requirements to meet contract or business needs.
	Review results from field reports, third-party inspections and other test results for conformance with contract documents.



TABLE B1. LIST OF ALL EDU SURVEY TASK STATEMENTS (CONT.)

TASK #	TASK STATEMENT
56	Manage modifications to the construction contract.
57	Prepare Owner-Contractor Agreement.
58	Respond to Contractor Requests for Information.
59	Prepare proposals for services in response to client requirements.
	Prepare Owner-Architect Agreement.
61	Prepare Architect-Consultant Agreement.
62	Negotiate terms and conditions outlined in Owner-Architect Agreement.
63	Apply principles of historic preservation for projects involving building restoration or renovation.
64	Collaborate with stakeholders during design process to maintain design intent and comply with Owner requirements.
	Present design concept to stakeholders.
66	Coordinate design work of consultants.
67	Select furniture, fixtures and equipment that meet client's design requirements and needs.
68	Establish procedures for providing post-occupancy services.
69	Negotiate terms and conditions of services outlined in Architect-Consultant Agreement.
	Prepare staffing plan to meet project goals.
71	Establish procedures for documenting project decisions.
72	Monitor project schedule to maintain compliance with established milestones.
73	Evaluate staffing plan to ensure compliance with established milestones.
74	Manage client expectations to align with established milestones and final decision points.
	Assist client in selecting contractors.
76	Manage implementation of sustainability criteria.
77	Identify changes in project scope that require additional services.
78	Assist Owner in obtaining necessary permits and approvals.
79	Coordinate testing of building performance and materials.
	Review Application and Certificate for Payment.
81	Review shop drawings and submittals during construction for conformance with design intent.
82	Complete field reports to document field observations from site visit.
83	Manage information exchange during construction.
84	Resolve conflicts that may arise during design and construction process.
85	Manage project-specific bidding process.
86	Establish procedures for building commissioning.
87	Select design team consultants.
88	Conduct periodic progress meetings with design and project team.
89	Participate in pre-construction, pre-installation and regular progress meetings with design team.
90	Develop strategies to control risk and manage liability.
91	Determine billing rates.
92	Develop business plan for firm.
93	Develop and maintain effective and productive relationships with clients.
94	Develop procedures for responding to changes in project scope.
95	Develop procedures for responding to contractor requests (Requests for Information).
96	Develop strategies for responding to Owner requests (Requests for Proposal, Requests for Qualifications).
97	Understand firm's legal structure to comply with jurisdictional rules and regulations.
98	Understand implications of evolving sustainable design strategies and technologies.
99	Understand implications of project delivery technologies.
100	Understand implications of project delivery methods.
101	Prepare marketing documents that accurately communicate firm's experience and capabilities.
102	Adhere to ethical standards and codes of professional conduct.
103	Comply with laws and regulations governing the practice of architecture.
104	Understand implications of policies and procedures to ensure supervision of design work by architect in responsible charge/control.



**TABLE B2. PERCENTAGE DISTRIBUTION OF WHETHER TASKS WERE COVERED
IN THE EDUCATOR'S ARCHITECTURE PROGRAM**

Survey: EDU A Survey Population: Educators

TASK STATEMENT	IS TASK COVERED			TOTAL N
	YES	NO	I DON'T KNOW	
1. Gather information about client's vision, goals, budget, and schedule to validate project scope and program.	71.3%	16.4%	12.3%	171
2. Prepare design alternatives for client review.	80.7%	14.6%	4.7%	171
3. Determine methods for Architect-Client communication based on project scope of work.	45.6%	33.9%	20.5%	171
4. Determine impact of applicable zoning and development ordinances to determine project constraints.	88.3%	7.0%	4.7%	171
5. Determine scope of services.	52.0%	31.0%	17.0%	171
6. Determine design fees.	40.9%	39.2%	19.9%	171
7. Determine project schedule.	57.3%	25.7%	17.0%	171
8. Evaluate results of feasibility studies to determine project's financial viability.	35.1%	42.7%	22.2%	171
9. Evaluate results of feasibility studies to determine project's technical viability.	38.6%	37.4%	24.0%	171
10. Determine impact of existing utilities infrastructure on site.	55.0%	26.9%	18.1%	171
11. Determine impact of existing transportation infrastructure on site.	76.0%	13.5%	10.5%	171
12. Assess environmental impact of design decisions.	83.6%	9.4%	7.0%	171
13. Define requirements for site survey based on established project scope.	49.1%	31.6%	19.3%	171
14. Assess socio-cultural context of the proposed site.	84.2%	9.4%	6.4%	171
15. Analyze existing site conditions to determine impact on facility layout.	91.8%	4.7%	3.5%	171
16. Consider recommendations from geotechnical studies when establishing design parameters.	40.4%	36.8%	22.8%	171
17. Develop sustainability goals based on existing environmental conditions.	84.8%	6.4%	8.8%	171
18. Establish sustainability goals affecting building performance.	84.2%	7.6%	8.2%	171
19. Consider results of environmental studies when developing site.	67.3%	18.1%	14.6%	171
20. Develop mitigation options to address adverse site conditions.	46.2%	32.2%	21.6%	171
21. Perform building code analysis.	84.8%	5.3%	9.9%	171
22. Communicate design ideas to the client graphically through a variety of different media.	93.6%	4.1%	2.3%	171
23. Communicate design ideas to the client using hand drawings.	93.6%	4.1%	2.3%	171
24. Communicate design ideas to client with two-dimensional (2-D) computer aided design software.	95.3%	2.9%	1.8%	171
25. Communicate design ideas to client with three-dimensional (3-D) computer aided design software.	95.9%	2.9%	1.2%	171
26. Determine design parameters for building systems.	88.9%	5.8%	5.3%	171
27. Develop conceptual project budget.	48.5%	31.6%	19.9%	171
28. Prepare submittals for regulatory approval.	23.4%	57.3%	19.3%	171
29. Evaluate opportunities and constraints of alternative sites.	71.9%	17.5%	10.5%	171
30. Gather information about community concerns and issues that may impact proposed project.	76.0%	15.2%	8.8%	171
31. Prepare building program.	88.9%	7.6%	3.5%	171
32. Establish project design goals.	90.1%	3.5%	6.4%	171



**TABLE B2. PERCENTAGE DISTRIBUTION OF WHETHER TASKS WERE COVERED
IN THE EDUCATOR'S ARCHITECTURE PROGRAM (CONT.)**

Survey: EDU A Survey Population: Educators

TASK STATEMENT	IS TASK COVERED			TOTAL N
	YES	NO	I DON'T KNOW	
33. Prepare site analysis diagrams to document existing conditions, features, infrastructure, and regulatory requirements.	91.2%	5.8%	2.9%	171
34. Prepare diagrams illustrating spatial relationships and functional adjacencies.	95.3%	2.9%	1.8%	171
35. Prepare code analysis documentation.	69.0%	16.4%	14.6%	171
36. Select technologies to develop and produce design and construction documentation.	73.1%	13.5%	13.5%	171
37. Coordinate documentation of design team.	48.5%	33.3%	18.1%	171
38. Manage project close-out procedures and documentation.	20.5%	55.0%	24.6%	171
39. Perform quality control reviews throughout the documentation process.	22.8%	54.4%	22.8%	171
40. Prepare Cost of Work estimates.	30.4%	50.3%	19.3%	171
41. Update Cost of Work estimates.	18.7%	57.9%	23.4%	171
42. Design for building structural system components.	90.1%	4.1%	5.8%	171
43. Design for civil components of site.	56.1%	28.1%	15.8%	171
44. Design for mechanical, electrical and plumbing system components.	85.4%	8.2%	6.4%	171
45. Design for landscape elements for site.	83.0%	11.7%	5.3%	171
46. Oversee design integration of building components and systems.	78.9%	12.9%	8.2%	171
47. Select materials, finishes and systems based on technical properties and aesthetic requirements.	88.9%	5.8%	5.3%	171
48. Select building performance modeling technologies to guide building design.	59.1%	19.9%	21.1%	171
49. Prepare life cycle cost analysis.	44.4%	32.7%	22.8%	171
50. Perform constructability review to determine ability to procure, sequence construction, and build proposed project.	33.3%	45.6%	21.1%	171
51. Perform constructability reviews throughout the design process.	32.2%	47.4%	20.5%	171
52. Prepare final procurement and contract documents.	35.7%	47.4%	17.0%	171
53. Establish procedures to process documentation during contract administration.	28.1%	48.0%	24.0%	171
54. Determine specific insurance requirements to meet contract or business needs.	28.7%	48.5%	22.8%	171
55. Review results from field reports, third-party inspections and other test results for conformance with contract documents.	20.5%	55.6%	24.0%	171
56. Manage modifications to the construction contract.	28.7%	49.1%	22.2%	171
57. Prepare Owner-Contractor Agreement.	50.3%	24.6%	25.1%	171
58. Respond to Contractor Requests for Information.	34.5%	46.2%	19.3%	171
59. Prepare proposals for services in response to client requirements.	37.4%	36.8%	25.7%	171
60. Prepare Owner-Architect Agreement.	52.0%	25.7%	22.2%	171
61. Prepare Architect-Consultant Agreement.	47.4%	28.7%	24.0%	171
62. Negotiate terms and conditions outlined in Owner-Architect Agreement.	33.9%	40.9%	25.1%	171
63. Apply principles of historic preservation for projects involving building restoration or renovation.	67.3%	21.6%	11.1%	171
64. Collaborate with stakeholders during design process to maintain design intent and comply with Owner requirements.	55.6%	26.9%	17.5%	171



TABLE B2. PERCENTAGE DISTRIBUTION OF WHETHER TASKS WERE COVERED IN THE EDUCATOR'S ARCHITECTURE PROGRAM (CONT.)

Survey: EDU A Survey Population: Educators

TASK STATEMENT	IS TASK COVERED			TOTAL N
	YES	NO	I DON'T KNOW	
65. Present design concept to stakeholders.	81.9%	10.5%	7.6%	171
66. Coordinate design work of consultants.	45.6%	39.2%	15.2%	171
67. Select furniture, fixtures and equipment that meet client's design requirements and needs.	43.3%	41.5%	15.2%	171
68. Establish procedures for providing post-occupancy services.	31.0%	47.4%	21.6%	171
69. Negotiate terms and conditions of services outlined in Architect-Consultant Agreement.	26.3%	48.0%	25.7%	171
70. Prepare staffing plan to meet project goals.	24.0%	53.2%	22.8%	171
71. Establish procedures for documenting project decisions.	30.4%	44.4%	25.1%	171
72. Monitor project schedule to maintain compliance with established milestones.	38.0%	38.0%	24.0%	171
73. Evaluate staffing plan to ensure compliance with established milestones.	17.5%	56.1%	26.3%	171
74. Manage client expectations to align with established milestones and final decision points.	24.0%	47.4%	28.7%	171
75. Assist client in selecting contractors.	22.2%	56.1%	21.6%	171
76. Manage implementation of sustainability criteria.	58.5%	24.6%	17.0%	171
77. Identify changes in project scope that require additional services.	35.7%	41.5%	22.8%	171
78. Assist Owner in obtaining necessary permits and approvals.	35.7%	43.3%	21.1%	171
79. Coordinate testing of building performance and materials.	32.7%	43.3%	24.0%	171
80. Review Application and Certificate for Payment.	33.9%	41.5%	24.6%	171
81. Review shop drawings and submittals during construction for conformance with design intent.	48.5%	32.2%	19.3%	171
82. Complete field reports to document field observations from site visit.	42.7%	33.9%	23.4%	171
83. Manage information exchange during construction.	24.0%	48.5%	27.5%	171
84. Resolve conflicts that may arise during design and construction process.	42.7%	34.5%	22.8%	171
85. Manage project-specific bidding process.	32.2%	45.6%	22.2%	171
86. Establish procedures for building commissioning.	25.1%	46.8%	28.1%	171
87. Select design team consultants.	39.2%	38.6%	22.2%	171
88. Conduct periodic progress meetings with design and project team.	40.4%	35.7%	24.0%	171
89. Participate in pre-construction, pre-installation and regular progress meetings with design team.	29.2%	43.9%	26.9%	171
90. Develop strategies to control risk and manage liability.	37.4%	38.0%	24.6%	171
91. Determine billing rates.	32.7%	42.7%	24.6%	171
92. Develop business plan for firm.	48.5%	29.8%	21.6%	171
93. Develop and maintain effective and productive relationships with clients.	49.7%	25.1%	25.1%	171
94. Develop procedures for responding to changes in project scope.	32.7%	38.0%	29.2%	171
95. Develop procedures for responding to contractor requests (Requests for Information).	28.7%	43.3%	28.1%	171
96. Develop strategies for responding to Owner requests (Requests for Proposal, Requests for Qualifications).	33.9%	36.3%	29.8%	171
97. Understand firm's legal structure to comply with jurisdictional rules and regulations.	49.7%	25.7%	24.6%	171
98. Understand implications of evolving sustainable design strategies and technologies.	83.6%	6.4%	9.9%	171



**TABLE B2. PERCENTAGE DISTRIBUTION OF WHETHER TASKS WERE COVERED
IN THE EDUCATOR'S ARCHITECTURE PROGRAM (CONT.)**

Survey: EDU A Survey Population: Educators

TASK STATEMENT	IS TASK COVERED			TOTAL N
	YES	NO	I DON'T KNOW	
99. Understand implications of project delivery technologies.	62.6%	18.1%	19.3%	171
100. Understand implications of project delivery methods.	62.0%	14.6%	23.4%	171
101. Prepare marketing documents that accurately communicate firm's experience and capabilities.	49.1%	29.8%	21.1%	171
102. Adhere to ethical standards and codes of professional conduct.	85.4%	3.5%	11.1%	171
103. Comply with laws and regulations governing the practice of architecture.	81.3%	7.0%	11.7%	171
104. Understand implications of policies and procedures to ensure supervision of design work by architect in responsible charge/control.	48.0%	22.2%	29.8%	171
MEAN	53.4%	29.1%	17.5%	171.0
MIN	17.5%	2.9%	1.2%	171
MAX	95.9%	57.9%	29.8%	171



TABLE B3. PERCENTAGE DISTRIBUTION OF EXTENT TO WHICH STUDENTS PERFORMED TASKS, IF COVERED

Survey: EDU A Survey Population: Educators

TASK STATEMENT	IF COVERED, TO WHAT EXTENT			TOTAL N
	INTRODUCED BUT NOT PERFORMED	PERFORMED WITH GUIDANCE & FEEDBACK	PERFORMED IND. WITH MINIMAL GUIDANCE	
1. Gather information about client's vision, goals, budget, and schedule to validate project scope and program.	23.8%	63.1%	13.1%	122
2. Prepare design alternatives for client review.	6.5%	84.1%	9.4%	138
3. Determine methods for Architect-Client communication based on project scope of work.	41.0%	55.1%	3.8%	78
4. Determine impact of applicable zoning and development ordinances to determine project constraints.	11.3%	80.1%	8.6%	151
5. Determine scope of services.	51.7%	44.9%	3.4%	89
6. Determine design fees.	70.0%	27.1%	2.9%	70
7. Determine project schedule.	36.7%	56.1%	7.1%	98
8. Evaluate results of feasibility studies to determine project's financial viability.	60.0%	35.0%	5.0%	60
9. Evaluate results of feasibility studies to determine project's technical viability.	39.4%	48.5%	12.1%	66
10. Determine impact of existing utilities infrastructure on site.	36.8%	51.6%	11.6%	95
11. Determine impact of existing transportation infrastructure on site.	19.8%	71.0%	9.2%	131
12. Assess environmental impact of design decisions.	17.5%	77.6%	4.9%	143
13. Define requirements for site survey based on established project scope.	21.4%	70.2%	8.3%	84
14. Assess socio-cultural context of the proposed site.	7.6%	83.3%	9.0%	144
15. Analyze existing site conditions to determine impact on facility layout.	1.3%	86.6%	12.1%	157
16. Consider recommendations from geotechnical studies when establishing design parameters.	56.5%	36.2%	7.2%	69
17. Develop sustainability goals based on existing environmental conditions.	11.7%	81.4%	6.9%	145
18. Establish sustainability goals affecting building performance.	13.9%	75.7%	10.4%	144
19. Consider results of environmental studies when developing site.	20.9%	66.1%	13.0%	115
20. Develop mitigation options to address adverse site conditions.	32.5%	51.3%	16.3%	80
21. Perform building code analysis.	15.9%	71.7%	12.4%	145
22. Communicate design ideas to the client graphically through a variety of different media.	1.3%	82.5%	16.3%	160
23. Communicate design ideas to the client using hand drawings.	1.9%	75.6%	22.5%	160
24. Communicate design ideas to client with two-dimensional (2-D) computer aided design software.	0.6%	73.0%	26.4%	163
25. Communicate design ideas to client with three-dimensional (3-D) computer aided design software.	0.0%	76.2%	23.8%	164
26. Determine design parameters for building systems.	10.5%	82.9%	6.6%	152
27. Develop conceptual project budget.	40.5%	50.0%	9.5%	84
28. Prepare submittals for regulatory approval.	62.5%	27.5%	10.0%	40
29. Evaluate opportunities and constraints of alternative sites.	17.9%	69.1%	13.0%	123
30. Gather information about community concerns and issues that may impact proposed project.	12.3%	73.1%	14.6%	130
31. Prepare building program.	4.6%	85.5%	9.9%	152



TABLE B3. PERCENTAGE DISTRIBUTION OF EXTENT TO WHICH STUDENTS PERFORMED TASKS, IF COVERED (CONT.)

Survey: EDU A Survey Population: Educators

TASK STATEMENT	IF COVERED, TO WHAT EXTENT			TOTAL N
	INTRODUCED BUT NOT PERFORMED	PERFORMED WITH GUIDANCE & FEEDBACK	PERFORMED IND. WITH MINIMAL GUIDANCE	
32. Establish project design goals.	3.9%	87.0%	9.1%	154
33. Prepare site analysis diagrams to document existing conditions, features, infrastructure, and regulatory requirements.	1.9%	83.3%	14.7%	156
34. Prepare diagrams illustrating spatial relationships and functional adjacencies.	1.8%	86.0%	12.2%	164
35. Prepare code analysis documentation.	22.9%	61.9%	15.3%	118
36. Select technologies to develop and produce design and construction documentation.	11.2%	74.4%	14.4%	125
37. Coordinate documentation of design team.	30.1%	51.8%	18.1%	83
38. Manage project close-out procedures and documentation.	72.2%	22.2%	5.6%	36
39. Perform quality control reviews throughout the documentation process.	50.0%	45.0%	5.0%	40
40. Prepare Cost of Work estimates.	44.2%	50.0%	5.8%	52
41. Update Cost of Work estimates.	59.4%	37.5%	3.1%	32
42. Design for building structural system components.	11.7%	82.5%	5.8%	154
43. Design for civil components of site.	38.1%	50.5%	11.3%	97
44. Design for mechanical, electrical and plumbing system components.	17.8%	74.7%	7.5%	146
45. Design for landscape elements for site.	16.9%	71.1%	12.0%	142
46. Oversee design integration of building components and systems.	14.8%	77.8%	7.4%	135
47. Select materials, finishes and systems based on technical properties and aesthetic requirements.	7.9%	80.9%	11.2%	152
48. Select building performance modeling technologies to guide building design.	28.4%	59.8%	11.8%	102
49. Prepare life cycle cost analysis.	74.0%	22.1%	3.9%	77
50. Perform constructability review to determine ability to procure, sequence construction, and build proposed project.	56.1%	36.8%	7.0%	57
51. Perform constructability reviews throughout the design process.	45.5%	49.1%	5.5%	55
52. Prepare final procurement and contract documents.	55.7%	41.0%	3.3%	61
53. Establish procedures to process documentation during contract administration.	87.5%	10.4%	2.1%	48
54. Determine specific insurance requirements to meet contract or business needs.	93.9%	6.1%	0.0%	49
55. Review results from field reports, third-party inspections and other test results for conformance with contract documents.	91.4%	5.7%	2.9%	35
56. Manage modifications to the construction contract.	87.8%	8.2%	4.1%	49
57. Prepare Owner-Contractor Agreement.	69.8%	25.6%	4.7%	86
58. Respond to Contractor Requests for Information.	86.4%	6.8%	6.8%	59
59. Prepare proposals for services in response to client requirements.	67.2%	23.4%	9.4%	64
60. Prepare Owner-Architect Agreement.	71.9%	24.7%	3.4%	89
61. Prepare Architect-Consultant Agreement.	86.4%	11.1%	2.5%	81
62. Negotiate terms and conditions outlined in Owner-Architect Agreement.	91.4%	6.9%	1.7%	58



TABLE B3. PERCENTAGE DISTRIBUTION OF EXTENT TO WHICH STUDENTS PERFORMED TASKS, IF COVERED (CONT.)

Survey: EDU A Survey Population: Educators

TASK STATEMENT	IF COVERED, TO WHAT EXTENT			TOTAL N
	INTRODUCED BUT NOT PERFORMED	PERFORMED WITH GUIDANCE & FEEDBACK	PERFORMED IND. WITH MINIMAL GUIDANCE	
63. Apply principles of historic preservation for projects involving building restoration or renovation.	35.7%	51.3%	13.0%	115
64. Collaborate with stakeholders during design process to maintain design intent and comply with Owner requirements.	29.2%	62.5%	8.3%	96
65. Present design concept to stakeholders.	11.4%	78.6%	10.0%	140
66. Coordinate design work of consultants.	61.5%	20.5%	17.9%	78
67. Select furniture, fixtures and equipment that meet client's design requirements and needs.	39.2%	45.9%	14.9%	74
68. Establish procedures for providing post-occupancy services.	85.2%	11.1%	3.7%	54
69. Negotiate terms and conditions of services outlined in Architect-Consultant Agreement.	95.7%	2.2%	2.2%	46
70. Prepare staffing plan to meet project goals.	69.0%	21.4%	9.5%	42
71. Establish procedures for documenting project decisions.	71.2%	21.2%	7.7%	52
72. Monitor project schedule to maintain compliance with established milestones.	60.0%	32.3%	7.7%	65
73. Evaluate staffing plan to ensure compliance with established milestones.	76.7%	13.3%	10.0%	30
74. Manage client expectations to align with established milestones and final decision points.	80.5%	12.2%	7.3%	41
75. Assist client in selecting contractors.	87.2%	2.6%	10.3%	39
76. Manage implementation of sustainability criteria.	42.0%	47.0%	11.0%	100
77. Identify changes in project scope that require additional services.	80.6%	9.7%	9.7%	62
78. Assist Owner in obtaining necessary permits and approvals.	85.5%	9.7%	4.8%	62
79. Coordinate testing of building performance and materials.	69.6%	23.2%	7.1%	56
80. Review Application and Certificate for Payment.	91.4%	5.2%	3.4%	58
81. Review shop drawings and submittals during construction for conformance with design intent.	73.5%	22.9%	3.6%	83
82. Complete field reports to document field observations from site visit.	61.6%	31.5%	6.8%	73
83. Manage information exchange during construction.	85.7%	14.3%	0.0%	42
84. Resolve conflicts that may arise during design and construction process.	75.3%	17.8%	6.8%	73
85. Manage project-specific bidding process.	96.4%	3.6%	0.0%	55
86. Establish procedures for building commissioning.	93.2%	6.8%	0.0%	44
87. Select design team consultants.	79.1%	13.4%	7.5%	67
88. Conduct periodic progress meetings with design and project team.	62.3%	34.8%	2.9%	69
89. Participate in pre-construction, pre-installation and regular progress meetings with design team.	68.0%	26.0%	6.0%	50
90. Develop strategies to control risk and manage liability.	90.6%	6.3%	3.1%	64
91. Determine billing rates.	82.1%	12.5%	5.4%	56
92. Develop business plan for firm.	44.6%	48.2%	7.2%	83
93. Develop and maintain effective and productive relationships with clients.	64.7%	28.2%	7.1%	85
94. Develop procedures for responding to changes in project scope.	69.6%	21.4%	8.9%	56



TABLE B3. PERCENTAGE DISTRIBUTION OF EXTENT TO WHICH STUDENTS PERFORMED TASKS, IF COVERED (CONT.)

Survey: EDU A Survey Population: Educators

TASK STATEMENT	IF COVERED, TO WHAT EXTENT			
	INTRODUCED BUT NOT PERFORMED	PERFORMED WITH GUIDANCE & FEEDBACK	PERFORMED IND. WITH MINIMAL GUIDANCE	TOTAL N
95. Develop procedures for responding to contractor requests (Requests for Information).	83.7%	8.2%	8.2%	49
96. Develop strategies for responding to Owner requests (Requests for Proposal, Requests for Qualifications).	79.3%	15.5%	5.2%	58
97. Understand firm's legal structure to comply with jurisdictional rules and regulations.	77.6%	16.5%	5.9%	85
98. Understand implications of evolving sustainable design strategies and technologies.	28.7%	67.1%	4.2%	143
99. Understand implications of project delivery technologies.	65.7%	28.7%	5.6%	108
100. Understand implications of project delivery methods.	68.2%	24.3%	7.5%	107
101. Prepare marketing documents that accurately communicate firm's experience and capabilities.	42.9%	48.8%	8.3%	84
102. Adhere to ethical standards and codes of professional conduct.	45.2%	43.8%	11.0%	146
103. Comply with laws and regulations governing the practice of architecture.	56.8%	38.8%	4.3%	139
104. Understand implications of policies and procedures to ensure supervision of design work by architect in responsible charge/control.	77.1%	18.1%	4.8%	83
MEAN	48.9%	42.8%	8.2%	91.5
MIN	0.0%	2.2%	0.0%	30
MAX	96.4%	87.0%	26.4%	164



TABLE B4. PERCENTAGE DISTRIBUTION OF REASON(S) WHY TASKS WERE NOT COVERED*Survey: EDU A Survey Population: Educators*

TASK STATEMENT	REASON(S) NOT COVERED						
	NOT REQUIRED BY PROGRAM	NOT REQUIRED FOR ACCRED.	COVERED ELSEWHERE	I DON'T KNOW	OTHER	N – TOTAL REASONS NOT COVERED ¹	N – INDIVIDUALS TASK NOT COVERED ²
1. Gather information about client's vision, goals, budget, and schedule to validate project scope and program.	11	6	2	7	5	31	21
2. Prepare design alternatives for client review.	13	3	2	3	7	28	8
3. Determine methods for Architect-Client communication based on project scope of work.	17	7	5	17	18	64	35
4. Determine impact of applicable zoning and development ordinances to determine project constraints.	4	0	1	3	4	12	8
5. Determine scope of services.	26	9	7	8	12	62	29
6. Determine design fees.	27	12	12	11	15	77	34
7. Determine project schedule.	18	6	9	7	10	50	29
8. Evaluate results of feasibility studies to determine project's financial viability.	40	12	9	13	12	86	38
9. Evaluate results of feasibility studies to determine project's technical viability.	30	11	8	10	16	75	41
10. Determine impact of existing utilities infrastructure on site.	23	9	7	6	10	55	31
11. Determine impact of existing transportation infrastructure on site.	12	3	3	6	3	27	18
12. Assess environmental impact of design decisions.	5	2	2	6	3	18	12
13. Define requirements for site survey based on established project scope.	27	8	5	13	9	62	33
14. Assess socio-cultural context of the proposed site.	8	3	4	0	3	18	11
15. Analyze existing site conditions to determine impact on facility layout.	3	1	0	3	2	9	6
16. Consider recommendations from geotechnical studies when establishing design parameters.	32	13	8	11	8	72	39
17. Develop sustainability goals based on existing environmental conditions.	4	2	1	3	5	15	15
18. Establish sustainability goals affecting building performance.	6	3	1	3	5	18	14
19. Consider results of environmental studies when developing site.	13	5	2	8	9	37	25
20. Develop mitigation options to address adverse site conditions.	27	11	4	11	10	63	37
21. Perform building code analysis.	4	1	2	2	1	10	17
22. Communicate design ideas to the client graphically through a variety of different media.	1	0	1	1	4	7	4
23. Communicate design ideas to the client using hand drawings.	4	2	0	0	3	9	4
24. Communicate design ideas to client with two-dimensional (2-D) computer aided design software.	1	0	1	0	3	5	3



TABLE B4. PERCENTAGE DISTRIBUTION OF REASON(S) WHY TASKS WERE NOT COVERED (CONT.)

Survey: EDU A Survey Population: Educators

TASK STATEMENT	REASON(S) NOT COVERED						
	NOT REQUIRED BY PROGRAM	NOT REQUIRED FOR ACCRED.	COVERED ELSEWHERE	I DON'T KNOW	OTHER	N – TOTAL REASONS NOT COVERED ¹	N – INDIVIDUALS TASK NOT COVERED ²
25. Communicate design ideas to client with three-dimensional (3-D) computer aided design software.	2	0	1	0	2	5	2
26. Determine design parameters for building systems.	8	2	1	1	1	13	9
27. Develop conceptual project budget.	24	5	6	13	16	64	34
28. Prepare submittals for regulatory approval.	46	16	15	21	17	115	33
29. Evaluate opportunities and constraints of alternative sites.	15	2	2	10	5	34	18
30. Gather information about community concerns and issues that may impact proposed project.	12	4	3	7	5	31	15
31. Prepare building program.	6	2	0	4	3	15	6
32. Establish project design goals.	2	0	0	2	3	7	11
33. Prepare site analysis diagrams to document existing conditions, features, infrastructure, and regulatory requirements.	6	0	0	1	3	10	5
34. Prepare diagrams illustrating spatial relationships and functional adjacencies.	4	1	0	0	1	6	3
35. Prepare code analysis documentation.	14	1	3	6	5	29	25
36. Select technologies to develop and produce design and construction documentation.	14	2	2	2	6	26	23
37. Coordinate documentation of design team.	26	9	9	9	14	67	31
38. Manage project close-out procedures and documentation.	42	14	15	23	16	110	42
39. Perform quality control reviews throughout the documentation process.	41	14	15	22	16	108	39
40. Prepare Cost of Work estimates.	44	11	13	14	17	99	33
41. Update Cost of Work estimates.	43	14	16	22	17	112	40
42. Design for building structural system components.	3	1	0	2	1	7	10
43. Design for civil components of site.	24	8	6	11	8	57	27
44. Design for mechanical, electrical and plumbing system components.	7	1	4	2	3	17	11
45. Design for landscape elements for site.	7	1	3	7	2	20	9
46. Oversee design integration of building components and systems.	10	1	1	6	4	22	14
47. Select materials, finishes and systems based on technical properties and aesthetic requirements.	5	0	2	2	2	11	9
48. Select building performance modeling technologies to guide building design.	20	7	5	4	6	42	36
49. Prepare life cycle cost analysis.	24	9	8	12	10	63	39
50. Perform constructability review to determine ability to procure, sequence construction, and build proposed project.	39	13	14	13	17	96	36



TABLE B4. PERCENTAGE DISTRIBUTION OF REASON(S) WHY TASKS WERE NOT COVERED (CONT.)*Survey: EDU A Survey Population: Educators*

TASK STATEMENT	REASON(S) NOT COVERED						
	NOT REQUIRED BY PROGRAM	NOT REQUIRED FOR ACCRED.	COVERED ELSEWHERE	I DON'T KNOW	OTHER	N – TOTAL REASONS NOT COVERED ¹	N – INDIVIDUALS TASK NOT COVERED ²
51. Perform constructability reviews throughout the design process.	40	7	14	17	13	91	35
52. Prepare final procurement and contract documents.	42	14	18	12	13	99	29
53. Establish procedures to process documentation during contract administration.	39	14	23	9	14	99	41
54. Determine specific insurance requirements to meet contract or business needs.	41	14	16	13	14	98	39
55. Review results from field reports, third-party inspections and other test results for conformance with contract documents.	50	19	15	18	18	120	41
56. Manage modifications to the construction contract.	41	14	18	13	17	103	38
57. Prepare Owner-Contractor Agreement.	23	6	8	4	9	98	33
58. Respond to Contractor Requests for Information.	45	13	12	10	18	74	44
59. Prepare proposals for services in response to client requirements.	34	11	9	7	13	52	38
60. Prepare Owner-Architect Agreement.	23	5	9	5	10	58	41
61. Prepare Architect-Consultant Agreement.	28	7	9	5	9	85	43
62. Negotiate terms and conditions outlined in Owner-Architect Agreement.	36	12	13	10	14	44	19
63. Apply principles of historic preservation for projects involving building restoration or renovation.	19	9	5	5	6	51	30
64. Collaborate with stakeholders during design process to maintain design intent and comply with Owner requirements.	20	6	4	8	13	24	13
65. Present design concept to stakeholders.	9	2	3	3	7	81	26
66. Coordinate design work of consultants.	37	10	11	9	14	84	26
67. Select furniture, fixtures and equipment that meet client's design requirements and needs.	42	10	11	10	11	102	37
68. Establish procedures for providing post-occupancy services.	46	16	13	12	15	98	44
69. Negotiate terms and conditions of services outlined in Architect-Consultant Agreement.	48	10	15	9	16	109	39
70. Prepare staffing plan to meet project goals.	46	15	18	15	15	91	43
71. Establish procedures for documenting project decisions.	38	11	15	12	15	84	41
72. Monitor project schedule to maintain compliance with established milestones.	35	10	12	9	18	119	45
73. Evaluate staffing plan to ensure compliance with established milestones.	55	15	14	15	20	100	49
74. Manage client expectations to align with established milestones and final decision points.	48	13	11	10	18	123	37



TABLE B4. PERCENTAGE DISTRIBUTION OF REASON(S) WHY TASKS WERE NOT COVERED (CONT.)

Survey: EDU A Survey Population: Educators

TASK STATEMENT	REASON(S) NOT COVERED						
	NOT REQUIRED BY PROGRAM	NOT REQUIRED FOR ACCRED.	COVERED ELSEWHERE	I DON'T KNOW	OTHER	N – TOTAL REASONS NOT COVERED ¹	N – INDIVIDUALS TASK NOT COVERED ²
75. Assist client in selecting contractors.	56	18	16	13	20	57	29
76. Manage implementation of sustainability criteria.	25	9	9	5	9	98	33
77. Identify changes in project scope that require additional services.	40	14	15	8	14	91	39
78. Assist Owner in obtaining necessary permits and approvals.	40	15	17	7	18	97	36
79. Coordinate testing of building performance and materials.	43	18	13	10	13	97	41
80. Review Application and Certificate for Payment.	36	12	14	9	16	87	42
81. Review shop drawings and submittals during construction for conformance with design intent.	28	10	9	8	12	67	33
82. Complete field reports to document field observations from site visit.	31	11	11	7	11	71	40
83. Manage information exchange during construction.	50	16	16	9	16	107	47
84. Resolve conflicts that may arise during design and construction process.	33	8	11	6	13	71	39
85. Manage project-specific bidding process.	44	15	14	7	16	96	38
86. Establish procedures for building commissioning.	48	15	13	8	15	99	48
87. Select design team consultants.	39	14	9	7	10	79	38
88. Conduct periodic progress meetings with design and project team.	40	11	7	2	14	74	41
89. Participate in pre-construction, pre-installation and regular progress meetings with design team.	45	14	16	5	20	100	46
90. Develop strategies to control risk and manage liability.	35	10	10	8	13	76	42
91. Determine billing rates.	40	12	13	11	12	88	42
92. Develop business plan for firm.	23	8	11	10	9	61	37
93. Develop and maintain effective and productive relationships with clients.	25	8	9	7	11	60	43
94. Develop procedures for responding to changes in project scope.	32	12	15	9	12	80	50
95. Develop procedures for responding to contractor requests (Requests for Information).	41	13	15	10	14	93	48
96. Develop strategies for responding to Owner requests (Requests for Proposal, Requests for Qualifications).	35	10	13	7	13	78	51
97. Understand firm's legal structure to comply with jurisdictional rules and regulations.	23	8	7	6	7	51	42
98. Understand implications of evolving sustainable design strategies and technologies.	5	3	2	1	1	12	17



TABLE B4. PERCENTAGE DISTRIBUTION OF REASON(S) WHY TASKS WERE NOT COVERED (CONT.)*Survey: EDU A Survey Population: Educators*

TASK STATEMENT	REASON(S) NOT COVERED						
	NOT REQUIRED BY PROGRAM	NOT REQUIRED FOR ACCRED.	COVERED ELSEWHERE	I DON'T KNOW	OTHER	N – TOTAL REASONS NOT COVERED ¹	N – INDIVIDUALS TASK NOT COVERED ²
99. Understand implications of project delivery technologies.	21	4	6	2	3	36	33
100. Understand implications of project delivery methods.	16	3	7	3	3	32	40
101. Prepare marketing documents that accurately communicate firm's experience and capabilities.	33	6	7	6	8	60	36
102. Adhere to ethical standards and codes of professional conduct.	4	1	1	1	1	8	19
103. Comply with laws and regulations governing the practice of architecture.	7	1	3	2	2	15	20
104. Understand implications of policies and procedures to ensure supervision of design work by architect in responsible charge/control.	18	6	7	2	10	43	51
MEAN	25.82	8.03	8.19	7.73	10.03	59.80	
MIN	1	0	0	0	1	5	
MAX	56	19	23	23	20	123	

¹ This column is a sum of all the reasons participants indicated why a task was not covered. Respondents were allowed to select as many of the reasons as applicable; therefore the number of reasons a task was not covered may exceed the number of participants who indicated a task was not covered.

² This column represents the number of individuals who indicated that the task was not covered.



TABLE B5. PERCENTAGE DISTRIBUTION OF EXTENT TO WHICH SURVEY RESPONDENTS PERFORMED TASKS BY COMPLETION OF THEIR PROGRAM, IF COVERED

Survey: EDU B Survey Population: Interns + Architects licensed in the past year

TASK STATEMENT	EXTENT PERFORMED						TOTAL N
	NOT INTRODUCED	INTRODUCED, NOT PERFORMED	PERFORMED WITH GUIDANCE & FEEDBACK	PERFORMED IND.	DON'T KNOW OR DON'T REMEMBER	PERCENT PERFORMED	
1. Gather information about client's vision, goals, budget, and schedule to validate project scope and program.	26.0%	29.5%	30.5%	12.0%	1.9%	42.5%	308
2. Prepare design alternatives for client review.	17.9%	13.0%	50.6%	17.2%	1.3%	67.9%	308
3. Determine methods for Architect-Client communication based on project scope of work.	42.2%	21.4%	23.4%	9.4%	3.6%	32.8%	308
4. Determine impact of applicable zoning and development ordinances to determine project constraints.	19.8%	25.3%	36.7%	15.9%	2.3%	52.6%	308
5. Determine scope of services.	32.8%	29.9%	25.0%	8.4%	3.9%	33.4%	308
6. Determine design fees.	55.8%	26.9%	11.4%	4.5%	1.3%	15.9%	308
7. Determine project schedule.	40.9%	32.1%	16.9%	7.5%	2.6%	24.4%	308
8. Evaluate results of feasibility studies to determine project's financial viability.	56.2%	23.1%	14.3%	4.9%	1.6%	19.2%	308
9. Evaluate results of feasibility studies to determine project's technical viability.	47.4%	22.7%	22.4%	5.5%	1.9%	27.9%	308
10. Determine impact of existing utilities infrastructure on site.	39.0%	22.4%	26.6%	9.1%	2.9%	35.7%	308
11. Determine impact of existing transportation infrastructure on site.	23.1%	22.1%	40.6%	12.0%	2.3%	52.6%	308
12. Assess environmental impact of design decisions.	12.3%	26.0%	48.1%	12.3%	1.3%	60.4%	308
13. Define requirements for site survey based on established project scope.	29.9%	19.2%	35.4%	12.3%	3.2%	47.7%	308
14. Assess socio-cultural context of the proposed site.	17.5%	15.3%	53.9%	11.4%	1.9%	65.3%	308
15. Analyze existing site conditions to determine impact on facility layout.	4.9%	8.1%	69.8%	16.2%	1.0%	86.0%	308
16. Consider recommendations from geotechnical studies when establishing design parameters.	47.1%	24.0%	19.8%	7.5%	1.6%	27.3%	308
17. Develop sustainability goals based on existing environmental conditions.	19.5%	23.7%	41.2%	13.6%	1.9%	54.9%	308
18. Establish sustainability goals affecting building performance.	17.5%	26.3%	41.2%	13.3%	1.6%	54.5%	308
19. Consider results of environmental studies when developing site.	25.3%	25.0%	38.0%	9.7%	1.9%	47.7%	308
20. Develop mitigation options to address adverse site conditions.	37.0%	20.1%	31.5%	8.1%	3.2%	39.6%	308



TABLE B5. PERCENTAGE DISTRIBUTION OF EXTENT TO WHICH SURVEY RESPONDENTS PERFORMED TASKS BY COMPLETION OF THEIR PROGRAM, IF COVERED (CONT.)

Survey: EDU B Survey Population: Interns + Architects licensed in the past year

TASK STATEMENT	EXTENT PERFORMED						TOTAL N
	NOT INTRODUCED	INTRODUCED, NOT PERFORMED	PERFORMED WITH GUIDANCE & FEEDBACK	PERFORMED IND.	DON'T KNOW OR DON'T REMEMBER	PERCENT PERFORMED	
21. Perform building code analysis.	25.3%	25.0%	29.9%	18.2%	1.6%	48.1%	308
22. Communicate design ideas to the client graphically through a variety of different media.	2.9%	2.6%	69.8%	23.7%	1.0%	93.5%	308
23. Communicate design ideas to the client using hand drawings.	3.9%	6.2%	64.6%	24.0%	1.3%	88.6%	308
24. Communicate design ideas to client with two-dimensional (2-D) computer aided design software.	4.9%	3.9%	61.4%	29.2%	0.6%	90.6%	308
25. Communicate design ideas to client with three-dimensional (3-D) computer aided design software.	7.8%	6.2%	54.9%	30.5%	0.6%	85.4%	308
26. Determine design parameters for building systems.	13.3%	25.0%	47.7%	11.4%	2.6%	59.1%	308
27. Develop conceptual project budget.	49.7%	25.3%	18.5%	5.5%	1.0%	24.0%	308
28. Prepare submittals for regulatory approval.	59.1%	16.6%	15.9%	7.8%	0.6%	23.7%	308
29. Evaluate opportunities and constraints of alternative sites.	33.4%	17.5%	36.0%	11.4%	1.6%	47.4%	308
30. Gather information about community concerns and issues that may impact proposed project.	21.1%	21.1%	46.1%	11.4%	0.3%	57.5%	308
31. Prepare building program.	6.2%	13.6%	64.3%	15.3%	0.6%	79.5%	308
32. Establish project design goals.	5.8%	11.4%	63.3%	17.9%	1.6%	81.2%	308
33. Prepare site analysis diagrams to document existing conditions, features, infrastructure, and regulatory requirements.	6.8%	11.0%	61.0%	20.5%	0.6%	81.5%	308
34. Prepare diagrams illustrating spatial relationships and functional adjacencies.	1.6%	3.2%	70.1%	24.4%	0.6%	94.5%	308
35. Prepare code analysis documentation.	37.0%	22.1%	24.7%	14.9%	1.3%	39.6%	308
36. Select technologies to develop and produce design and construction documentation.	23.1%	17.9%	37.7%	19.5%	1.9%	57.1%	308
37. Coordinate documentation of design team.	38.0%	19.2%	22.4%	18.5%	1.9%	40.9%	308
38. Manage project close-out procedures and documentation.	64.0%	16.6%	11.4%	7.5%	0.6%	18.8%	308
39. Perform quality control reviews throughout the documentation process.	57.5%	14.3%	17.5%	9.7%	1.0%	27.3%	308
40. Prepare Cost of Work estimates.	61.4%	20.1%	12.7%	5.2%	0.6%	17.9%	308



TABLE B5. PERCENTAGE DISTRIBUTION OF EXTENT TO WHICH SURVEY RESPONDENTS PERFORMED TASKS BY COMPLETION OF THEIR PROGRAM, IF COVERED (CONT.)

Survey: EDU B Survey Population: Interns + Architects licensed in the past year

TASK STATEMENT	EXTENT PERFORMED						TOTAL N
	NOT INTRODUCED	INTRODUCED, NOT PERFORMED	PERFORMED WITH GUIDANCE & FEEDBACK	PERFORMED IND.	DON'T KNOW OR DON'T REMEMBER	PERCENT PERFORMED	
41. Update Cost of Work estimates.	64.3%	20.1%	10.1%	4.5%	1.0%	14.6%	308
42. Design for building structural system components.	14.0%	19.2%	53.2%	11.7%	1.9%	64.9%	308
43. Design for civil components of site.	29.2%	26.3%	34.4%	8.1%	1.9%	42.5%	308
44. Design for mechanical, electrical and plumbing system components.	20.1%	26.9%	40.6%	11.0%	1.3%	51.6%	308
45. Design for landscape elements for site.	9.1%	17.2%	53.6%	18.8%	1.3%	72.4%	308
46. Oversee design integration of building components and systems.	21.8%	23.4%	40.6%	12.7%	1.6%	53.2%	308
47. Select materials, finishes and systems based on technical properties and aesthetic requirements.	7.8%	13.3%	53.2%	24.7%	1.0%	77.9%	308
48. Select building performance modeling technologies to guide building design.	47.7%	24.7%	18.2%	8.1%	1.3%	26.3%	308
49. Prepare life cycle cost analysis.	52.3%	35.1%	8.8%	3.2%	0.6%	12.0%	308
50. Perform constructability review to determine ability to procure, sequence construction, and build proposed project.	54.9%	23.4%	13.6%	5.2%	2.9%	18.8%	308
51. Perform constructability reviews throughout the design process.	53.9%	22.7%	16.6%	5.2%	1.6%	21.8%	308
52. Prepare final procurement and contract documents.	51.9%	20.8%	20.1%	5.8%	1.3%	26.0%	308
53. Establish procedures to process documentation during contract administration.	58.8%	20.1%	14.6%	5.5%	1.0%	20.1%	308
54. Determine specific insurance requirements to meet contract or business needs.	67.5%	24.0%	5.5%	2.3%	0.6%	7.8%	308
55. Review results from field reports, third-party inspections and other test results for conformance with contract documents.	60.7%	17.2%	13.0%	7.8%	1.3%	20.8%	308
56. Manage modifications to the construction contract.	64.3%	20.1%	9.7%	4.9%	1.0%	14.6%	308
57. Prepare Owner-Contractor Agreement.	53.6%	33.1%	10.4%	2.3%	0.6%	12.7%	308
58. Respond to Contractor Requests for Information.	54.2%	18.5%	11.4%	14.6%	1.3%	26.0%	308
59. Prepare proposals for services in response to client requirements.	56.2%	21.1%	13.0%	8.8%	1.0%	21.8%	308
60. Prepare Owner-Architect Agreement.	46.4%	38.3%	10.4%	3.9%	1.0%	14.3%	308



TABLE B5. PERCENTAGE DISTRIBUTION OF EXTENT TO WHICH SURVEY RESPONDENTS PERFORMED TASKS BY COMPLETION OF THEIR PROGRAM, IF COVERED (CONT.)

Survey: EDU B Survey Population: Interns + Architects licensed in the past year

TASK STATEMENT	EXTENT PERFORMED						TOTAL N
	NOT INTRODUCED	INTRODUCED, NOT PERFORMED	PERFORMED WITH GUIDANCE & FEEDBACK	PERFORMED IND.	DON'T KNOW OR DON'T REMEMBER	PERCENT PERFORMED	
61. Prepare Architect-Consultant Agreement.	50.6%	37.3%	7.8%	2.9%	1.3%	10.7%	308
62. Negotiate terms and conditions outlined in Owner-Architect Agreement.	58.1%	31.8%	5.8%	2.9%	1.3%	8.8%	308
63. Apply principles of historic preservation for projects involving building restoration or renovation.	31.5%	29.5%	29.5%	7.8%	1.6%	37.3%	308
64. Collaborate with stakeholders during design process to maintain design intent and comply with Owner requirements.	42.9%	23.7%	22.7%	8.8%	1.9%	31.5%	308
65. Present design concept to stakeholders.	33.8%	15.6%	39.9%	8.8%	1.9%	48.7%	308
66. Coordinate design work of consultants.	39.0%	25.6%	18.5%	15.9%	1.0%	34.4%	308
67. Select furniture, fixtures and equipment that meet client's design requirements and needs.	33.4%	20.8%	27.9%	16.6%	1.3%	44.5%	308
68. Establish procedures for providing post-occupancy services.	62.7%	23.4%	7.8%	4.2%	1.9%	12.0%	308
69. Negotiate terms and conditions of services outlined in Architect-Consultant Agreement.	64.0%	26.6%	6.5%	2.3%	0.6%	8.8%	308
70. Prepare staffing plan to meet project goals.	65.9%	16.6%	11.7%	4.9%	1.0%	16.6%	308
71. Establish procedures for documenting project decisions.	57.8%	16.9%	16.6%	6.8%	1.9%	23.4%	308
72. Monitor project schedule to maintain compliance with established milestones.	49.0%	22.7%	16.6%	10.7%	1.0%	27.3%	308
73. Evaluate staffing plan to ensure compliance with established milestones.	67.2%	16.9%	9.4%	5.5%	1.0%	14.9%	308
74. Manage client expectations to align with established milestones and final decision points.	57.1%	19.8%	15.3%	6.8%	1.0%	22.1%	308
75. Assist client in selecting contractors.	62.3%	19.8%	9.7%	6.2%	1.9%	15.9%	308
76. Manage implementation of sustainability criteria.	52.9%	21.4%	16.9%	7.5%	1.3%	24.4%	308
77. Identify changes in project scope that require additional services.	55.2%	21.8%	13.0%	8.8%	1.3%	21.8%	308
78. Assist Owner in obtaining necessary permits and approvals.	53.9%	22.4%	14.6%	8.4%	0.6%	23.1%	308



TABLE B5. PERCENTAGE DISTRIBUTION OF EXTENT TO WHICH SURVEY RESPONDENTS PERFORMED TASKS BY COMPLETION OF THEIR PROGRAM, IF COVERED (CONT.)

Survey: EDU B Survey Population: Interns + Architects licensed in the past year

TASK STATEMENT	EXTENT PERFORMED						TOTAL N
	NOT INTRODUCED	INTRODUCED, NOT PERFORMED	PERFORMED WITH GUIDANCE & FEEDBACK	PERFORMED IND.	DON'T KNOW OR DON'T REMEMBER	PERCENT PERFORMED	
79. Coordinate testing of building performance and materials.	59.4%	25.6%	10.7%	2.9%	1.3%	13.6%	308
80. Review Application and Certificate for Payment.	64.6%	18.5%	9.1%	6.8%	1.0%	15.9%	308
81. Review shop drawings and submittals during construction for conformance with design intent.	53.6%	17.5%	15.3%	13.0%	0.6%	28.2%	308
82. Complete field reports to document field observations from site visit.	46.8%	20.5%	17.5%	14.6%	0.6%	32.1%	308
83. Manage information exchange during construction.	55.2%	17.5%	13.3%	13.0%	1.0%	26.3%	308
84. Resolve conflicts that may arise during design and construction process.	48.1%	23.4%	16.6%	10.7%	1.3%	27.3%	308
85. Manage project-specific bidding process.	58.1%	22.7%	10.7%	6.8%	1.6%	17.5%	308
86. Establish procedures for building commissioning.	71.8%	15.9%	6.2%	4.5%	1.6%	10.7%	308
87. Select design team consultants.	56.5%	28.2%	10.1%	4.5%	0.6%	14.6%	308
88. Conduct periodic progress meetings with design and project team.	46.8%	20.5%	20.5%	11.4%	1.0%	31.8%	308
89. Participate in pre-construction, pre-installation and regular progress meetings with design team.	54.5%	18.5%	16.2%	9.1%	1.6%	25.3%	308
90. Develop strategies to control risk and manage liability.	62.0%	24.4%	7.1%	4.2%	2.3%	11.4%	308
91. Determine billing rates.	69.2%	17.9%	9.1%	2.3%	1.6%	11.4%	308
92. Develop business plan for firm.	62.0%	20.1%	12.3%	4.2%	1.3%	16.6%	308
93. Develop and maintain effective and productive relationships with clients.	48.4%	22.4%	14.6%	12.0%	2.6%	26.6%	308
94. Develop procedures for responding to changes in project scope.	54.9%	21.1%	15.6%	6.5%	1.9%	22.1%	308
95. Develop procedures for responding to contractor requests (Requests for Information).	56.5%	19.8%	12.3%	9.4%	1.9%	21.8%	308
96. Develop strategies for responding to Owner requests (Requests for Proposal, Requests for Qualifications).	55.8%	19.5%	12.7%	9.1%	2.9%	21.8%	308
97. Understand firm's legal structure to comply with jurisdictional rules and regulations.	49.0%	29.9%	13.6%	5.5%	1.9%	19.2%	308



TABLE B5. PERCENTAGE DISTRIBUTION OF EXTENT TO WHICH SURVEY RESPONDENTS PERFORMED TASKS BY COMPLETION OF THEIR PROGRAM, IF COVERED (CONT.)

Survey: EDU B Survey Population: Interns + Architects licensed in the past year

98. Understand implications of evolving sustainable design strategies and technologies.	30.5%	26.9%	29.5%	11.7%	1.3%	41.2%	308
99. Understand implications of project delivery technologies.	43.2%	25.0%	20.8%	8.1%	2.9%	28.9%	308
100. Understand implications of project delivery methods.	37.3%	30.8%	20.8%	7.5%	3.6%	28.2%	308
101. Prepare marketing documents that accurately communicate firm's experience and capabilities.	50.0%	17.5%	20.8%	9.7%	1.9%	30.5%	308
102. Adhere to ethical standards and codes of professional conduct.	15.6%	35.7%	33.1%	13.6%	1.9%	46.8%	308
103. Comply with laws and regulations governing the practice of architecture.	16.6%	37.3%	35.4%	9.7%	1.0%	45.1%	308
104. Understand implications of policies and procedures to ensure supervision of design work by architect in responsible charge/control.	29.9%	30.5%	30.2%	7.8%	1.6%	38.0%	308
MEAN	40.9%	21.5%	25.8%	10.2%	1.5%	36.0%	308.0
MIN	1.6%	2.6%	5.5%	2.3%	0.3%	7.8%	308
MAX	71.8%	38.3%	70.1%	30.5%	3.9%	94.5%	308



TABLE B6. LIST OF ALL EDU KNOWLEDGE/SKILL STATEMENTS

SKILL #	KNOWLEDGE/SKILL STATEMENT
	Knowledge of oral, written, and visual presentation techniques to communicate project information.
	Knowledge of master plans and their impact on building design.
	Knowledge of method for project controls, e.g., scope of services, budget, billing, compensation.
	Knowledge of factors that affect selection of project consultants.
	Knowledge of strategies for delegating and monitoring task assignments, accountability and deadlines for project team.
	Knowledge of client and project characteristics that influence contract agreements.
	Knowledge of types of contracts and their designated uses.
	Knowledge of standard forms of architectural service agreements for Owner-Architect, Architect-Consultant and Owner-Contractor.
	Knowledge of effects of specific findings from feasibility studies on building design.
	Knowledge of factors involved in selection of building systems and components.
	Knowledge of effect of environmental factors on site development.
	Knowledge of environmental policies and regulations and their implications for proposed construction.
	Knowledge of processes involved in conducting a survey of existing conditions.
	Knowledge of effects of specific findings from environmental impact studies on building design.
	Skill in designing facility layout and site plan that meets site constraints.
	Knowledge of methods required to mitigate adverse site conditions.
	Knowledge of elements and processes for conducting a site analysis.
	Knowledge of codes of professional conduct as related to architectural practice.
	Knowledge of protocols and procedures for conducting a building code analysis.
	Knowledge of building codes and their impact on building design.
	Knowledge of land use codes and ordinances that govern land use decisions.
	Skill in producing hand drawings of design ideas.
	Knowledge of standards for graphic symbols and units of measurement in technical drawings.
	Skill in producing two-dimensional (2-D) drawings using hand methods.
	Skill in using software to produce two-dimensional (2-D) drawings.
	Skill in using software to produce three-dimensional (3-D) models of building design.
	Skill in producing physical scale models.
	Skill in use of building information modeling (BIM) to develop and manage databases of building and construction information.
	Knowledge of protocols and procedures for obtaining community input for proposed design.
	Knowledge of computer aided design and drafting software for producing two-dimensional (2-D) drawings.
	Knowledge of factors involved in selecting project appropriate computer based design technologies.
	Knowledge of engineering properties of soils and their effect on building foundations and building design.
	Knowledge of factors to be considered in adaptive reuse of existing buildings and materials.
	Knowledge of building technologies which provide solutions for comfort, life safety and energy efficiency.
	Knowledge of effect of thermal envelope in design of building systems.
	Knowledge of principles of integrated project design.
	Knowledge of strategies for anticipating, managing and preventing disputes and conflicts.
	Knowledge of engineering design principles and their application to design and construction.
	Knowledge of structural properties of construction products, materials and assemblies and their impact on building design and construction.
	Knowledge of means and methods for building construction.
	Knowledge of benefits and limitations of “fast track” or other forms of construction delivery methods.
	Knowledge of methods and techniques for estimating construction costs.
	Knowledge of structural load and load conditions that affect building design.
	Knowledge of energy codes that impact construction.
	Knowledge of methods and strategies for evidence based design (EBD).
	Knowledge of impact of design on human behavior.
	Knowledge of functional requirements of all building systems.
	Knowledge of hazardous materials mitigation at building site.
	Knowledge of principles of building operation and function.
	Knowledge of content and format of specifications.
	Knowledge of principles of interior design and their influences on building design.
	Knowledge of principles of landscape design and their influences on building design.



TABLE B6. LIST OF ALL EDU KNOWLEDGE/SKILL STATEMENTS (CONT.)

	Knowledge of site design principles and practices.		
	Knowledge of techniques for architectural programming to identify functional and operational requirements of scope of work.	77	Knowledge of effective communication techniques to educate client with respect to roles and responsibilities of all parties.
	Knowledge of procedures to develop project scheduling, phasing and deliverables for various building types.	78	Knowledge of formats and protocols to produce and distribute field reports to document construction progress.
	Knowledge of relationship between constructability and aesthetics.	79	Knowledge of site requirements for specific building types to determine client's site needs.
	Knowledge of standards and specifications for building materials and methods of construction, e.g., ASTM, ANSI.	80	Knowledge of site analysis techniques to determine project parameters affecting design.
	Knowledge of methods to perform life cycle cost analysis.	81	Knowledge of methods to prioritize or objectively evaluate design options based on project goals.
	Knowledge of principles of value analysis and value engineering processes.	82	Knowledge of sustainability strategies and/or rating systems.
	Knowledge of procedures and protocols of permit approval process.	83	Knowledge of sustainability considerations related to building materials and construction processes.
	Knowledge of principles of historic preservation.	84	Knowledge of techniques to integrate renewable energy systems into building design.
	Knowledge of processes and procedures for building commissioning.	85	Knowledge of methods to identify scope changes that may require additional services.
	Knowledge of design factors to consider in selecting furniture, fixtures and equipment (FFE).	86	Knowledge of procedures for processing requests for additional services.
	Knowledge of methods and tools for space planning.	87	Knowledge of appropriate documentation level required for construction documents.
	Knowledge of different project delivery methods and their impacts on project schedule, costs and project goals.	88	Knowledge of close-out document requirements and protocols.
	Knowledge of factors that impact construction management services.	89	Knowledge of construction document technologies and their standards and applications.
	Knowledge of fee structures, their attributes and implications for schedule, scope and profit.	90	Knowledge of building information modeling (BIM) and its impact on planning, financial management and construction documentation.
	Knowledge of consultant agreements and fee structures.	91	Knowledge of principles of computer assisted design and drafting (CADD) software and its uses in communicating design ideas.
	Knowledge of different building and construction types and their implications on design and construction schedules.	92	Knowledge of American Institute of Architects (AIA) guidelines for contract agreements.
	Knowledge of scheduling methods to establish project timeframes based on standard sequences of architectural operations in each phase.	93	Knowledge of techniques to integrate model contract forms and documents.
	Knowledge of business development strategies.	94	Knowledge of methods for production of construction documentation and drawings.
	Knowledge of relationship between project scope and consultant capabilities to assemble project team.	95	Knowledge of standard methods for production of design development documentation.
	Knowledge of purposes and types of professional liability insurance related to architectural practice.	96	Knowledge of standard methods for production of site plan documentation.
	Knowledge of format and protocols for efficient meeting management and information distribution.	97	Knowledge of circumstances warranting further actions based on field reports, third party inspections and test results.
	Knowledge of strategies to assess project progress and verify its alignment with project schedule.	98	Knowledge of materials testing processes and protocols to be performed during the construction process.
	Knowledge of ways to translate project goals into specific tasks and measurable design criteria.	99	Knowledge of building systems testing processes and protocols to be performed during the construction process.



TABLE B6. LIST OF ALL EDU KNOWLEDGE/SKILL STATEMENTS (CONT.)

	Knowledge of formats and protocols to process shop drawings and submittals to ensure they meet design intent.
	Knowledge of protocols for responding to Requests for Information (RFI).
	Knowledge of roles, responsibilities and authorities of project team members during construction.
	Knowledge of conflict resolution techniques and their applications throughout project.
	Knowledge of bidding processes and protocols for different project delivery methods and their applications.
	Knowledge of requirements for post-occupancy evaluation.
	Knowledge of project risks for new and innovative products, materials, methods and technologies.
	Knowledge of design decisions and their impact on constructability.
	Knowledge of interpersonal skills necessary to elicit client needs and desired scope of services.
	Knowledge of requirements of Intern Development Program (IDP).
	Knowledge of techniques for staff development in architectural firms.
	Knowledge of methods to manage human resources.
	Knowledge of state board guidelines for licensing and professional practice.
	Knowledge of strategies to create positive work environment that builds trust and encourages cooperation and teamwork.
	Knowledge of principles of universal design.
	Knowledge of purposes of and legal implications for different types of business entities.
	Knowledge of innovative and evolving technologies and their impact on architectural practice.
	Knowledge of training programs for professional development.
	Knowledge of ethical standards relevant to architectural practice.
	Knowledge of methods to facilitate information management in building design and construction.
	Knowledge of factors involved in conducting an architectural practice in international markets.
	Knowledge of components of standard business plan, e.g., revenue projection, staffing plan, overhead, profit plan.
	Knowledge of methods and procedures for risk management.



TABLE B7. PERCENTAGE DISTRIBUTION OF RATINGS FOR WHEN SURVEY RESPONDENT FIRST ACQUIRED KNOWLEDGE

Survey: EDU D Survey Population: Interns + Architects licensed in the past year + Architects licensed 2-10 years

KNOWLEDGE/SKILL STATEMENT	WHEN FIRST ACQUIRED				TOTAL N
	NOT ACQUIRED	BY COMPLETION OF ACCREDITED ARCHITECTURE DEGREE PROGRAM	DURING INTERNSHIP	AFTER LICENSURE	
1. Knowledge of oral, written, and visual presentation techniques to communicate project information.	0.7%	68.4%	28.4%	2.4%	450
2. Knowledge of master plans and their impact on building design.	4.0%	37.1%	51.3%	7.6%	450
3. Knowledge of method for project controls, e.g., scope of services, budget, billing, compensation.	5.6%	2.4%	63.8%	28.2%	450
4. Knowledge of factors that affect selection of project consultants.	11.6%	1.1%	63.1%	24.2%	450
5. Knowledge of strategies for delegating and monitoring task assignments, accountability and deadlines for project team.	4.9%	7.6%	66.2%	21.3%	450
6. Knowledge of client and project characteristics that influence contract agreements.	11.3%	2.7%	51.8%	34.2%	450
7. Knowledge of types of contracts and their designated uses.	9.1%	13.8%	53.6%	23.6%	450
8. Knowledge of standard forms of architectural service agreements for Owner-Architect, Architect-Consultant and Owner-Contractor.	6.0%	19.1%	59.3%	15.6%	450
9. Knowledge of effects of specific findings from feasibility studies on building design.	14.0%	9.8%	60.4%	15.8%	450
10. Knowledge of factors involved in selection of building systems and components.	1.8%	23.3%	65.8%	9.1%	450
11. Knowledge of effect of environmental factors on site development.	1.8%	45.1%	43.3%	9.8%	450
12. Knowledge of environmental policies and regulations and their implications for proposed construction.	8.0%	9.8%	62.7%	19.6%	450
13. Knowledge of processes involved in conducting a survey of existing conditions.	2.7%	18.4%	72.9%	6.0%	450
14. Knowledge of effects of specific findings from environmental impact studies on building design.	17.6%	11.6%	54.2%	16.7%	450
15. Skill in designing facility layout and site plan that meets site constraints.	0.9%	47.3%	48.4%	3.3%	450
16. Knowledge of methods required to mitigate adverse site conditions.	9.8%	18.4%	58.4%	13.3%	450
17. Knowledge of elements and processes for conducting a site analysis.	5.1%	48.4%	41.8%	4.7%	450
18. Knowledge of codes of professional conduct as related to architectural practice.	1.8%	27.6%	62.0%	8.7%	450
19. Knowledge of protocols and procedures for conducting a building code analysis.	2.0%	7.3%	82.2%	8.4%	450
20. Knowledge of building codes and their impact on building design.	0.2%	13.8%	82.0%	4.0%	450
21. Knowledge of land use codes and ordinances that govern land use decisions.	7.1%	12.9%	68.9%	11.1%	450
22. Skill in producing hand drawings of design ideas.	0.9%	88.2%	10.7%	0.2%	450
23. Knowledge of standards for graphic symbols and units of measurement in technical drawings.	0.0%	56.7%	43.3%	0.0%	450
24. Skill in producing two-dimensional (2-D) drawings using hand methods.	1.3%	88.7%	9.6%	0.4%	450



TABLE B7. PERCENTAGE DISTRIBUTION OF RATINGS FOR WHEN SURVEY RESPONDENT FIRST ACQUIRED KNOWLEDGE (CONT.)

Survey: EDU D Survey Population: Interns + Architects licensed in the past year + Architects licensed 2-10 years

KNOWLEDGE/SKILL STATEMENT	WHEN FIRST ACQUIRED				TOTAL N
	NOT ACQUIRED	BY COMPLETION OF ACCREDITED ARCHITECTURE DEGREE PROGRAM	DURING INTERNSHIP	AFTER LICENSURE	
25. Skill in using software to produce two-dimensional (2-D) drawings.	1.3%	54.0%	42.2%	2.4%	450
26. Skill in using software to produce three-dimensional (3-D) models of building design.	10.7%	45.6%	32.0%	11.8%	450
27. Skill in producing physical scale models.	1.3%	93.6%	4.9%	0.2%	450
28. Skill in use of building information modeling (BIM) to develop and manage databases of building and construction information.	34.0%	4.9%	37.1%	24.0%	450
29. Knowledge of protocols and procedures for obtaining community input for proposed design.	16.9%	15.3%	53.3%	14.4%	450
30. Knowledge of computer aided design and drafting software for producing two-dimensional (2-D) drawings.	1.3%	57.3%	39.1%	2.2%	450
31. Knowledge of factors involved in selecting project appropriate computer based design technologies.	8.9%	22.0%	57.1%	12.0%	450
32. Knowledge of engineering properties of soils and their effect on building foundations and building design.	9.3%	21.1%	60.2%	9.3%	450
33. Knowledge of factors to be considered in adaptive reuse of existing buildings and materials.	8.0%	18.2%	62.2%	11.6%	450
34. Knowledge of building technologies which provide solutions for comfort, life safety and energy efficiency.	1.1%	27.6%	61.6%	9.8%	450
35. Knowledge of effect of thermal envelope in design of building systems.	2.0%	40.9%	48.4%	8.7%	450
36. Knowledge of principles of integrated project design.	15.3%	14.2%	47.3%	23.1%	450
37. Knowledge of strategies for anticipating, managing and preventing disputes and conflicts.	11.6%	10.4%	54.4%	23.6%	450
38. Knowledge of engineering design principles and their application to design and construction.	2.2%	38.9%	54.9%	4.0%	450
39. Knowledge of structural properties of construction products, materials and assemblies and their impact on building design and construction.	1.3%	45.6%	48.4%	4.7%	450
40. Knowledge of means and methods for building construction.	1.3%	32.2%	64.7%	1.8%	450
41. Knowledge of benefits and limitations of "fast track" or other forms of construction delivery methods.	7.6%	16.9%	61.3%	14.2%	450
42. Knowledge of methods and techniques for estimating construction costs.	13.1%	10.7%	64.7%	11.6%	450
43. Knowledge of structural load and load conditions that affect building design.	2.2%	59.1%	35.1%	3.6%	450
44. Knowledge of energy codes that impact construction.	6.9%	6.4%	68.7%	18.0%	450
45. Knowledge of methods and strategies for evidence based design (EBD).	62.2%	6.4%	18.0%	13.3%	450
46. Knowledge of impact of design on human behavior.	6.7%	68.7%	20.7%	4.0%	450
47. Knowledge of functional requirements of all building systems.	2.0%	36.7%	54.4%	6.9%	450
48. Knowledge of hazardous materials mitigation at building site.	17.8%	8.0%	61.8%	12.4%	450
49. Knowledge of principles of building operation and function.	5.3%	30.7%	56.0%	8.0%	450
50. Knowledge of content and format of specifications.	1.8%	9.8%	80.4%	8.0%	450



TABLE B7. PERCENTAGE DISTRIBUTION OF RATINGS FOR WHEN SURVEY RESPONDENT FIRST ACQUIRED KNOWLEDGE (CONT.)

Survey: EDU D Survey Population: Interns + Architects licensed in the past year + Architects licensed 2-10 years

KNOWLEDGE/SKILL STATEMENT	WHEN FIRST ACQUIRED				TOTAL N
	NOT ACQUIRED	BY COMPLETION OF ACCREDITED ARCHITECTURE DEGREE PROGRAM	DURING INTERNSHIP	AFTER LICENSURE	
51. Knowledge of principles of interior design and their influences on building design.	5.8%	36.4%	55.1%	2.7%	450
52. Knowledge of principles of landscape design and their influences on building design.	6.9%	46.4%	42.9%	3.8%	450
53. Knowledge of site design principles and practices.	2.0%	54.9%	40.9%	2.2%	450
54. Knowledge of techniques for architectural programming to identify functional and operational requirements of scope of work.	3.1%	44.0%	47.1%	5.8%	450
55. Knowledge of procedures to develop project scheduling, phasing and deliverables for various building types.	7.3%	6.2%	71.1%	15.3%	450
56. Knowledge of relationship between constructability and aesthetics.	1.1%	30.7%	61.8%	6.4%	450
57. Knowledge of standards and specifications for building materials and methods of construction, e.g., ASTM, ANSI.	2.0%	11.8%	75.8%	10.4%	450
58. Knowledge of methods to perform life cycle cost analysis.	30.4%	14.2%	40.4%	14.9%	450
59. Knowledge of principles of value analysis and value engineering processes.	6.4%	5.8%	76.4%	11.3%	450
60. Knowledge of procedures and protocols of permit approval process.	4.0%	3.3%	86.0%	6.7%	450
61. Knowledge of principles of historic preservation.	19.1%	33.6%	39.1%	8.2%	450
62. Knowledge of processes and procedures for building commissioning.	25.8%	3.1%	48.7%	22.4%	450
63. Knowledge of design factors to consider in selecting furniture, fixtures and equipment (FFE).	9.3%	8.7%	70.9%	11.1%	450
64. Knowledge of methods and tools for space planning.	2.7%	53.3%	41.6%	2.4%	450
65. Knowledge of different project delivery methods and their impacts on project schedule, costs and project goals.	7.6%	14.7%	64.7%	13.1%	450
66. Knowledge of factors that impact construction management services.	13.3%	7.3%	63.8%	15.6%	450
67. Knowledge of fee structures, their attributes and implications for schedule, scope and profit.	11.6%	6.7%	54.2%	27.6%	450
68. Knowledge of consultant agreements and fee structures.	8.9%	4.0%	61.3%	25.8%	450
69. Knowledge of different building and construction types and their implications on design and construction schedules.	3.1%	20.0%	68.2%	8.7%	450
70. Knowledge of scheduling methods to establish project timeframes based on standard sequences of architectural operations in each phase.	10.9%	6.7%	67.8%	14.7%	450
71. Knowledge of business development strategies.	24.4%	6.7%	37.6%	31.3%	450
72. Knowledge of relationship between project scope and consultant capabilities to assemble project team.	9.6%	2.9%	63.3%	24.2%	450
73. Knowledge of purposes and types of professional liability insurance related to architectural practice.	20.4%	11.8%	40.0%	27.8%	450
74. Knowledge of format and protocols for efficient meeting management and information distribution.	7.1%	4.9%	74.0%	14.0%	450
75. Knowledge of strategies to assess project progress and verify its alignment with project schedule.	7.8%	3.3%	67.6%	21.3%	450
76. Knowledge of ways to translate project goals into specific tasks and measurable design criteria.	7.6%	10.7%	65.1%	16.7%	450



TABLE B7. PERCENTAGE DISTRIBUTION OF RATINGS FOR WHEN SURVEY RESPONDENT FIRST ACQUIRED KNOWLEDGE (CONT.)

Survey: EDU D Survey Population: Interns + Architects licensed in the past year + Architects licensed 2-10 years

KNOWLEDGE/SKILL STATEMENT	WHEN FIRST ACQUIRED				TOTAL N
	NOT ACQUIRED	BY COMPLETION OF ACCREDITED ARCHITECTURE DEGREE PROGRAM	DURING INTERNSHIP	AFTER LICENSURE	
77. Knowledge of effective communication techniques to educate client with respect to roles and responsibilities of all parties.	6.9%	8.2%	66.0%	18.9%	450
78. Knowledge of formats and protocols to produce and distribute field reports to document construction progress.	6.7%	3.1%	81.1%	9.1%	450
79. Knowledge of site requirements for specific building types to determine client's site needs.	9.3%	19.6%	62.2%	8.9%	450
80. Knowledge of site analysis techniques to determine project parameters affecting design.	5.3%	41.3%	47.6%	5.8%	450
81. Knowledge of methods to prioritize or objectively evaluate design options based on project goals.	3.3%	29.1%	60.0%	7.6%	450
82. Knowledge of sustainability strategies and/or rating systems.	6.0%	22.9%	50.0%	21.1%	450
83. Knowledge of sustainability considerations related to building materials and construction processes.	4.2%	22.4%	52.7%	20.7%	450
84. Knowledge of techniques to integrate renewable energy systems into building design.	8.0%	25.1%	45.8%	21.1%	450
85. Knowledge of methods to identify scope changes that may require additional services.	3.1%	2.4%	74.2%	20.2%	450
86. Knowledge of procedures for processing requests for additional services.	9.6%	1.6%	66.9%	22.0%	450
87. Knowledge of appropriate documentation level required for construction documents.	0.9%	5.1%	90.0%	4.0%	450
88. Knowledge of close-out document requirements and protocols.	9.3%	1.8%	76.2%	12.7%	450
89. Knowledge of construction document technologies and their standards and applications.	3.3%	12.4%	80.2%	4.0%	450
90. Knowledge of building information modeling (BIM) and its impact on planning, financial management and construction documentation.	28.9%	2.0%	40.0%	29.1%	450
91. Knowledge of principles of computer assisted design and drafting (CADD) software and its uses in communicating design ideas.	0.9%	50.0%	45.8%	3.3%	450
92. Knowledge of American Institute of Architects (AIA) guidelines for contract agreements.	5.8%	26.0%	59.6%	8.7%	450
93. Knowledge of techniques to integrate model contract forms and documents.	20.0%	12.0%	50.7%	17.3%	450
94. Knowledge of methods for production of construction documentation and drawings.	0.9%	19.6%	78.9%	0.7%	450
95. Knowledge of standard methods for production of design development documentation.	1.6%	18.4%	78.4%	1.6%	450
96. Knowledge of standard methods for production of site plan documentation.	4.0%	25.3%	68.2%	2.4%	450
97. Knowledge of circumstances warranting further actions based on field reports, third party inspections and test results.	6.7%	3.1%	76.2%	14.0%	450
98. Knowledge of materials testing processes and protocols to be performed during the construction process.	8.0%	8.0%	71.8%	12.2%	450
99. Knowledge of building systems testing processes and protocols to be performed during the construction process.	10.7%	5.8%	70.2%	13.3%	450



TABLE B7. PERCENTAGE DISTRIBUTION OF RATINGS FOR WHEN SURVEY RESPONDENT FIRST ACQUIRED KNOWLEDGE (CONT.)

Survey: EDU D Survey Population: Interns + Architects licensed in the past year + Architects licensed 2-10 years

KNOWLEDGE/SKILL STATEMENT	WHEN FIRST ACQUIRED				TOTAL N
	NOT ACQUIRED	BY COMPLETION OF ACCREDITED ARCHITECTURE DEGREE PROGRAM	DURING INTERNSHIP	AFTER LICENSURE	
100. Knowledge of formats and protocols to process shop drawings and submittals to ensure they meet design intent.	0.7%	3.3%	92.2%	3.8%	450
101. Knowledge of protocols for responding to Requests for Information (RFI).	2.2%	2.7%	89.6%	5.6%	450
102. Knowledge of roles, responsibilities and authorities of project team members during construction.	0.7%	7.6%	88.7%	3.1%	450
103. Knowledge of conflict resolution techniques and their applications throughout project.	10.7%	11.1%	64.7%	13.6%	450
104. Knowledge of bidding processes and protocols for different project delivery methods and their applications.	4.7%	10.0%	76.0%	9.3%	450
105. Knowledge of requirements for post-occupancy evaluation.	21.3%	10.0%	53.8%	14.9%	450
106. Knowledge of project risks for new and innovative products, materials, methods and technologies.	12.7%	9.6%	60.9%	16.9%	450
107. Knowledge of design decisions and their impact on constructability.	0.9%	21.1%	73.1%	4.9%	450
108. Knowledge of interpersonal skills necessary to elicit client needs and desired scope of services.	4.0%	13.1%	69.3%	13.6%	450
109. Knowledge of requirements of Intern Development Program (IDP).	3.1%	35.8%	58.4%	2.7%	450
110. Knowledge of techniques for staff development in architectural firms.	18.4%	3.3%	60.2%	18.0%	450
111. Knowledge of methods to manage human resources.	32.2%	3.3%	44.0%	20.4%	450
112. Knowledge of state board guidelines for licensing and professional practice.	1.6%	13.6%	78.0%	6.9%	450
113. Knowledge of strategies to create positive work environment that builds trust and encourages cooperation and teamwork.	8.4%	15.1%	61.1%	15.3%	450
114. Knowledge of principles of universal design.	10.7%	32.2%	49.8%	7.3%	450
115. Knowledge of purposes of and legal implications for different types of business entities.	18.4%	20.9%	35.3%	25.3%	450
116. Knowledge of innovative and evolving technologies and their impact on architectural practice.	4.2%	25.1%	52.0%	18.7%	450
117. Knowledge of training programs for professional development.	6.7%	10.0%	63.3%	20.0%	450
118. Knowledge of ethical standards relevant to architectural practice.	2.7%	39.1%	51.1%	7.1%	450
119. Knowledge of methods to facilitate information management in building design and construction.	9.8%	6.2%	71.6%	12.4%	450
120. Knowledge of factors involved in conducting an architectural practice in international markets.	66.2%	4.0%	18.9%	10.9%	450
121. Knowledge of components of standard business plan, e.g., revenue projection, staffing plan, overhead, profit plan.	33.1%	10.0%	28.7%	28.2%	450
122. Knowledge of methods and procedures for risk management.	24.4%	6.0%	43.1%	26.4%	450
MEAN	9.0%	21.4%	57.3%	12.3%	450.0
MIN	0.0%	1.1%	4.9%	0.0%	450
MAX	66.2%	93.6%	92.2%	34.2%	450



TABLE B8. PERCENTAGE DISTRIBUTION OF RATINGS FOR HOW SURVEY RESPONDENTS TYPICALLY USE KNOWLEDGE

Survey: EDU D Survey Population: Interns + Architects licensed in the past year + Architects licensed 2-10 years

KNOWLEDGE/SKILL STATEMENT	HOW TYPICALLY USED				TOTAL N
	UNDERSTAND	APPLY	EVALUATE	DO NOT USE KNOWLEDGE OR SKILL	
1. Knowledge of oral, written, and visual presentation techniques to communicate project information.	16.2%	55.3%	27.1%	1.3%	450
2. Knowledge of master plans and their impact on building design.	26.0%	35.8%	29.6%	8.7%	450
3. Knowledge of method for project controls, e.g., scope of services, budget, billing, compensation.	25.3%	50.4%	15.1%	9.1%	450
4. Knowledge of factors that affect selection of project consultants.	22.2%	42.4%	19.3%	16.0%	450
5. Knowledge of strategies for delegating and monitoring task assignments, accountability and deadlines for project team.	10.2%	61.3%	20.9%	7.6%	450
6. Knowledge of client and project characteristics that influence contract agreements.	28.9%	32.7%	20.7%	17.8%	450
7. Knowledge of types of contracts and their designated uses.	34.9%	35.1%	12.0%	18.0%	450
8. Knowledge of standard forms of architectural service agreements for Owner-Architect, Architect-Consultant and Owner-Contractor.	34.2%	42.9%	8.0%	14.9%	450
9. Knowledge of effects of specific findings from feasibility studies on building design.	22.7%	29.6%	29.6%	18.2%	450
10. Knowledge of factors involved in selection of building systems and components.	16.4%	47.8%	32.7%	3.1%	450
11. Knowledge of effect of environmental factors on site development.	23.6%	40.4%	31.3%	4.7%	450
12. Knowledge of environmental policies and regulations and their implications for proposed construction.	26.7%	35.6%	26.4%	11.3%	450
13. Knowledge of processes involved in conducting a survey of existing conditions.	19.3%	49.1%	27.8%	3.8%	450
14. Knowledge of effects of specific findings from environmental impact studies on building design.	25.6%	30.2%	22.4%	21.8%	450
15. Skill in designing facility layout and site plan that meets site constraints.	9.1%	55.3%	32.4%	3.1%	450
16. Knowledge of methods required to mitigate adverse site conditions.	16.4%	42.0%	28.7%	12.9%	450
17. Knowledge of elements and processes for conducting a site analysis.	27.8%	37.8%	27.1%	7.3%	450
18. Knowledge of codes of professional conduct as related to architectural practice.	32.7%	48.9%	15.8%	2.7%	450
19. Knowledge of protocols and procedures for conducting a building code analysis.	14.2%	54.2%	28.4%	3.1%	450
20. Knowledge of building codes and their impact on building design.	11.3%	54.4%	32.7%	1.6%	450
21. Knowledge of land use codes and ordinances that govern land use decisions.	23.1%	42.4%	21.6%	12.9%	450
22. Skill in producing hand drawings of design ideas.	16.0%	48.7%	28.7%	6.7%	450
23. Knowledge of standards for graphic symbols and units of measurement in technical drawings.	16.2%	66.2%	17.3%	0.2%	450
24. Skill in producing two-dimensional (2-D) drawings using hand methods.	14.4%	53.1%	19.1%	13.3%	450
25. Skill in using software to produce two-dimensional (2-D) drawings.	6.7%	63.8%	26.9%	2.7%	450
26. Skill in using software to produce three-dimensional (3-D) models of building design.	12.0%	42.4%	28.0%	17.6%	450
27. Skill in producing physical scale models.	15.3%	30.2%	20.7%	33.8%	450
28. Skill in use of building information modeling (BIM) to develop and manage databases of building and construction information.	11.1%	30.2%	17.6%	41.1%	450



TABLE B8. PERCENTAGE DISTRIBUTION OF RATINGS FOR HOW SURVEY RESPONDENTS TYPICALLY USE KNOWLEDGE (CONT.)

Survey: EDU D Survey Population: Interns + Architects licensed in the past year + Architects licensed 2-10 years

KNOWLEDGE/SKILL STATEMENT	HOW TYPICALLY USED				TOTAL N
	UNDERSTAND	APPLY	EVALUATE	DO NOT USE KNOWLEDGE OR SKILL	
29. Knowledge of protocols and procedures for obtaining community input for proposed design.	28.2%	27.1%	20.0%	24.7%	450
30. Knowledge of computer aided design and drafting software for producing two-dimensional (2-D) drawings.	6.4%	66.4%	24.7%	2.4%	450
31. Knowledge of factors involved in selecting project appropriate computer based design technologies.	20.2%	39.1%	30.7%	10.0%	450
32. Knowledge of engineering properties of soils and their effect on building foundations and building design.	37.8%	29.6%	16.7%	16.0%	450
33. Knowledge of factors to be considered in adaptive reuse of existing buildings and materials.	22.7%	38.9%	27.6%	10.9%	450
34. Knowledge of building technologies which provide solutions for comfort, life safety and energy efficiency.	16.9%	53.8%	26.7%	2.7%	450
35. Knowledge of effect of thermal envelope in design of building systems.	19.3%	49.8%	27.3%	3.6%	450
36. Knowledge of principles of integrated project design.	25.3%	31.1%	21.1%	22.4%	450
37. Knowledge of strategies for anticipating, managing and preventing disputes and conflicts.	25.8%	36.9%	22.9%	14.4%	450
38. Knowledge of engineering design principles and their application to design and construction.	28.9%	42.4%	23.8%	4.9%	450
39. Knowledge of structural properties of construction products, materials and assemblies and their impact on building design and construction.	23.6%	45.8%	26.0%	4.7%	450
40. Knowledge of means and methods for building construction.	22.4%	49.1%	25.8%	2.7%	450
41. Knowledge of benefits and limitations of "fast track" or other forms of construction delivery methods.	34.4%	31.6%	19.6%	14.4%	450
42. Knowledge of methods and techniques for estimating construction costs.	30.4%	32.7%	16.0%	20.9%	450
43. Knowledge of structural load and load conditions that affect building design.	36.0%	35.1%	18.2%	10.7%	450
44. Knowledge of energy codes that impact construction.	28.4%	42.2%	20.0%	9.3%	450
45. Knowledge of methods and strategies for evidence based design (EBD).	15.1%	9.8%	8.0%	67.1%	450
46. Knowledge of impact of design on human behavior.	30.0%	31.8%	27.3%	10.9%	450
47. Knowledge of functional requirements of all building systems.	28.2%	45.3%	23.1%	3.3%	450
48. Knowledge of hazardous materials mitigation at building site.	34.7%	30.0%	12.0%	23.3%	450
49. Knowledge of principles of building operation and function.	33.6%	38.4%	20.9%	7.1%	450
50. Knowledge of content and format of specifications.	21.1%	60.2%	15.1%	3.6%	450
51. Knowledge of principles of interior design and their influences on building design.	23.1%	50.7%	19.8%	6.4%	450
52. Knowledge of principles of landscape design and their influences on building design.	30.9%	38.7%	19.3%	11.1%	450
53. Knowledge of site design principles and practices.	22.4%	46.7%	26.9%	4.0%	450
54. Knowledge of techniques for architectural programming to identify functional and operational requirements of scope of work.	19.3%	44.0%	31.3%	5.3%	450
55. Knowledge of procedures to develop project scheduling, phasing and deliverables for various building types.	28.2%	44.9%	17.1%	9.8%	450
56. Knowledge of relationship between constructability and aesthetics.	12.7%	49.6%	36.4%	1.3%	450



TABLE B8. PERCENTAGE DISTRIBUTION OF RATINGS FOR HOW SURVEY RESPONDENTS TYPICALLY USE KNOWLEDGE (CONT.)

Survey: EDU D Survey Population: Interns + Architects licensed in the past year + Architects licensed 2-10 years

KNOWLEDGE/SKILL STATEMENT	HOW TYPICALLY USED				TOTAL N
	UNDERSTAND	APPLY	EVALUATE	DO NOT USE KNOWLEDGE OR SKILL	
57. Knowledge of standards and specifications for building materials and methods of construction, e.g., ASTM, ANSI.	35.1%	46.9%	14.2%	3.8%	450
58. Knowledge of methods to perform life cycle cost analysis.	33.8%	16.4%	13.8%	36.0%	450
59. Knowledge of principles of value analysis and value engineering processes.	22.0%	42.4%	27.1%	8.4%	450
60. Knowledge of procedures and protocols of permit approval process.	17.3%	59.3%	16.4%	6.9%	450
61. Knowledge of principles of historic preservation.	29.1%	29.3%	12.9%	28.7%	450
62. Knowledge of processes and procedures for building commissioning.	34.7%	21.1%	10.0%	34.2%	450
63. Knowledge of design factors to consider in selecting furniture, fixtures and equipment (FFE).	25.3%	46.4%	14.2%	14.0%	450
64. Knowledge of methods and tools for space planning.	16.9%	52.4%	26.4%	4.2%	450
65. Knowledge of different project delivery methods and their impacts on project schedule, costs and project goals.	32.2%	36.9%	20.9%	10.0%	450
66. Knowledge of factors that impact construction management services.	38.0%	28.7%	18.0%	15.3%	450
67. Knowledge of fee structures, their attributes and implications for schedule, scope and profit.	31.6%	34.0%	17.3%	17.1%	450
68. Knowledge of consultant agreements and fee structures.	36.0%	35.8%	12.9%	15.3%	450
69. Knowledge of different building and construction types and their implications on design and construction schedules.	27.3%	44.9%	23.3%	4.4%	450
70. Knowledge of scheduling methods to establish project timeframes based on standard sequences of architectural operations in each phase.	29.3%	41.3%	14.2%	15.1%	450
71. Knowledge of business development strategies.	24.0%	29.6%	16.2%	30.2%	450
72. Knowledge of relationship between project scope and consultant capabilities to assemble project team.	31.3%	35.8%	18.9%	14.0%	450
73. Knowledge of purposes and types of professional liability insurance related to architectural practice.	44.9%	14.4%	10.7%	30.0%	450
74. Knowledge of format and protocols for efficient meeting management and information distribution.	20.9%	58.2%	13.6%	7.3%	450
75. Knowledge of strategies to assess project progress and verify its alignment with project schedule.	28.4%	43.6%	18.9%	9.1%	450
76. Knowledge of ways to translate project goals into specific tasks and measurable design criteria.	20.0%	48.7%	23.3%	8.0%	450
77. Knowledge of effective communication techniques to educate client with respect to roles and responsibilities of all parties.	21.3%	54.0%	16.4%	8.2%	450
78. Knowledge of formats and protocols to produce and distribute field reports to document construction progress.	20.4%	56.2%	14.0%	9.3%	450
79. Knowledge of site requirements for specific building types to determine client's site needs.	30.0%	37.3%	22.0%	10.7%	450
80. Knowledge of site analysis techniques to determine project parameters affecting design.	24.7%	41.8%	26.2%	7.3%	450
81. Knowledge of methods to prioritize or objectively evaluate design options based on project goals.	18.0%	45.8%	32.0%	4.2%	450
82. Knowledge of sustainability strategies and/or rating systems.	24.2%	38.7%	25.3%	11.8%	450



TABLE B8. PERCENTAGE DISTRIBUTION OF RATINGS FOR HOW SURVEY RESPONDENTS TYPICALLY USE KNOWLEDGE (CONT.)

Survey: EDU D Survey Population: Interns + Architects licensed in the past year + Architects licensed 2-10 years

KNOWLEDGE/SKILL STATEMENT	HOW TYPICALLY USED				TOTAL N
	UNDERSTAND	APPLY	EVALUATE	DO NOT USE KNOWLEDGE OR SKILL	
83. Knowledge of sustainability considerations related to building materials and construction processes.	22.7%	42.9%	26.0%	8.4%	450
84. Knowledge of techniques to integrate renewable energy systems into building design.	29.1%	32.4%	22.2%	16.2%	450
85. Knowledge of methods to identify scope changes that may require additional services.	23.1%	53.3%	19.1%	4.4%	450
86. Knowledge of procedures for processing requests for additional services.	26.9%	47.8%	13.3%	12.0%	450
87. Knowledge of appropriate documentation level required for construction documents.	9.1%	63.6%	25.8%	1.6%	450
88. Knowledge of close-out document requirements and protocols.	23.1%	54.9%	10.7%	11.3%	450
89. Knowledge of construction document technologies and their standards and applications.	16.7%	58.9%	20.4%	4.0%	450
90. Knowledge of building information modeling (BIM) and its impact on planning, financial management and construction documentation.	19.8%	25.1%	16.0%	39.1%	450
91. Knowledge of principles of computer assisted design and drafting (CADD) software and its uses in communicating design ideas.	10.2%	61.6%	26.7%	1.6%	450
92. Knowledge of American Institute of Architects (AIA) guidelines for contract agreements.	39.3%	39.3%	8.7%	12.7%	450
93. Knowledge of techniques to integrate model contract forms and documents.	35.6%	29.3%	8.9%	26.2%	450
94. Knowledge of methods for production of construction documentation and drawings.	8.2%	66.0%	24.7%	1.1%	450
95. Knowledge of standard methods for production of design development documentation.	8.9%	69.3%	19.6%	2.2%	450
96. Knowledge of standard methods for production of site plan documentation.	17.1%	61.6%	14.0%	7.3%	450
97. Knowledge of circumstances warranting further actions based on field reports, third party inspections and test results.	26.4%	42.9%	22.0%	8.7%	450
98. Knowledge of materials testing processes and protocols to be performed during the construction process.	34.4%	38.4%	14.0%	13.1%	450
99. Knowledge of building systems testing processes and protocols to be performed during the construction process.	40.4%	29.3%	14.0%	16.2%	450
100. Knowledge of formats and protocols to process shop drawings and submittals to ensure they meet design intent.	10.7%	65.6%	22.0%	1.8%	450
101. Knowledge of protocols for responding to Requests for Information (RFI).	12.9%	64.0%	19.3%	3.8%	450
102. Knowledge of roles, responsibilities and authorities of project team members during construction.	24.9%	54.4%	19.1%	1.6%	450
103. Knowledge of conflict resolution techniques and their applications throughout project.	28.9%	40.4%	18.7%	12.0%	450
104. Knowledge of bidding processes and protocols for different project delivery methods and their applications.	31.8%	46.4%	14.4%	7.3%	450
105. Knowledge of requirements for post-occupancy evaluation.	34.0%	25.3%	10.0%	30.7%	450
106. Knowledge of project risks for new and innovative products, materials, methods and technologies.	35.8%	26.4%	22.9%	14.9%	450
107. Knowledge of design decisions and their impact on constructability.	16.2%	47.1%	35.6%	1.1%	450



TABLE B8. PERCENTAGE DISTRIBUTION OF RATINGS FOR HOW SURVEY RESPONDENTS TYPICALLY USE KNOWLEDGE (CONT.)

Survey: EDU D Survey Population: Interns + Architects licensed in the past year + Architects licensed 2-10 years

KNOWLEDGE/SKILL STATEMENT	HOW TYPICALLY USED				TOTAL N
	UNDERSTAND	APPLY	EVALUATE	DO NOT USE KNOWLEDGE OR SKILL	
108. Knowledge of interpersonal skills necessary to elicit client needs and desired scope of services.	20.9%	52.7%	20.7%	5.8%	450
109. Knowledge of requirements of Intern Development Program (IDP).	33.8%	45.1%	14.0%	7.1%	450
110. Knowledge of techniques for staff development in architectural firms.	31.3%	32.0%	14.2%	22.4%	450
111. Knowledge of methods to manage human resources.	30.9%	21.6%	12.2%	35.3%	450
112. Knowledge of state board guidelines for licensing and professional practice.	44.2%	45.6%	8.0%	2.2%	450
113. Knowledge of strategies to create positive work environment that builds trust and encourages cooperation and teamwork.	27.6%	46.0%	18.4%	8.0%	450
114. Knowledge of principles of universal design.	26.7%	42.9%	19.6%	10.9%	450
115. Knowledge of purposes of and legal implications for different types of business entities.	48.7%	19.1%	8.4%	23.8%	450
116. Knowledge of innovative and evolving technologies and their impact on architectural practice.	39.8%	30.0%	23.8%	6.4%	450
117. Knowledge of training programs for professional development.	39.1%	42.4%	10.4%	8.0%	450
118. Knowledge of ethical standards relevant to architectural practice.	40.0%	47.3%	9.8%	2.9%	450
119. Knowledge of methods to facilitate information management in building design and construction.	29.1%	45.6%	14.9%	10.4%	450
120. Knowledge of factors involved in conducting an architectural practice in international markets.	14.0%	9.1%	6.0%	70.9%	450
121. Knowledge of components of standard business plan, e.g., revenue projection, staffing plan, overhead, profit plan.	28.0%	19.8%	12.9%	39.3%	450
122. Knowledge of methods and procedures for risk management.	39.3%	22.0%	12.9%	25.8%	450
MEAN	25.1%	42.2%	20.0%	12.7%	450.0
MIN	6.4%	9.1%	6.0%	0.2%	450
MAX	48.7%	69.3%	36.4%	70.9%	450



**TABLE B9. PERCENTAGE DISTRIBUTION OF RATINGS
FOR REASON(S) A KNOWLEDGE WAS NOT USED**

Survey: EDU D Survey Population: Interns + Architects licensed in the past year + Architects licensed 2-10 years

KNOWLEDGE/ SKILL STATEMENT	REASON(S) NOT USED							
	NOT USED IN PRACTICE	NOT ALLOWED BY JURIS.	NOT REC. BY LEGAL COUNSEL OR INSURANCE CARRIER	PROVIDED BY CONSULTANT(S)	LACK OF EXP.	OTHER	N – TOTAL REASONS NOT USED ¹	N – INDIVIDUALS NOT USED ²
1. Knowledge of oral, written, and visual presentation techniques to communicate project information.	2	0	0	0	3	3	8	6
2. Knowledge of master plans and their impact on building design.	27	0	0	3	12	6	48	39
3. Knowledge of method for project controls, e.g., scope of services, budget, billing, compensation.	1	0	0	0	28	14	43	41
4. Knowledge of factors that affect selection of project consultants.	7	0	0	1	45	20	73	72
5. Knowledge of strategies for delegating and monitoring task assignments, accountability and deadlines for project team.	12	0	0	1	17	8	38	34
6. Knowledge of client and project characteristics that influence contract agreements.	6	2	0	1	55	20	84	80
7. Knowledge of types of contracts and their designated uses.	13	2	2	2	52	20	91	81
8. Knowledge of standard forms of architectural service agreements for Owner-Architect, Architect-Consultant and Owner-Contractor.	16	0	1	3	39	17	76	67
9. Knowledge of effects of specific findings from feasibility studies on building design.	39	0	0	5	34	10	88	82
10. Knowledge of factors involved in selection of building systems and components.	5	0	0	7	5	3	20	14
11. Knowledge of effect of environmental factors on site development.	8	0	0	3	5	6	22	21
12. Knowledge of environmental policies and regulations and their implications for proposed construction.	11	0	0	12	29	4	56	51
13. Knowledge of processes involved in conducting a survey of existing conditions.	5	0	0	5	6	4	20	17
14. Knowledge of effects of specific findings from environmental impact studies on building design.	44	0	1	22	41	4	112	98
15. Skill in designing facility layout and site plan that meets site constraints.	7	0	0	3	5	3	18	14
16. Knowledge of methods required to mitigate adverse site conditions.	17	0	0	21	29	4	71	58



**TABLE B9. PERCENTAGE DISTRIBUTION OF RATINGS
FOR REASON(S) A KNOWLEDGE WAS NOT USED (CONT.)**

Survey: EDU D Survey Population: Interns + Architects licensed in the past year + Architects licensed 2-10 years

KNOWLEDGE/ SKILL STATEMENT	REASON(S) NOT USED							
	NOT USED IN PRACTICE	NOT ALLOWED BY JURIS.	NOT REC. BY LEGAL COUNSEL OR INSURANCE CARRIER	PROVIDED BY CONSULTANT(S)	LACK OF EXP.	OTHER	N – TOTAL REASONS NOT USED ¹	N – INDIVIDUALS NOT USED ²
17. Knowledge of elements and processes for conducting a site analysis.	12	0	1	13	13	2	41	33
18. Knowledge of codes of professional conduct as related to architectural practice.	3	0	0	0	7	4	14	12
19. Knowledge of protocols and procedures for conducting a building code analysis.	3	0	0	4	5	4	16	14
20. Knowledge of building codes and their impact on building design.	1	0	0	2	5	2	10	7
21. Knowledge of land use codes and ordinances that govern land use decisions.	19	0	0	20	23	4	66	58
22. Skill in producing hand drawings of design ideas.	15	0	0	0	9	10	34	30
23. Knowledge of standards for graphic symbols and units of measurement in technical drawings.	0	0	0	0	0	1	1	1
24. Skill in producing two-dimensional (2-D) drawings using hand methods.	50	0	0	1	1	13	65	60
25. Skill in using software to produce two-dimensional (2-D) drawings.	4	0	0	1	1	9	15	12
26. Skill in using software to produce three-dimensional (3-D) models of building design.	24	0	0	10	33	22	89	79
27. Skill in producing physical scale models.	119	1	0	17	3	26	166	152
28. Skill in use of building information modeling (BIM) to develop and manage databases of building and construction information.	106	1	1	5	83	26	222	185
29. Knowledge of protocols and procedures for obtaining community input for proposed design.	63	0	0	8	50	9	130	111
30. Knowledge of computer aided design and drafting software for producing two-dimensional (2-D) drawings.	4	0	0	1	1	5	11	11
31. Knowledge of factors involved in selecting project appropriate computer based design technologies.	14	0	0	2	16	17	49	45
32. Knowledge of engineering properties of soils and their effect on building foundations and building design.	11	0	0	51	18	5	85	72



**TABLE B9. PERCENTAGE DISTRIBUTION OF RATINGS
FOR REASON(S) A KNOWLEDGE WAS NOT USED (CONT.)**

Survey: EDU D Survey Population: Interns + Architects licensed in the past year + Architects licensed 2-10 years

KNOWLEDGE/ SKILL STATEMENT	REASON(S) NOT USED							
	NOT USED IN PRACTICE	NOT ALLOWED BY JURIS.	NOT REC. BY LEGAL COUNSEL OR INSURANCE CARRIER	PROVIDED BY CONSULTANT(S)	LACK OF EXP.	OTHER	N – TOTAL REASONS NOT USED ¹	N – INDIVIDUALS NOT USED ²
33. Knowledge of factors to be considered in adaptive reuse of existing buildings and materials.	27	0	0	4	24	3	58	49
34. Knowledge of building technologies which provide solutions for comfort, life safety and energy efficiency.	2	0	0	7	5	3	17	12
35. Knowledge of effect of thermal envelope in design of building systems.	5	0	1	9	5	1	21	16
36. Knowledge of principles of integrated project design.	59	0	2	2	43	9	115	101
37. Knowledge of strategies for anticipating, managing and preventing disputes and conflicts.	9	1	0	3	51	7	71	65
38. Knowledge of engineering design principles and their application to design and construction.	1	0	1	17	6	2	27	22
39. Knowledge of structural properties of construction products, materials and assemblies and their impact on building design and construction.	2	0	0	14	5	2	23	21
40. Knowledge of means and methods for building construction.	1	0	4	2	3	4	14	12
41. Knowledge of benefits and limitations of “fast track” or other forms of construction delivery methods.	39	0	3	1	27	5	75	65
42. Knowledge of methods and techniques for estimating construction costs.	18	0	3	34	50	12	117	94
43. Knowledge of structural load and load conditions that affect building design.	5	0	1	36	10	5	57	48
44. Knowledge of energy codes that impact construction.	5	1	0	22	17	2	47	42
45. Knowledge of methods and strategies for evidence based design (EBD).	139	0	0	8	154	34	335	302
46. Knowledge of impact of design on human behavior.	22	0	0	0	28	4	54	49
47. Knowledge of functional requirements of all building systems.	1	0	0	8	6	4	19	15
48. Knowledge of hazardous materials mitigation at building site.	32	0	5	41	48	4	130	105



**TABLE B9. PERCENTAGE DISTRIBUTION OF RATINGS
FOR REASON(S) A KNOWLEDGE WAS NOT USED (CONT.)**

Survey: EDU D Survey Population: Interns + Architects licensed in the past year + Architects licensed 2-10 years

KNOWLEDGE/ SKILL STATEMENT	REASON(S) NOT USED							
	NOT USED IN PRACTICE	NOT ALLOWED BY JURIS.	NOT REC. BY LEGAL COUNSEL OR INSURANCE CARRIER	PROVIDED BY CONSULTANT(S)	LACK OF EXP.	OTHER	N – TOTAL REASONS NOT USED ¹	N – INDIVIDUALS NOT USED ²
49. Knowledge of principles of building operation and function.	10	0	0	7	18	2	37	32
50. Knowledge of content and format of specifications.	7	0	0	1	9	3	20	16
51. Knowledge of principles of interior design and their influences on building design.	11	0	0	12	13	4	40	29
52. Knowledge of principles of landscape design and their influences on building design.	13	1	0	32	12	4	62	50
53. Knowledge of site design principles and practices.	11	0	0	5	3	4	23	18
54. Knowledge of techniques for architectural programming to identify functional and operational requirements of scope of work.	7	0	0	1	11	6	25	24
55. Knowledge of procedures to develop project scheduling, phasing and deliverables for various building types.	8	0	0	4	29	10	51	44
56. Knowledge of relationship between constructability and aesthetics.	3	0	0	0	4	2	9	6
57. Knowledge of standards and specifications for building materials and methods of construction, e.g., ASTM, ANSI.	1	0	0	6	11	3	21	17
58. Knowledge of methods to perform life cycle cost analysis.	64	0	0	34	86	11	195	162
59. Knowledge of principles of value analysis and value engineering processes.	13	0	0	6	23	7	49	38
60. Knowledge of procedures and protocols of permit approval process.	5	0	0	3	21	6	35	31
61. Knowledge of principles of historic preservation.	98	0	0	8	39	4	149	129
62. Knowledge of processes and procedures for building commissioning.	60	0	1	47	72	8	188	154
63. Knowledge of design factors to consider in selecting furniture, fixtures and equipment (FFE).	23	0	0	23	17	9	72	63
64. Knowledge of methods and tools for space planning.	6	0	0	1	8	5	20	19



**TABLE B9. PERCENTAGE DISTRIBUTION OF RATINGS
FOR REASON(S) A KNOWLEDGE WAS NOT USED (CONT.)**

Survey: EDU D Survey Population: Interns + Architects licensed in the past year + Architects licensed 2-10 years

KNOWLEDGE/ SKILL STATEMENT	REASON(S) NOT USED							
	NOT USED IN PRACTICE	NOT ALLOWED BY JURIS.	NOT REC. BY LEGAL COUNSEL OR INSURANCE CARRIER	PROVIDED BY CONSULTANT(S)	LACK OF EXP.	OTHER	N – TOTAL REASONS NOT USED ¹	N – INDIVIDUALS NOT USED ²
65. Knowledge of different project delivery methods and their impacts on project schedule, costs and project goals.	9	0	0	3	33	8	53	45
66. Knowledge of factors that impact construction management services.	24	0	0	7	41	7	79	69
67. Knowledge of fee structures, their attributes and implications for schedule, scope and profit.	6	1	0	0	65	14	86	77
68. Knowledge of consultant agreements and fee structures.	9	1	0	1	51	15	77	69
69. Knowledge of different building and construction types and their implications on design and construction schedules.	4	0	0	1	16	2	23	20
70. Knowledge of scheduling methods to establish project timeframes based on standard sequences of architectural operations in each phase.	11	0	0	7	48	13	79	68
71. Knowledge of business development strategies.	18	2	0	1	109	22	152	136
72. Knowledge of relationship between project scope and consultant capabilities to assemble project team.	9	1	0	3	48	11	72	63
73. Knowledge of purposes and types of professional liability insurance related to architectural practice.	13	1	1	4	103	24	146	135
74. Knowledge of format and protocols for efficient meeting management and information distribution.	8	0	0	0	23	3	34	33
75. Knowledge of strategies to assess project progress and verify its alignment with project schedule.	10	0	0	1	25	9	45	41
76. Knowledge of ways to translate project goals into specific tasks and measurable design criteria.	8	0	0	0	28	2	38	36
77. Knowledge of effective communication techniques to educate client with respect to roles and responsibilities of all parties.	4	0	0	0	28	6	38	37
78. Knowledge of formats and protocols to produce and distribute field reports to document construction progress.	17	1	0	1	19	8	46	42



**TABLE B9. PERCENTAGE DISTRIBUTION OF RATINGS
FOR REASON(S) A KNOWLEDGE WAS NOT USED (CONT.)**

Survey: EDU D Survey Population: Interns + Architects licensed in the past year + Architects licensed 2-10 years

KNOWLEDGE/ SKILL STATEMENT	REASON(S) NOT USED							
	NOT USED IN PRACTICE	NOT ALLOWED BY JURIS.	NOT REC. BY LEGAL COUNSEL OR INSURANCE CARRIER	PROVIDED BY CONSULTANT(S)	LACK OF EXP.	OTHER	N – TOTAL REASONS NOT USED ¹	N – INDIVIDUALS NOT USED ²
79. Knowledge of site requirements for specific building types to determine client's site needs.	16	0	0	9	26	7	58	48
80. Knowledge of site analysis techniques to determine project parameters affecting design.	8	0	0	9	17	4	38	33
81. Knowledge of methods to prioritize or objectively evaluate design options based on project goals.	4	0	0	1	14	2	21	19
82. Knowledge of sustainability strategies and/or rating systems.	27	0	1	6	26	5	65	53
83. Knowledge of sustainability considerations related to building materials and construction processes.	16	0	0	2	19	5	42	38
84. Knowledge of techniques to integrate renewable energy systems into building design.	31	0	0	16	31	10	88	73
85. Knowledge of methods to identify scope changes that may require additional services.	1	0	0	0	14	7	22	20
86. Knowledge of procedures for processing requests for additional services.	4	0	0	0	43	10	57	54
87. Knowledge of appropriate documentation level required for construction documents.	2	0	0	1	2	2	7	7
88. Knowledge of close-out document requirements and protocols.	8	0	0	1	39	6	54	51
89. Knowledge of construction document technologies and their standards and applications.	3	0	0	0	11	5	19	18
90. Knowledge of building information modeling (BIM) and its impact on planning, financial management and construction documentation.	108	0	1	4	85	18	216	176
91. Knowledge of principles of computer assisted design and drafting (CADD) software and its uses in communicating design ideas.	4	0	0	1	0	3	8	7
92. Knowledge of American Institute of Architects (AIA) guidelines for contract agreements.	16	0	1	1	30	16	64	57



**TABLE B9. PERCENTAGE DISTRIBUTION OF RATINGS
FOR REASON(S) A KNOWLEDGE WAS NOT USED (CONT.)**

Survey: EDU D Survey Population: Interns + Architects licensed in the past year + Architects licensed 2-10 years

KNOWLEDGE/ SKILL STATEMENT	REASON(S) NOT USED							
	NOT USED IN PRACTICE	NOT ALLOWED BY JURIS.	NOT REC. BY LEGAL COUNSEL OR INSURANCE CARRIER	PROVIDED BY CONSULTANT(S)	LACK OF EXP.	OTHER	N – TOTAL REASONS NOT USED ¹	N – INDIVIDUALS NOT USED ²
93. Knowledge of techniques to integrate model contract forms and documents.	20	1	4	2	87	18	132	118
94. Knowledge of methods for production of construction documentation and drawings.	2	0	0	1	0	2	5	5
95. Knowledge of standard methods for production of design development documentation.	4	0	0	0	4	4	12	10
96. Knowledge of standard methods for production of site plan documentation.	8	0	0	15	10	4	37	33
97. Knowledge of circumstances warranting further actions based on field reports, third party inspections and test results.	5	0	0	5	28	4	42	39
98. Knowledge of materials testing processes and protocols to be performed during the construction process.	13	0	2	17	29	5	66	59
99. Knowledge of building systems testing processes and protocols to be performed during the construction process.	16	0	2	22	41	4	85	73
100. Knowledge of formats and protocols to process shop drawings and submittals to ensure they meet design intent.	3	0	0	1	3	2	9	8
101. Knowledge of protocols for responding to Requests for Information (RFI).	7	0	0	0	9	4	20	17
102. Knowledge of roles, responsibilities and authorities of project team members during construction.	2	0	0	0	4	1	7	7
103. Knowledge of conflict resolution techniques and their applications throughout project.	11	1	1	0	41	6	60	54
104. Knowledge of bidding processes and protocols for different project delivery methods and their applications.	12	0	0	1	20	7	40	33
106. Knowledge of project risks for new and innovative products, materials, methods and technologies.	28	0	1	4	43	5	81	67
107. Knowledge of design decisions and their impact on constructability.	0	0	0	1	3	2	6	5



**TABLE B9. PERCENTAGE DISTRIBUTION OF RATINGS
FOR REASON(S) A KNOWLEDGE WAS NOT USED (CONT.)**

Survey: EDU D Survey Population: Interns + Architects licensed in the past year + Architects licensed 2-10 years

KNOWLEDGE/ SKILL STATEMENT	REASON(S) NOT USED							
	NOT USED IN PRACTICE	NOT ALLOWED BY JURIS.	NOT REC. BY LEGAL COUNSEL OR INSURANCE CARRIER	PROVIDED BY CONSULTANT(S)	LACK OF EXP.	OTHER	N – TOTAL REASONS NOT USED ¹	N – INDIVIDUALS NOT USED ²
108. Knowledge of interpersonal skills necessary to elicit client needs and desired scope of services.	4	0	0	0	21	7	32	26
109. Knowledge of requirements of Intern Development Program (IDP).	7	0	0	0	9	17	33	32
110. Knowledge of techniques for staff development in architectural firms.	37	1	0	0	51	18	107	101
111. Knowledge of methods to manage human resources.	48	2	0	3	95	27	175	159
112. Knowledge of state board guidelines for licensing and professional practice.	0	0	0	0	5	5	10	10
113. Knowledge of strategies to create positive work environment that builds trust and encourages cooperation and teamwork.	11	1	0	0	20	9	41	36
114. Knowledge of principles of universal design.	16	0	0	1	26	14	57	49
115. Knowledge of purposes of and legal implications for different types of business entities.	24	1	3	5	80	8	121	107
116. Knowledge of innovative and evolving technologies and their impact on architectural practice.	12	0	0	0	14	4	30	29
117. Knowledge of training programs for professional development.	17	0	0	0	20	5	42	36
118. Knowledge of ethical standards relevant to architectural practice.	4	0	0	0	8	3	15	13
119. Knowledge of methods to facilitate information management in building design and construction.	12	0	0	4	32	9	57	47



**TABLE B9. PERCENTAGE DISTRIBUTION OF RATINGS
FOR REASON(S) A KNOWLEDGE WAS NOT USED (CONT.)**

Survey: EDU D Survey Population: Interns + Architects licensed in the past year + Architects licensed 2-10 years

KNOWLEDGE/ SKILL STATEMENT	REASON(S) NOT USED							
	NOT USED IN PRACTICE	NOT ALLOWED BY JURIS.	NOT REC. BY LEGAL COUNSEL OR INSURANCE CARRIER	PROVIDED BY CONSULTANT(S)	LACK OF EXP.	OTHER	N – TOTAL REASONS NOT USED ¹	N – INDIVIDUALS NOT USED ²
120. Knowledge of factors involved in conducting an architectural practice in international markets.	224	1	1	1	126	13	366	319
121. Knowledge of components of standard business plan, e.g., revenue projection, staffing plan, overhead, profit plan.	27	2	0	2	135	34	200	177
122. Knowledge of methods and procedures for risk management.	18	1	0	4	98	7	128	116
MEAN	20.01	0.22	0.37	6.57	30.00	8.16	65.33	
MIN	0	0	0	0	0	1	1	
MAX	224	2	5	51	154	34	366	

¹This column is a sum of all the reasons participants did not use a knowledge or skill. Respondents were allowed to select as many of the reasons not used as applicable; therefore the reason a knowledge was not used may exceed the number of participants who do not use a particular knowledge or skill.

²This column represents the number of individuals who indicated that they do not use the knowledge or skill.



TABLE B10. PERCENTAGE DISTRIBUTION OF WHEN KNOWLEDGE/SKILLS SHOULD FIRST BE ACQUIRED

Survey: EDU C Survey Population: Educators + All licensed architects

KNOWLEDGE/SKILL STATEMENT	WHEN KNOWLEDGE/SKILL SHOULD FIRST BE ACQUIRED					TOTAL N
	BY COMPLETION OF ACCREDITED ARCHITECTURE EDUCATION PROGRAM	DURING INTERNSHIP	AFTER LICENSURE	ACQUISITION NOT NEEDED	I DON'T KNOW	
1. Knowledge of oral, written, and visual presentation techniques to communicate project information.	80.2%	17.7%	1.1%	0.4%	0.6%	1,086
2. Knowledge of master plans and their impact on building design.	65.2%	29.2%	2.9%	0.9%	1.8%	1,086
3. Knowledge of method for project controls, e.g., scope of services, budget, billing, compensation.	20.9%	61.2%	16.9%	0.4%	0.6%	1,086
4. Knowledge of factors that affect selection of project consultants.	11.9%	64.2%	22.7%	0.7%	0.5%	1,086
5. Knowledge of strategies for delegating and monitoring task assignments, accountability and deadlines for project team.	13.3%	56.1%	29.1%	0.8%	0.7%	1,086
6. Knowledge of client and project characteristics that influence contract agreements.	13.9%	51.7%	33.3%	0.2%	0.8%	1,086
7. Knowledge of types of contracts and their designated uses.	32.4%	49.4%	17.6%	0.3%	0.4%	1,086
8. Knowledge of standard forms of architectural service agreements for Owner-Architect, Architect-Consultant and Owner-Contractor.	39.0%	45.6%	14.6%	0.3%	0.5%	1,086
9. Knowledge of effects of specific findings from feasibility studies on building design.	31.0%	50.4%	14.7%	1.1%	2.8%	1,086
10. Knowledge of factors involved in selection of building systems and components.	61.3%	33.1%	5.2%	0.2%	0.3%	1,086
11. Knowledge of effect of environmental factors on site development.	76.7%	18.7%	3.6%	0.4%	0.6%	1,086
12. Knowledge of environmental policies and regulations and their implications for proposed construction.	33.3%	49.9%	15.2%	0.6%	0.9%	1,086
13. Knowledge of processes involved in conducting a survey of existing conditions.	37.6%	57.0%	4.3%	0.7%	0.4%	1,086
14. Knowledge of effects of specific findings from environmental impact studies on building design.	30.3%	52.3%	14.5%	1.2%	1.7%	1,086
15. Skill in designing facility layout and site plan that meets site constraints.	74.7%	20.5%	4.4%	0.1%	0.3%	1,086
16. Knowledge of methods required to mitigate adverse site conditions.	39.1%	41.7%	17.2%	1.0%	0.9%	1,086
17. Knowledge of elements and processes for conducting a site analysis.	71.1%	23.9%	3.9%	0.4%	0.7%	1,086
18. Knowledge of codes of professional conduct as related to architectural practice.	53.6%	42.2%	3.7%	0.4%	0.2%	1,086
19. Knowledge of protocols and procedures for conducting a building code analysis.	40.5%	55.0%	4.1%	0.1%	0.4%	1,086
20. Knowledge of building codes and their impact on building design.	60.6%	35.3%	3.7%	0.1%	0.3%	1,085



TABLE B10. PERCENTAGE DISTRIBUTION OF WHEN KNOWLEDGE/SKILLS SHOULD FIRST BE ACQUIRED (CONT.)

Survey: EDU C Survey Population: Educators + All licensed architects

KNOWLEDGE/SKILL STATEMENT	WHEN KNOWLEDGE/SKILL SHOULD FIRST BE ACQUIRED					TOTAL N
	BY COMPLETION OF ACCREDITED ARCHITECTURE EDUCATION PROGRAM	DURING INTERNSHIP	AFTER LICENSURE	ACQUISITION NOT NEEDED	I DON'T KNOW	
21. Knowledge of land use codes and ordinances that govern land use decisions.	41.9%	43.9%	12.7%	0.8%	0.6%	1,086
22. Skill in producing hand drawings of design ideas.	92.0%	4.0%	0.3%	3.1%	0.6%	1,086
23. Knowledge of standards for graphic symbols and units of measurement in technical drawings.	78.3%	20.7%	0.2%	0.5%	0.4%	1,086
24. Skill in producing two-dimensional (2-D) drawings using hand methods.	88.9%	3.3%	0.2%	6.9%	0.7%	1,086
25. Skill in using software to produce two-dimensional (2-D) drawings.	88.6%	9.2%	0.3%	1.4%	0.6%	1,086
26. Skill in using software to produce three-dimensional (3-D) models of building design.	81.7%	13.1%	1.0%	3.1%	1.1%	1,086
27. Skill in producing physical scale models.	86.3%	3.9%	0.5%	8.8%	0.6%	1,086
28. Skill in use of building information modeling (BIM) to develop and manage databases of building and construction information.	40.1%	43.5%	7.5%	5.1%	3.9%	1,086
29. Knowledge of protocols and procedures for obtaining community input for proposed design.	26.1%	50.6%	20.0%	1.8%	1.5%	1,086
30. Knowledge of computer aided design and drafting software for producing two-dimensional (2-D) drawings.	85.7%	11.3%	0.4%	1.8%	0.7%	1,086
31. Knowledge of factors involved in selecting project appropriate computer based design technologies.	36.2%	43.7%	11.8%	4.3%	4.0%	1,086
32. Knowledge of engineering properties of soils and their effect on building foundations and building design.	56.7%	31.1%	8.9%	2.5%	0.7%	1,086
33. Knowledge of factors to be considered in adaptive reuse of existing buildings and materials.	51.3%	34.3%	11.7%	1.3%	1.4%	1,086
34. Knowledge of building technologies which provide solutions for comfort, life safety and energy efficiency.	65.9%	28.2%	5.2%	0.2%	0.5%	1,086
35. Knowledge of effect of thermal envelope in design of building systems.	75.7%	18.9%	4.6%	0.4%	0.5%	1,086
36. Knowledge of principles of integrated project design.	45.0%	36.4%	12.2%	1.9%	4.5%	1,086
37. Knowledge of strategies for anticipating, managing and preventing disputes and conflicts.	18.7%	45.3%	32.2%	1.7%	2.0%	1,086
38. Knowledge of engineering design principles and their application to design and construction.	75.9%	19.2%	4.0%	0.5%	0.6%	1,086
39. Knowledge of structural properties of construction products, materials and assemblies and their impact on building design and construction.	78.0%	17.9%	2.8%	0.8%	0.6%	1,086
40. Knowledge of means and methods for building construction.	64.6%	30.1%	3.5%	1.2%	0.6%	1,086



TABLE B10. PERCENTAGE DISTRIBUTION OF WHEN KNOWLEDGE/SKILLS SHOULD FIRST BE ACQUIRED (CONT.)

Survey: EDU C Survey Population: Educators + All licensed architects

KNOWLEDGE/SKILL STATEMENT	WHEN KNOWLEDGE/SKILL SHOULD FIRST BE ACQUIRED					TOTAL N
	BY COMPLETION OF ACCREDITED ARCHITECTURE EDUCATION PROGRAM	DURING INTERNSHIP	AFTER LICENSURE	ACQUISITION NOT NEEDED	I DON'T KNOW	
41. Knowledge of benefits and limitations of “fast track” or other forms of construction delivery methods.	29.7%	50.6%	16.6%	1.9%	1.3%	1,086
42. Knowledge of methods and techniques for estimating construction costs.	33.0%	50.1%	13.5%	3.1%	0.3%	1,086
43. Knowledge of structural load and load conditions that affect building design.	81.7%	12.7%	3.5%	1.5%	0.6%	1,086
44. Knowledge of energy codes that impact construction.	56.4%	37.6%	4.8%	0.8%	0.4%	1,086
45. Knowledge of methods and strategies for evidence based design (EBD).	28.9%	27.3%	11.0%	6.8%	26.1%	1,086
46. Knowledge of impact of design on human behavior.	82.0%	8.3%	3.9%	2.9%	2.9%	1,086
47. Knowledge of functional requirements of all building systems.	67.9%	24.0%	5.8%	1.2%	1.1%	1,086
48. Knowledge of hazardous materials mitigation at building site.	20.2%	48.4%	21.5%	6.8%	3.0%	1,086
49. Knowledge of principles of building operation and function.	46.2%	34.5%	14.1%	2.7%	2.5%	1,086
50. Knowledge of content and format of specifications.	41.8%	51.9%	4.9%	0.6%	0.7%	1,086
51. Knowledge of principles of interior design and their influences on building design.	71.3%	19.9%	4.1%	2.8%	2.0%	1,086
52. Knowledge of principles of landscape design and their influences on building design.	78.1%	15.2%	3.7%	1.7%	1.4%	1,086
53. Knowledge of site design principles and practices.	86.6%	12.2%	0.6%	0.3%	0.5%	1,086
54. Knowledge of techniques for architectural programming to identify functional and operational requirements of scope of work.	71.7%	22.5%	4.4%	0.2%	1.2%	1,086
55. Knowledge of procedures to develop project scheduling, phasing and deliverables for various building types.	18.6%	56.8%	23.0%	0.9%	0.6%	1,086
56. Knowledge of relationship between constructability and aesthetics.	65.0%	29.2%	3.5%	0.6%	1.7%	1,086
57. Knowledge of standards and specifications for building materials and methods of construction, e.g., ASTM, ANSI.	35.8%	51.2%	10.5%	1.4%	1.1%	1,086
58. Knowledge of methods to perform life cycle cost analysis.	30.8%	37.9%	23.8%	5.2%	2.2%	1,086
59. Knowledge of principles of value analysis and value engineering processes.	21.1%	49.7%	24.3%	2.9%	2.0%	1,086
60. Knowledge of procedures and protocols of permit approval process.	12.0%	72.8%	13.5%	0.9%	0.7%	1,086
61. Knowledge of principles of historic preservation.	58.0%	22.8%	9.3%	6.7%	3.1%	1,086
62. Knowledge of processes and procedures for building commissioning.	20.9%	43.8%	23.2%	7.0%	5.1%	1,086



TABLE B10. PERCENTAGE DISTRIBUTION OF WHEN KNOWLEDGE/SKILLS SHOULD FIRST BE ACQUIRED (CONT.)

Survey: EDU C Survey Population: Educators + All licensed architects

KNOWLEDGE/SKILL STATEMENT	WHEN KNOWLEDGE/SKILL SHOULD FIRST BE ACQUIRED					TOTAL N
	BY COMPLETION OF ACCREDITED ARCHITECTURE EDUCATION PROGRAM	DURING INTERNSHIP	AFTER LICENSURE	ACQUISITION NOT NEEDED	I DON'T KNOW	
63. Knowledge of design factors to consider in selecting furniture, fixtures and equipment (FFE).	26.5%	48.1%	14.0%	7.6%	3.8%	1,086
64. Knowledge of methods and tools for space planning.	72.2%	21.2%	3.5%	1.3%	1.8%	1,086
65. Knowledge of different project delivery methods and their impacts on project schedule, costs and project goals.	30.1%	48.6%	18.9%	0.9%	1.5%	1,086
66. Knowledge of factors that impact construction management services.	16.5%	49.0%	28.1%	3.8%	2.7%	1,086
67. Knowledge of fee structures, their attributes and implications for schedule, scope and profit.	19.3%	46.3%	32.5%	0.5%	1.4%	1,086
68. Knowledge of consultant agreements and fee structures.	15.2%	48.9%	34.8%	0.5%	0.6%	1,086
69. Knowledge of different building and construction types and their implications on design and construction schedules.	46.5%	42.4%	9.8%	0.6%	0.6%	1,086
70. Knowledge of scheduling methods to establish project timeframes based on standard sequences of architectural operations in each phase.	16.9%	55.1%	24.4%	1.7%	1.9%	1,086
71. Knowledge of business development strategies.	19.9%	28.6%	44.8%	3.6%	3.0%	1,086
72. Knowledge of relationship between project scope and consultant capabilities to assemble project team.	8.7%	48.3%	39.8%	1.0%	2.2%	1,086
73. Knowledge of purposes and types of professional liability insurance related to architectural practice.	19.6%	35.1%	43.4%	0.8%	1.1%	1,086
74. Knowledge of format and protocols for efficient meeting management and information distribution.	12.3%	56.6%	25.0%	2.9%	3.0%	1,086
75. Knowledge of strategies to assess project progress and verify its alignment with project schedule.	8.7%	60.0%	28.5%	1.3%	1.5%	1,086
76. Knowledge of ways to translate project goals into specific tasks and measurable design criteria.	25.5%	44.7%	24.4%	2.1%	3.3%	1,086
77. Knowledge of effective communication techniques to educate client with respect to roles and responsibilities of all parties.	21.0%	50.2%	26.7%	1.0%	1.1%	1,086
78. Knowledge of formats and protocols to produce and distribute field reports to document construction progress.	6.6%	76.0%	14.7%	1.5%	1.2%	1,086
79. Knowledge of site requirements for specific building types to determine client's site needs.	40.0%	43.3%	13.4%	1.1%	2.2%	1,086
80. Knowledge of site analysis techniques to determine project parameters affecting design.	63.4%	27.2%	7.0%	1.0%	1.5%	1,086



TABLE B10. PERCENTAGE DISTRIBUTION OF WHEN KNOWLEDGE/SKILLS SHOULD FIRST BE ACQUIRED (CONT.)

Survey: EDU C Survey Population: Educators + All licensed architects

KNOWLEDGE/SKILL STATEMENT	WHEN KNOWLEDGE/SKILL SHOULD FIRST BE ACQUIRED					TOTAL N
	BY COMPLETION OF ACCREDITED ARCHITECTURE EDUCATION PROGRAM	DURING INTERNSHIP	AFTER LICENSURE	ACQUISITION NOT NEEDED	I DON'T KNOW	
81. Knowledge of methods to prioritize or objectively evaluate design options based on project goals.	53.4%	31.9%	11.6%	1.0%	2.1%	1,086
82. Knowledge of sustainability strategies and/or rating systems.	62.5%	22.2%	8.9%	4.2%	2.1%	1,086
83. Knowledge of sustainability considerations related to building materials and construction processes.	61.6%	26.1%	7.0%	3.9%	1.5%	1,086
84. Knowledge of techniques to integrate renewable energy systems into building design.	63.4%	21.5%	8.9%	4.1%	2.2%	1,086
85. Knowledge of methods to identify scope changes that may require additional services.	7.4%	60.1%	30.7%	0.9%	0.9%	1,086
86. Knowledge of procedures for processing requests for additional services.	5.3%	55.4%	37.3%	0.7%	1.2%	1,086
87. Knowledge of appropriate documentation level required for construction documents.	22.1%	69.8%	7.3%	0.1%	0.7%	1,086
88. Knowledge of close-out document requirements and protocols.	7.2%	68.3%	22.0%	1.0%	1.5%	1,086
89. Knowledge of construction document technologies and their standards and applications.	31.2%	57.7%	7.5%	0.6%	2.9%	1,086
90. Knowledge of building information modeling (BIM) and its impact on planning, financial management and construction documentation.	32.2%	38.5%	16.1%	7.1%	6.1%	1,086
91. Knowledge of principles of computer assisted design and drafting (CADD) software and its uses in communicating design ideas.	79.3%	16.5%	1.2%	1.6%	1.5%	1,086
92. Knowledge of American Institute of Architects (AIA) guidelines for contract agreements.	35.5%	47.1%	13.6%	2.9%	0.8%	1,086
93. Knowledge of techniques to integrate model contract forms and documents.	15.4%	51.7%	26.9%	2.6%	3.5%	1,086
94. Knowledge of methods for production of construction documentation and drawings.	42.8%	54.3%	2.1%	0.1%	0.6%	1,086
95. Knowledge of standard methods for production of design development documentation.	41.1%	56.1%	2.2%	0.1%	0.6%	1,086
96. Knowledge of standard methods for production of site plan documentation.	40.4%	55.1%	2.1%	1.2%	1.2%	1,086
97. Knowledge of circumstances warranting further actions based on field reports, third party inspections and test results.	6.1%	62.2%	28.7%	0.9%	2.0%	1,086
98. Knowledge of materials testing processes and protocols to be performed during the construction process.	15.9%	60.1%	19.8%	2.5%	1.7%	1,086



TABLE B10. PERCENTAGE DISTRIBUTION OF WHEN KNOWLEDGE/SKILLS SHOULD FIRST BE ACQUIRED (CONT.)

Survey: EDU C Survey Population: Educators + All licensed architects

KNOWLEDGE/SKILL STATEMENT	WHEN KNOWLEDGE/SKILL SHOULD FIRST BE ACQUIRED					TOTAL N
	BY COMPLETION OF ACCREDITED ARCHITECTURE EDUCATION PROGRAM	DURING INTERNSHIP	AFTER LICENSURE	ACQUISITION NOT NEEDED	I DON'T KNOW	
99. Knowledge of building systems testing processes and protocols to be performed during the construction process.	13.0%	60.5%	20.9%	3.0%	2.6%	1,086
100. Knowledge of formats and protocols to process shop drawings and submittals to ensure they meet design intent.	9.0%	81.4%	8.6%	0.4%	0.6%	1,086
101. Knowledge of protocols for responding to Requests for Information (RFI).	7.6%	80.4%	10.8%	0.2%	1.1%	1,086
102. Knowledge of roles, responsibilities and authorities of project team members during construction.	21.6%	68.3%	9.2%	0.4%	0.5%	1,086
103. Knowledge of conflict resolution techniques and their applications throughout project.	17.7%	47.3%	31.1%	1.6%	2.3%	1,086
104. Knowledge of bidding processes and protocols for different project delivery methods and their applications.	21.3%	58.7%	18.4%	0.6%	1.1%	1,086
105. Knowledge of requirements for post-occupancy evaluation.	15.1%	47.5%	27.7%	5.7%	4.0%	1,086
106. Knowledge of project risks for new and innovative products, materials, methods and technologies.	23.2%	41.6%	28.9%	2.7%	3.6%	1,086
107. Knowledge of design decisions and their impact on constructability.	55.7%	37.2%	6.3%	0.1%	0.7%	1,086
108. Knowledge of interpersonal skills necessary to elicit client needs and desired scope of services.	30.3%	46.8%	18.3%	2.1%	2.5%	1,086
109. Knowledge of requirements of Intern Development Program (IDP).	66.9%	24.8%	2.7%	2.7%	3.0%	1,086
110. Knowledge of techniques for staff development in architectural firms.	8.8%	35.5%	47.4%	4.7%	3.6%	1,086
111. Knowledge of methods to manage human resources.	5.6%	24.8%	56.0%	8.3%	5.3%	1,086
112. Knowledge of state board guidelines for licensing and professional practice.	33.3%	59.9%	4.9%	1.2%	0.7%	1,086
113. Knowledge of strategies to create positive work environment that builds trust and encourages cooperation and teamwork.	21.8%	36.4%	33.9%	4.2%	3.7%	1,086
114. Knowledge of principles of universal design.	65.1%	20.1%	4.4%	2.9%	7.6%	1,086
115. Knowledge of purposes of and legal implications for different types of business entities.	23.5%	23.8%	42.1%	5.5%	5.2%	1,086
116. Knowledge of innovative and evolving technologies and their impact on architectural practice.	40.3%	29.3%	25.0%	2.0%	3.3%	1,086
117. Knowledge of training programs for professional development.	18.0%	51.7%	25.5%	2.6%	2.2%	1,086
118. Knowledge of ethical standards relevant to architectural practice.	60.4%	32.5%	5.6%	0.9%	0.6%	1,086



TABLE B10. PERCENTAGE DISTRIBUTION OF WHEN KNOWLEDGE/SKILLS SHOULD FIRST BE ACQUIRED (CONT.)

Survey: EDU C Survey Population: Educators + All licensed architects

KNOWLEDGE/SKILL STATEMENT	WHEN KNOWLEDGE/SKILL SHOULD FIRST BE ACQUIRED					TOTAL N
	BY COMPLETION OF ACCREDITED ARCHITECTURE EDUCATION PROGRAM	DURING INTERNSHIP	AFTER LICENSURE	ACQUISITION NOT NEEDED	I DON'T KNOW	
119. Knowledge of methods to facilitate information management in building design and construction.	21.5%	53.2%	16.3%	3.5%	5.4%	1,086
120. Knowledge of factors involved in conducting an architectural practice in international markets.	9.3%	14.5%	50.3%	15.4%	10.5%	1,086
121. Knowledge of components of standard business plan, e.g., revenue projection, staffing plan, overhead, profit plan.	19.2%	20.0%	52.8%	4.4%	3.7%	1,086
122. Knowledge of methods and procedures for risk management.	14.9%	36.2%	42.6%	2.4%	3.9%	1,086
MEAN	40.5%	39.8%	15.5%	2.2%	2.0%	1086.0
MIN	5.3%	3.3%	0.2%	0.1%	0.2%	1085
MAX	92.0%	81.4%	56.0%	15.4%	26.1%	1086



TABLE B11. PERCENTAGE DISTRIBUTION OF RATINGS FOR LEVEL AT WHICH KNOWLEDGE/SKILLS SHOULD FIRST BE ACQUIRED

Survey: EDU C Survey Population: Educators + All licensed architects

KNOWLEDGE/SKILL STATEMENT	LEVEL AT WHICH KNOWLEDGE/SKILL SHOULD BE ACQUIRED			
	UNDERSTAND	APPLY	EVALUATE	TOTAL N
1. Knowledge of oral, written, and visual presentation techniques to communicate project information.	18.6%	45.5%	35.9%	871
2. Knowledge of master plans and their impact on building design.	39.7%	36.3%	24.0%	708
3. Knowledge of method for project controls, e.g., scope of services, budget, billing, compensation.	69.2%	16.3%	14.5%	227
4. Knowledge of factors that affect selection of project consultants.	68.2%	17.1%	14.7%	129
5. Knowledge of strategies for delegating and monitoring task assignments, accountability and deadlines for project team.	31.3%	53.5%	15.3%	144
6. Knowledge of client and project characteristics that influence contract agreements.	67.5%	19.9%	12.6%	151
7. Knowledge of types of contracts and their designated uses.	77.3%	16.2%	6.5%	352
8. Knowledge of standard forms of architectural service agreements for Owner-Architect, Architect-Consultant and Owner-Contractor.	80.0%	14.9%	5.2%	424
9. Knowledge of effects of specific findings from feasibility studies on building design.	40.1%	41.2%	18.7%	337
10. Knowledge of factors involved in selection of building systems and components.	34.7%	46.4%	18.9%	666
11. Knowledge of effect of environmental factors on site development.	30.6%	41.4%	28.0%	833
12. Knowledge of environmental policies and regulations and their implications for proposed construction.	56.9%	29.8%	13.3%	362
13. Knowledge of processes involved in conducting a survey of existing conditions.	33.8%	45.3%	20.8%	408
14. Knowledge of effects of specific findings from environmental impact studies on building design.	55.0%	28.3%	16.7%	329
15. Skill in designing facility layout and site plan that meets site constraints.	13.6%	47.1%	39.3%	811
16. Knowledge of methods required to mitigate adverse site conditions.	43.3%	38.6%	18.1%	425
17. Knowledge of elements and processes for conducting a site analysis.	29.7%	43.9%	26.4%	772
18. Knowledge of codes of professional conduct as related to architectural practice.	59.5%	25.4%	15.1%	582
19. Knowledge of protocols and procedures for conducting a building code analysis.	41.8%	42.7%	15.5%	440
20. Knowledge of building codes and their impact on building design.	38.9%	45.1%	16.0%	658
21. Knowledge of land use codes and ordinances that govern land use decisions.	61.1%	27.9%	11.0%	455
22. Skill in producing hand drawings of design ideas.	11.3%	42.2%	46.4%	999
23. Knowledge of standards for graphic symbols and units of measurement in technical drawings.	15.2%	51.6%	33.2%	850
24. Skill in producing two-dimensional (2-D) drawings using hand methods.	11.8%	50.5%	37.7%	965
25. Skill in using software to produce two-dimensional (2-D) drawings.	7.4%	62.0%	30.7%	962
26. Skill in using software to produce three-dimensional (3-D) models of building design.	11.4%	60.9%	27.7%	887
27. Skill in producing physical scale models.	11.5%	55.9%	32.6%	937
28. Skill in use of building information modeling (BIM) to develop and manage databases of building and construction information.	35.6%	46.8%	17.7%	436
29. Knowledge of protocols and procedures for obtaining community input for proposed design.	64.0%	24.0%	12.0%	283
30. Knowledge of computer aided design and drafting software for producing two-dimensional (2-D) drawings.	12.1%	60.4%	27.5%	931
31. Knowledge of factors involved in selecting project appropriate computer based design technologies.	37.7%	39.4%	22.9%	393
32. Knowledge of engineering properties of soils and their effect on building foundations and building design.	66.7%	24.2%	9.1%	616



TABLE B11. PERCENTAGE DISTRIBUTION OF RATINGS FOR LEVEL AT WHICH KNOWLEDGE/SKILLS SHOULD FIRST BE ACQUIRED (CONT.)

Survey: EDU C Survey Population: Educators + All licensed architects

KNOWLEDGE/SKILL STATEMENT	LEVEL AT WHICH KNOWLEDGE/SKILL SHOULD BE ACQUIRED			
	UNDERSTAND	APPLY	EVALUATE	TOTAL N
33. Knowledge of factors to be considered in adaptive reuse of existing buildings and materials.	60.1%	28.5%	11.3%	557
34. Knowledge of building technologies which provide solutions for comfort, life safety and energy efficiency.	44.7%	36.9%	18.4%	716
35. Knowledge of effect of thermal envelope in design of building systems.	41.5%	38.9%	19.6%	822
36. Knowledge of principles of integrated project design.	58.9%	25.2%	16.0%	489
37. Knowledge of strategies for anticipating, managing and preventing disputes and conflicts.	70.9%	16.3%	12.8%	203
38. Knowledge of engineering design principles and their application to design and construction.	51.3%	35.8%	12.9%	824
39. Knowledge of structural properties of construction products, materials and assemblies and their impact on building design and construction.	43.6%	40.3%	16.2%	847
40. Knowledge of means and methods for building construction.	49.4%	33.0%	17.5%	702
41. Knowledge of benefits and limitations of "fast track" or other forms of construction delivery methods.	84.2%	8.7%	7.1%	322
42. Knowledge of methods and techniques for estimating construction costs.	64.8%	29.1%	6.1%	358
43. Knowledge of structural load and load conditions that affect building design.	46.7%	39.5%	13.9%	887
44. Knowledge of energy codes that impact construction.	54.8%	33.4%	11.7%	613
45. Knowledge of methods and strategies for evidence based design (EBD).	72.9%	18.2%	8.9%	314
46. Knowledge of impact of design on human behavior.	47.1%	28.1%	24.8%	890
47. Knowledge of functional requirements of all building systems.	50.9%	33.8%	15.3%	737
48. Knowledge of hazardous materials mitigation at building site.	81.3%	8.7%	10.0%	219
49. Knowledge of principles of building operation and function.	62.5%	21.9%	15.5%	502
50. Knowledge of content and format of specifications.	63.0%	29.1%	7.9%	454
51. Knowledge of principles of interior design and their influences on building design.	37.0%	46.5%	16.5%	774
52. Knowledge of principles of landscape design and their influences on building design.	45.4%	40.3%	14.3%	848
53. Knowledge of site design principles and practices.	26.9%	49.8%	23.3%	940
54. Knowledge of techniques for architectural programming to identify functional and operational requirements of scope of work.	28.4%	44.8%	26.8%	779
55. Knowledge of procedures to develop project scheduling, phasing and deliverables for various building types.	65.8%	24.3%	9.9%	202
56. Knowledge of relationship between constructability and aesthetics.	37.1%	35.6%	27.3%	706
57. Knowledge of standards and specifications for building materials and methods of construction, e.g., ASTM, ANSI.	72.5%	21.6%	5.9%	389
58. Knowledge of methods to perform life cycle cost analysis.	71.3%	20.0%	8.7%	335
59. Knowledge of principles of value analysis and value engineering processes.	69.0%	18.3%	12.7%	229
60. Knowledge of procedures and protocols of permit approval process.	76.9%	11.5%	11.5%	130
61. Knowledge of principles of historic preservation.	68.7%	21.7%	9.5%	630
62. Knowledge of processes and procedures for building commissioning.	81.1%	12.3%	6.6%	227
63. Knowledge of design factors to consider in selecting furniture, fixtures and equipment (FFE).	62.2%	29.9%	8.0%	288
64. Knowledge of methods and tools for space planning.	29.6%	46.3%	24.1%	784



TABLE B11. PERCENTAGE DISTRIBUTION OF RATINGS FOR LEVEL AT WHICH KNOWLEDGE/SKILLS SHOULD FIRST BE ACQUIRED (CONT.)

Survey: EDU C Survey Population: Educators + All licensed architects

KNOWLEDGE/SKILL STATEMENT	LEVEL AT WHICH KNOWLEDGE/SKILL SHOULD BE ACQUIRED			
	UNDERSTAND	APPLY	EVALUATE	TOTAL N
65. Knowledge of different project delivery methods and their impacts on project schedule, costs and project goals.	78.3%	14.4%	7.3%	327
66. Knowledge of factors that impact construction management services.	78.8%	12.3%	8.9%	179
67. Knowledge of fee structures, their attributes and implications for schedule, scope and profit.	83.8%	8.6%	7.6%	210
68. Knowledge of consultant agreements and fee structures.	84.8%	7.3%	7.9%	165
69. Knowledge of different building and construction types and their implications on design and construction schedules.	63.6%	24.2%	12.3%	505
70. Knowledge of scheduling methods to establish project timeframes based on standard sequences of architectural operations in each phase.	65.6%	23.5%	10.9%	183
71. Knowledge of business development strategies.	76.9%	14.8%	8.3%	216
72. Knowledge of relationship between project scope and consultant capabilities to assemble project team.	76.8%	11.6%	11.6%	95
73. Knowledge of purposes and types of professional liability insurance related to architectural practice.	88.3%	6.6%	5.2%	213
74. Knowledge of format and protocols for efficient meeting management and information distribution.	59.7%	26.9%	13.4%	134
75. Knowledge of strategies to assess project progress and verify its alignment with project schedule.	63.8%	24.5%	11.7%	94
76. Knowledge of ways to translate project goals into specific tasks and measurable design criteria.	42.2%	41.5%	16.2%	277
77. Knowledge of effective communication techniques to educate client with respect to roles and responsibilities of all parties.	52.2%	31.6%	16.2%	228
78. Knowledge of formats and protocols to produce and distribute field reports to document construction progress.	69.4%	18.1%	12.5%	72
79. Knowledge of site requirements for specific building types to determine client's site needs.	46.8%	33.6%	19.6%	434
80. Knowledge of site analysis techniques to determine project parameters affecting design.	39.1%	40.6%	20.3%	688
81. Knowledge of methods to prioritize or objectively evaluate design options based on project goals.	29.0%	41.7%	29.3%	580
82. Knowledge of sustainability strategies and/or rating systems.	50.7%	35.3%	14.0%	679
83. Knowledge of sustainability considerations related to building materials and construction processes.	55.3%	30.5%	14.2%	669
84. Knowledge of techniques to integrate renewable energy systems into building design.	58.0%	29.8%	12.2%	688
85. Knowledge of methods to identify scope changes that may require additional services.	76.3%	11.3%	12.5%	80
86. Knowledge of procedures for processing requests for additional services.	70.7%	12.1%	17.2%	58
87. Knowledge of appropriate documentation level required for construction documents.	44.6%	35.4%	20.0%	240
88. Knowledge of close-out document requirements and protocols.	73.1%	17.9%	9.0%	78
89. Knowledge of construction document technologies and their standards and applications.	58.4%	30.1%	11.5%	339
90. Knowledge of building information modeling (BIM) and its impact on planning, financial management and construction documentation.	70.0%	19.4%	10.6%	350
91. Knowledge of principles of computer assisted design and drafting (CADD) software and its uses in communicating design ideas.	26.0%	54.0%	20.0%	861
92. Knowledge of American Institute of Architects (AIA) guidelines for contract agreements.	80.8%	12.7%	6.5%	386



TABLE B11. PERCENTAGE DISTRIBUTION OF RATINGS FOR LEVEL AT WHICH KNOWLEDGE/SKILLS SHOULD FIRST BE ACQUIRED (CONT.)

Survey: EDU C Survey Population: Educators + All licensed architects

KNOWLEDGE/SKILL STATEMENT	LEVEL AT WHICH KNOWLEDGE/SKILL SHOULD BE ACQUIRED			
	UNDERSTAND	APPLY	EVALUATE	TOTAL N
93. Knowledge of techniques to integrate model contract forms and documents.	80.8%	9.0%	10.2%	167
94. Knowledge of methods for production of construction documentation and drawings.	46.0%	42.2%	11.8%	465
95. Knowledge of standard methods for production of design development documentation.	38.6%	47.1%	14.3%	446
96. Knowledge of standard methods for production of site plan documentation.	43.7%	44.9%	11.4%	439
97. Knowledge of circumstances warranting further actions based on field reports, third party inspections and test results.	74.2%	12.1%	13.6%	66
98. Knowledge of materials testing processes and protocols to be performed during the construction process.	83.8%	9.2%	6.9%	173
99. Knowledge of building systems testing processes and protocols to be performed during the construction process.	83.0%	9.2%	7.8%	141
100. Knowledge of formats and protocols to process shop drawings and submittals to ensure they meet design intent.	70.4%	19.4%	10.2%	98
101. Knowledge of protocols for responding to Requests for Information (RFI).	75.6%	12.2%	12.2%	82
102. Knowledge of roles, responsibilities and authorities of project team members during construction.	78.3%	12.8%	8.9%	235
103. Knowledge of conflict resolution techniques and their applications throughout project.	70.3%	18.2%	11.5%	192
104. Knowledge of bidding processes and protocols for different project delivery methods and their applications.	85.3%	8.7%	6.1%	231
105. Knowledge of requirements for post-occupancy evaluation.	83.5%	10.4%	6.1%	164
106. Knowledge of project risks for new and innovative products, materials, methods and technologies.	81.7%	8.7%	9.5%	252
107. Knowledge of design decisions and their impact on constructability.	44.1%	33.2%	22.6%	605
108. Knowledge of interpersonal skills necessary to elicit client needs and desired scope of services.	46.2%	37.7%	16.1%	329
109. Knowledge of requirements of Intern Development Program (IDP).	53.9%	26.0%	20.1%	726
110. Knowledge of techniques for staff development in architectural firms.	81.3%	9.4%	9.4%	96
111. Knowledge of methods to manage human resources.	72.1%	9.8%	18.0%	61
112. Knowledge of state board guidelines for licensing and professional practice.	69.1%	17.4%	13.5%	362
113. Knowledge of strategies to create positive work environment that builds trust and encourages cooperation and teamwork.	51.5%	32.5%	16.0%	237
114. Knowledge of principles of universal design.	43.1%	38.3%	18.5%	707
115. Knowledge of purposes of and legal implications for different types of business entities.	85.5%	8.6%	5.9%	255
116. Knowledge of innovative and evolving technologies and their impact on architectural practice.	71.9%	16.4%	11.6%	438
117. Knowledge of training programs for professional development.	73.0%	15.3%	11.7%	196
118. Knowledge of ethical standards relevant to architectural practice.	62.5%	24.2%	13.3%	656
119. Knowledge of methods to facilitate information management in building design and construction.	64.1%	21.8%	14.1%	234
120. Knowledge of factors involved in conducting an architectural practice in international markets.	87.1%	5.9%	6.9%	101



TABLE B11. PERCENTAGE DISTRIBUTION OF RATINGS FOR LEVEL AT WHICH KNOWLEDGE/SKILLS SHOULD FIRST BE ACQUIRED (CONT.)

Survey: EDU C Survey Population: Educators + All licensed architects

KNOWLEDGE/SKILL STATEMENT	LEVEL AT WHICH KNOWLEDGE/SKILL SHOULD BE ACQUIRED			
	UNDERSTAND	APPLY	EVALUATE	TOTAL N
121. Knowledge of components of standard business plan, e.g., revenue projection, staffing plan, overhead, profit plan.	76.9%	14.4%	8.7%	208
122. Knowledge of methods and procedures for risk management.	79.0%	14.2%	6.8%	162
MEAN	56.7%	28.1%	15.2%	439.4
MIN	7.4%	5.9%	5.2%	58
MAX	88.3%	62.0%	46.4%	999





Edmund G. Brown Jr.
GOVERNOR

CALIFORNIA ARCHITECTS BOARD

PUBLIC PROTECTION THROUGH EXAMINATION, LICENSURE, AND REGULATION

DRAFT

June 15, 2013

Mr. Ronald B. Blitch, FAIA, FACHA, NCARB, President/Chair of the Board
National Council of Architectural Registration Boards
1801 K Street, NW, Suite 700K
Washington, DC 20006

Dear Mr. Blitch:

I am writing you on behalf of the California Architects Board regarding NCARB's comments to the National Architectural Accrediting Board (NAAB) relative to *The Conditions for Accreditation*.

As you know, architectural education has been a long-standing concern of the Board. At its June meeting, the Board reviewed *NCARB's Contribution to the NAAB 2013 Accreditation Review Conference*. The Board believes that NCARB's use of its *2012 NCARB Practice Analysis of Architecture* as the basis for its comments is invaluable and will lead to a stronger connection between education and practice. This connection is crucial to our ability to effectively protect the public health, safety, and welfare.

Sincerely,

SHERAN VOIGT
Board President

cc: Michael J. Armstrong, NCARB Chief Executive Officer
California Architects Board Members

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Agenda Item K.4

REVIEW AND APPROVE RECOMMENDATION REGARDING STRATEGIC PLAN OBJECTIVE TO DEVELOP A STRATEGY TO EXPEDITE RECIPROCITY LICENSURE FOR MILITARY SPOUSES AND DOMESTIC PARTNERS

The Board's 2013 Strategic Plan directs the Professional Qualifications Committee (PQ) to develop a strategy to expedite reciprocal licensure for military spouses and domestic partners.

On September 20, 2012, Governor Edmund G. Brown, Jr. signed into law Assembly Bill (AB) 1904 (Chapter 399, Statutes of 2012), which added section 115.5 to the Business and Professions Code (BPC). On January 1, 2013, BPC 115.5 became effective and requires boards to expedite the licensure process of an individual applying for a reciprocal license who is married to or in a legal union with an active duty member of the Armed Forces of the United States who is assigned to a duty station in California. To implement the bill, staff: 1) revised the *California Reciprocity Application* to include a question asking the candidate to identify whether they meet the aforementioned conditions; 2) modified internal application processing procedures; and 3) posted information on the Board's website about the new law and how to expedite processing.

Governor Edmund G. Brown, Jr., on September 29, 2012, also signed into law AB 1588 (Chapter 742, Statutes of 2012), which added section 114.3 to the BPC. This additional military-related legislation requires the Board to waive the renewal fee, continuing education (CE) requirement, and other renewal requirements as determined by the Board of any licensee who is called to active duty as a member of the United States Armed Forces or the California National Guard provided certain requirements are met.

PQ, at its May 1, 2013 meeting, discussed both bills and the impact on military licensees and their spouses or domestic partners. Of importance for the Committee is how BPC section 114.3 would affect licensees relative to CE requirements and license renewal and delinquency fees. According to the section, military licensees would be required to meet all necessary renewal requirements as determined by the Board within six months of discharge from active duty. As a consequence, the military licensee would be required to pay all accrued license renewal fees (but no delinquency fee) and fulfill the CE requirement (which is not cumulative). Subsection (e) of BPC section 114.3 allows the Board to adopt regulations to carry out the provisions. On that basis, PQ voted to recommend the Board pursue a regulatory amendment that would exempt active duty military licensees from the requirement to pay the accrued renewal fees excluding the current renewal cycle fee.

The Board is asked to review and approve the PQ's recommendation to pursue a regulatory change proposal that would exempt active duty military licensees from accrued renewal fees.

Attachments:

1. AB 1588 (Chapter 742, Statutes of 2012)
2. AB 1904 (Chapter 399, Statutes of 2012)

Assembly Bill No. 1588

CHAPTER 742

An act to add Section 114.3 to the Business and Professions Code, relating to professions and vocations.

[Approved by Governor September 29, 2012. Filed with Secretary of State September 29, 2012.]

LEGISLATIVE COUNSEL'S DIGEST

AB 1588, Atkins. Professions and vocations: reservist licensees: fees and continuing education.

Existing law provides for the regulation of various professions and vocations by boards within the Department of Consumer Affairs and for the licensure or registration of individuals in that regard. Existing law authorizes any licensee whose license expired while he or she was on active duty as a member of the California National Guard or the United States Armed Forces to reinstate his or her license without examination or penalty if certain requirements are met.

This bill would require the boards described above, with certain exceptions, to waive the renewal fees, continuing education requirements, and other renewal requirements as determined by the board, if any are applicable, of any licensee or registrant who is called to active duty as a member of the United States Armed Forces or the California National Guard if certain requirements are met. The bill would, except as specified, prohibit a licensee or registrant from engaging in any activities requiring a license while a waiver is in effect. The bill would require a licensee or registrant to meet certain renewal requirements within a specified time period after being discharged from active duty service prior to engaging in any activity requiring a license. The bill would require a licensee or registrant to notify the board of his or her discharge from active duty within a specified time period.

The people of the State of California do enact as follows:

SECTION 1. Section 114.3 is added to the Business and Professions Code, to read:

114.3. (a) Notwithstanding any other provision of law, every board, as defined in Section 22, within the department shall waive the renewal fees, continuing education requirements, and other renewal requirements as determined by the board, if any are applicable, for any licensee or registrant called to active duty as a member of the United States Armed Forces or the California National Guard if all of the following requirements are met:

(1) The licensee or registrant possessed a current and valid license with the board at the time he or she was called to active duty.

(2) The renewal requirements are waived only for the period during which the licensee or registrant is on active duty service.

(3) Written documentation that substantiates the licensee or registrant's active duty service is provided to the board.

(b) (1) Except as specified in paragraph (2), the licensee or registrant shall not engage in any activities requiring a license during the period that the waivers provided by this section are in effect.

(2) If the licensee or registrant will provide services for which he or she is licensed while on active duty, the board shall convert the license status to military active and no private practice of any type shall be permitted.

(c) In order to engage in any activities for which he or she is licensed once discharged from active duty, the licensee or registrant shall meet all necessary renewal requirements as determined by the board within six months from the licensee's or registrant's date of discharge from active duty service.

(d) After a licensee or registrant receives notice of his or her discharge date, the licensee or registrant shall notify the board of his or her discharge from active duty within 60 days of receiving his or her notice of discharge.

(e) A board may adopt regulations to carry out the provisions of this section.

(f) This section shall not apply to any board that has a similar license renewal waiver process statutorily authorized for that board.

Assembly Bill No. 1904

CHAPTER 399

An act to add Section 115.5 to the Business and Professions Code, relating to professions and vocations.

[Approved by Governor September 20, 2012. Filed with Secretary of State September 20, 2012.]

LEGISLATIVE COUNSEL'S DIGEST

AB 1904, Block. Professions and vocations: military spouses: expedited licensure.

Existing law provides for the licensure and regulation of various professions and vocations by boards within the Department of Consumer Affairs. Existing law provides for the issuance of reciprocal licenses in certain fields where the applicant, among other requirements, has a license to practice within that field in another jurisdiction, as specified. Existing law authorizes a licensee to reinstate an expired license without examination or penalty if, among other requirements, the license expired while the licensee was on active duty as a member of the California National Guard or the United States Armed Forces.

This bill would require a board within the department to expedite the licensure process for an applicant who holds a license in the same profession or vocation in another jurisdiction and is married to, or in a legal union with, an active duty member of the Armed Forces of the United States who is assigned to a duty station in California under official active duty military orders.

The people of the State of California do enact as follows:

SECTION 1. Section 115.5 is added to the Business and Professions Code, to read:

115.5. (a) A board within the department shall expedite the licensure process for an applicant who meets both of the following requirements:

(1) Supplies evidence satisfactory to the board that the applicant is married to, or in a domestic partnership or other legal union with, an active duty member of the Armed Forces of the United States who is assigned to a duty station in this state under official active duty military orders.

(2) Holds a current license in another state, district, or territory of the United States in the profession or vocation for which he or she seeks a license from the board.

(b) A board may adopt regulations necessary to administer this section.

O

Agenda Item L

REGULATORY AND ENFORCEMENT COMMITTEE (REC) REPORT

1. Update on April 25, 2013 REC Meeting
2. Review and Approve Recommendation Regarding Strategic Plan Objective to Examine Definition of the Practice of Architecture and Potentially Consider Creating a Definition of “Instruments of Service” for a Regulatory Proposal
3. Review and Approve Architect Consultant Contract

Agenda Item L.1

UPDATE ON APRIL 25, 2013 REC MEETING

The REC met on April 25, 2013, in Sacramento. Attached is the notice of the meeting. Committee Chair, Michael Merino, will provide an update on the meeting.



Edmund G. Brown Jr.
GOVERNOR

CALIFORNIA ARCHITECTS BOARD

PUBLIC PROTECTION THROUGH EXAMINATION, LICENSURE, AND REGULATION

NOTICE OF MEETING

REGULATORY AND ENFORCEMENT COMMITTEE

April 25, 2013

10:00 a.m. to 2:00 p.m.

California Architects Board, Sequoia Room

2420 Del Paso Road, Suite 109A, Sacramento, CA 95834

The California Architects Board (CAB) will hold a Regulatory and Enforcement Committee (REC) meeting as noted above and via telephone conference at the following location:

Robert De Pietro

Frank De Pietro and Sons

825 Colorado Boulevard, Suite 114, Los Angeles, CA 90041-1714

(323) 257-4253

AGENDA

A. Welcome and Introductions

B. Roll Call

C. Public Comments

D. Consent Agenda (Review and Approve October 11, 2012 REC Summary Report)

E. Enforcement Program Update

F. 2013 Strategic Plan Objectives

- 1) Discuss and Possible Action on Strategic Plan Objective to Examine Definition of the Practice of Architecture and Potentially Consider Creating a Definition of "Instruments of Service" for a Regulatory Proposal
- 2) Discuss and Possible Action on Strategic Plan Objective to Review and Consider Adding Mediation to Reporting Requirements [Business and Professions Code (BPC) Section 5588]
- 3) Discuss and Possible Action on Strategic Plan Objective to Review and Update CAB's Disciplinary Guidelines
- 4) Discuss and Possible Action on Strategic Plan Objective to Review and Consider Adding a Provision Regarding "Scope of Work" to the Written Contract Requirements (BPC Section 5536.22)

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G. Adjournment

Continued

A quorum of Board members may be present during all or portions of the meeting, and if so, such members will only observe the REC meeting. Agenda items may not be addressed in the order noted above and the meeting will be adjourned upon completion of the agenda, which may be at a time earlier than that posted in this Notice.

The meeting is open to the public and accessible to the physically disabled. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by contacting Hattie Johnson at (916) 575-7203, emailing Hattie.Johnson@dca.ca.gov, or sending a written request to the California Architects Board, 2420 Del Paso Road, Suite 105, Sacramento, CA 95834. Providing your request at least five business days before the meeting will help to ensure availability of the requested accommodation.

The notice and agenda for this meeting and other meetings of the CAB can be found on the Board's Web site: cab.ca.gov. For further information regarding this agenda, please contact Hattie Johnson at (916) 575-7203.

REVIEW AND APPROVE RECOMMENDATION REGARDING STRATEGIC PLAN OBJECTIVE TO EXAMINE DEFINITION OF THE PRACTICE OF ARCHITECTURE AND POTENTIALLY CONSIDER CREATING A DEFINITION OF “INSTRUMENTS OF SERVICE” FOR A REGULATORY PROPOSAL

The California Architects Board’s (Board) 2013 Strategic Plan directs the Regulatory and Enforcement Committee (REC) to examine the definition of the practice of architecture and potentially consider creating a definition of “instruments of service” for a regulatory proposal.

History

The Board’s 2012 Strategic Plan directed the REC to define “instruments of service” and determine whether there should be a regulation defining such. This issue arose from a question by the Certified Access Specialist Institute (CASI), which represents approximately 150 certified access specialists (CASp) in California. CASI inquired whether CASp services performed by a California licensed architect are considered instruments of architectural services and covered under the requirements of the Architects Practice Act (Act). The Board advised CASI that CASp services performed by California licensed architects are considered to be instruments of service, covered by the Act.

There are numerous terms used in the Act to describe the documents an architect may prepare or exercise responsible control, which demonstrates that the term “instruments of service” includes more than just final documents for construction. Below are the various references to documents found in the Act:

- Business and Professions Code section (BPC) 5535.1: uses “...*architectural instruments of service...*” in definition of responsible control;
- BPC 5536.1 (a) and (c): uses “...*plans, specifications, and instruments of service...*” in defining documents to be signed and stamped;
- BPC 5536.22: uses “...*plans and specifications for the construction, alteration, improvement, or repair of a building or structure...*” in clarifying statement of licensure and signing and stamping;
- BPC 5536.25: uses “...*plans, specifications reports, or documents...*” and “...*or other contract documents...*” in defining types of documents an architect would sign and stamp for which they are not responsible for damages due to unauthorized changes;
- BPC 5537 (a): uses “...*plans, drawings, or specifications...*” in description of documents for exempt project types;
- BPC 5537 (b): uses “...*plans, drawings, specifications, or calculations...*” to describe documents to be signed and stamped by an architect or engineer to mitigate non-conventional framing issues;
- BPC 5538: uses “...*plans, drawings, specifications, instruments of service, or other data...*” in definition of exempt non-structural or non-seismic projects; and

- California Code of Regulations section (CCR) 151: uses “...any instrument of service...” and “...all stages of the design documents...” in aiding and abetting definition.

According to the definition provided by the Landscape Architects Practice Act, CCR 2602(f):

“Instruments of service” means finalized working drawings, contract proposals, site analyses, environmental review documents, inspection reports, cost estimates, planning studies, and specifications which have been prepared by a person who holds a valid license to practice landscape architecture in this State or which have been prepared under his or her immediate and responsible direction.”

The American Institute of Architects (AIA) defines instruments of service in Volume 1 of its publication, *Architect’s Handbook of Professional Practice*:

“Instruments of service: drawings, specifications, and other documents prepared by the architect as part of the design process. In addition to drawings and specifications comprising the construction documents, instruments of service may be in any medium and include sketches, preliminary drawings, outline specifications, calculations, studies, analyses, models, and renderings.”

At the REC’s May 10, 2012 meeting, member Phyllis Newton volunteered to assist in researching case law for the definition of instruments of service. She found two relevant cases from 1950 and 1955, and the latter was based on a statute that is no longer in effect.

At the REC’s October 11, 2012 meeting, the REC voted to recommend to the Board that an analysis of the contemporary practice of architecture be made to determine whether the definition contained in BPC 5500.1 should be amended, followed by a further review of the definition of “instruments of service.” The Board approved the REC’s recommendation at its December 5, 2012 meeting and included it as an objective in the 2013 Strategic Plan.

At its April 25, 2013 meeting, the REC discussed the objective and voted to recommend to the Board that it be postponed until the National Council of Architectural Registration Boards’ and the Board’s Occupational Analysis (OA) are completed. The information from the OAs will be used as the main source of research material for this objective. In addition, the REC recommended that AIA, California Council provide background materials and additional evidence on the need to modify BPC 5500.1.

The Board is asked to consider the REC’s recommendations.

Attachments:

1. Architects Practice Act, Business and Professions Code Section 5500.1 – Practice of Architecture Defined
2. California Architects Board – Supplemental Examination Test Plan
3. The American Institute of Architects – Defining the Architect’s Basic Services
4. National Council of Architectural Registration Boards’ Legislative Guidelines and Model Law



Edmund G. Brown Jr.
GOVERNOR

CALIFORNIA ARCHITECTS BOARD

PUBLIC PROTECTION THROUGH EXAMINATION, LICENSURE, AND REGULATION

Architects Practice Act Business and Professions Code

§ 5500.1 Practice of Architecture Defined

- (a) The practice of architecture within the meaning and intent of this chapter is defined as offering or performing, or being in responsible control of, professional services which require the skills of an architect in the planning of sites, and the design, in whole or in part, of buildings, or groups of buildings and structures.
- (b) Architects' professional services may include any or all of the following:
- (1) Investigation, evaluation, consultation, and advice.
 - (2) Planning, schematic and preliminary studies, designs, working drawings, and specifications.
 - (3) Coordination of the work of technical and special consultants.
 - (4) Compliance with generally applicable codes and regulations, and assistance in the governmental review process.
 - (5) Technical assistance in the preparation of bid documents and agreements between clients and contractors.
 - (6) Contract administration.
 - (7) Construction observation.
- (c) As a condition for licensure, architects shall demonstrate a basic level of competence in the professional services listed in subdivision (b) in examinations administered under this chapter.

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California Architects Board - Supplemental Examination Test Plan

The Board is mandated to protect the public health, safety, and welfare. The California Supplemental Examination (CSE) assesses whether applicants for licensure demonstrate minimum standards of competency necessary to meet the requirements of current architectural practice in California.

The CSE Test Plan was developed using the results of the statewide survey of architectural practice in California conducted in 2007. The intent of the CSE Test Plan is not to duplicate coverage of general areas of practice already addressed by the national test, the Architect Registration Examination (ARE). The intent of the CSE Test Plan is to focus on California-specific aspects of practice; it is therefore neither comprehensive nor representative of the full scope of architectural practice.

The CSE Test Plan covers important knowledge and ability areas that are tested using a computer-based, multiple-choice format.

The CSE Test Plan is organized into four primary knowledge categories as shown below. The "Weights" indicate the percentage of examination points that will be allocated to each category.

Categories and Subcategories	Weights
I. Context & Predesign	16%
II. Regulatory	42%
A. California State Laws, Code, Regulations, and Standards (24%)	
B. Other Laws, Codes, Regulations, Standards, Agencies and Entitlements (18%)	
III. Management & Design	27%
IV. Construction	<u>15%</u>
	100%

I. CONTEXT AND PREDESIGN (16%)

This category encompasses the knowledge required to evaluate and respond to the physical and social context in California. This requires an understanding of natural and built conditions and their impact on design, including potential mitigations. Additional knowledge and abilities are those required to develop and utilize program information that addresses user characteristics and activities and performance objectives.

Knowledge and Ability Statements

1. Knowledge of conditions of the natural environment regulated in California (e.g., wetlands, coastal regions, habitats of endangered species) as they relate to design and construction.
2. Knowledge of natural and human-caused hazardous conditions (e.g., seismic activity, fire, winds, flood zone, hazardous materials) and potential mitigations.
3. Knowledge of health issues related to buildings (e.g., offgassing, mold, adequate ventilation).
4. Knowledge of user characteristics (e.g., varying ages, cultures, abilities, activity requirements).
5. Knowledge of types of stakeholders (e.g., environmental groups, citizens' advisory committees, neighborhood and community organizations) concerned about design and construction.
6. Knowledge of project performance objectives (e.g., comfort control, safety and security, sustainability).
7. Ability to evaluate user activities to determine spatial requirements and adjacencies.
8. Ability to organize and evaluate relevant program information to prepare a final program document.

II. REGULATORY (42%) - This category includes knowledge of the state, local, regional, and federal regulatory environments specific to the practice of architecture in California, and includes knowledge of agencies and entitlement processes.

A. California State Laws, Codes, Regulations, and Standards (24%)

This subcategory encompasses the knowledge required to practice within the regulatory environment specific to California. This requires an understanding of the California-specific legal constraints upon design and construction, including a working knowledge of California building codes, environmental regulations, and lien laws. This also requires understanding of the requirements of the California Architects Practice Act, including but not limited to those regarding contracts, responsible control, standard of care, licensing, and instruments of service.

Knowledge Statements

9. Knowledge of California Environmental Quality Act (CEQA) as it relates to design and construction.
10. Knowledge of Essential Services Buildings Seismic Safety Act as it relates to design and construction.
11. Knowledge of what is encompassed by the California Building Standards Code (e.g., Building, Electrical, Mechanical, Plumbing, Energy, Historical) and how the CBSC is distinct from the model codes.
12. Knowledge of structural provisions of the California Building Code.
13. Knowledge of provisions of the California Building Code for anchoring and bracing nonstructural elements.
14. Knowledge of accessibility provisions of the California Building Code.
15. Knowledge of fire and life safety provisions of the California Building Code.
16. Knowledge of provisions of the California Energy Code.
17. Knowledge of California Health and Safety Code as it relates to design and construction.
18. Knowledge of the Design Professionals and Mechanic's Lien Laws.
19. Knowledge of other California special regulations relevant to design and construction (e.g., water regulations, California Coastal Act, California Clean Air Act, California Public Contract Code, Field Act, Hospital Facilities Seismic Safety Act).
20. Knowledge of the architect's responsibilities and requirements for practicing in California in accordance with the Practice Act (e.g., responsible control, standard of care, licensing requirements, signing and sealing of documents).
21. Knowledge of the elements of a legal contract as required by the Practice Act.
22. Knowledge of administration of the Practice Act (e.g., examination, licensing, and enforcement).
23. Knowledge of business and professional requirements of the Practice Act (e.g., architectural corporations, firm naming, associations, professional conduct).

II. REGULATORY (42%) - Continued

- B. Other Laws, Codes, Regulations, Standards, Agencies and Entitlements (18%)** This subcategory encompasses the knowledge required to practice within the local, regional, and federal regulatory environments in California. This requires an understanding of the legal constraints upon design and construction, including a working knowledge of how General Plans inform planning and zoning issues and how the Americans with Disabilities Act may impact architectural practice. This subcategory also encompasses the knowledge required to interact with local, regional, and state governing agencies that may have jurisdiction. This requires an understanding of the jurisdictions, procedures, and approval processes of the agencies, as well as an awareness of the architect's responsibilities in obtaining approvals.

Knowledge Statements

24. Knowledge of local or regional laws, codes, regulations, and standards (e.g., General Plan; planning and zoning ordinances; local building ordinances; design guidelines; Codes, Covenants, and Restrictions [CC&Rs]) relevant to design and construction.
25. Knowledge of the Americans with Disabilities Act (ADA) with regard to how it impacts architectural practice (e.g., client and architect responsibilities, design and construction).
26. Knowledge of federal laws, codes, and regulations other than ADA (e.g., Environmental Protection Agency Regulations, Federal Aviation Administration regulations, US Army Corps of Engineers regulations) relevant to design and construction.
27. Knowledge of national standards (e.g., UL, ANSI, ASTM, Factory Mutual) relevant to design and construction.
28. Knowledge of local community development agencies and other authorities that normally have jurisdiction over design and construction (e.g., building, planning, public works, police and fire departments).
29. Knowledge of local or regional agencies and other authorities that may have jurisdiction over design and construction (e.g., Design Review Boards, Air Quality Management District, County Flood Control District, airport authorities, Environmental Health Department).
30. Knowledge of California state agencies that have jurisdiction over design and construction (e.g., Coastal Commission, Water Resources Control Board, Department of Fish and Game, Air Resources Board, California Department of Transportation).
31. Knowledge of procedures for obtaining approvals from regulatory agencies.
32. Knowledge of interrelationships among various regulatory agencies (e.g., sequence of approvals, hierarchy of jurisdictions).
33. Knowledge of process for resolving conflicts between agencies or between codes, regulations, and standards.

III. MANAGEMENT & DESIGN (27%)

This category encompasses the knowledge required to plan and manage project teams, including consultants, and to implement procedures for risk management and quality assurance. This requires an understanding of the architect's role and responsibilities for coordinating project teams, an understanding of consultants' services as they relate to systems and building design, obtaining agency approvals, and an understanding of how to limit professional liability exposure. This category also encompasses the knowledge and abilities required to develop design solutions and prepare design and construction drawings and documents. This requires an understanding of methods for developing design solutions collaboratively with clients, users, and stakeholders; an understanding of the drawings and documents needed for agency approvals; and an awareness of specific design concerns in California (e.g., nonstructural elements, special structural loading conditions, environmental control systems, material performance and testing standards). This category also encompasses knowledge of the bidding process.

Knowledge and Ability Statements

34. Knowledge of consultants' (e.g., civil, structural, mechanical, electrical, landscaping, acoustical, traffic) services.
35. Knowledge of architect's role and responsibilities in coordinating an entire project team.
36. Knowledge of architect's role and responsibilities in managing project teams to obtain necessary agency approvals at the appropriate time.
37. Knowledge of document checking and review procedures for quality assurance (in-house and external).
38. Knowledge of how practicing within the standard of care limits professional liability exposure.
39. Knowledge of methods for developing design solutions with involvement of client, users, consultants, and stakeholders.
40. Knowledge of contents of design drawings and related documents required for agency approvals.
41. Knowledge of nonstructural elements as defined by the California Building Code (e.g., fixtures and equipment items, nonbearing partitions, suspended ceilings).
42. Ability to identify implications of special structural loading conditions (e.g., heavy equipment, snow, library shelving).
43. Knowledge of environmental control systems (e.g., energy management, occupant comfort and control).
44. Knowledge of material characteristics, performance, and testing standards.
45. Ability to prepare construction documents appropriate to project type.
46. Knowledge of construction bidding and negotiation processes.

IV. CONSTRUCTION (15%)

This category encompasses the knowledge and abilities required to perform construction contract administration services. This requires an understanding of the architect's role and responsibilities during construction, including knowledge of procedures for resolving conflicts, implementing changes, managing construction costs and schedules, and including California-specific special inspections and testing. Also requires knowledge of performing project close-out procedures, including understanding of lien laws.

Knowledge and Ability Statements

47. Knowledge of interrelationships among owner, architect, and contractor during construction.
48. Knowledge of the limits of the architect's role and responsibilities during construction (e.g., directing subcontractors, means and methods).
49. Knowledge of construction conflict resolution strategies (e.g., mediation, arbitration, litigation).
50. Knowledge of procedures for implementing changes during construction (e.g., directives, supplemental instructions, change orders).
51. Knowledge of procedures for monitoring construction costs and schedules (e.g., reviewing and certifying payments to contractor, reviewing lien releases).
52. Knowledge of procedures for performing project close-out (e.g., Certificate of Substantial Completion, Notice of Completion, final lien releases).
53. Knowledge of elements of California construction laws (e.g., lien requirements, minimum warranty periods).
54. Knowledge of code-required special inspections and testing (e.g., field welding, high strength concrete).
55. Ability to provide construction contract administration services appropriate to project type.

Defining the Architect's Basic Services

Contributed by the AIA Knowledge Resources Staff

July 2007

The AIA collects and disseminates Best Practices as a service to AIA members without endorsement or recommendation. Appropriate use of the information provided is the responsibility of the reader.

SUMMARY

A client's unfamiliarity with the process of architectural design should not hinder that client's comprehension of the phases of design services. This Best Practice introduces first-time clients to the common services of architectural design and the process of design-bid-build.

Note: The deliverables listed below are examples of common architectural deliverables for each phase but are not required of AIA members.

SCHEMATIC DESIGN PHASE SERVICES

During the first phase—schematic design—an architect consults with the owner to determine project goals and requirements. Often this determines the program for the project.

The program, or architectural program, is the term used to define the required functions of the project. It should include estimated square footage of each usage type and any other elements that achieve the project goals.

During schematic design, an architect commonly develops study drawings, documents, or other media that illustrate the concepts of the design and include spatial relationships, scale, and form for the owner to review. Schematic design also is the research phase of the project, when zoning requirements or jurisdictional restrictions are discovered and addressed.

This phase produces a final schematic design, to which the owner agrees after consultation and discussions with the architect. Costs are estimated based on overall project volume. The design then moves forward to the design development phase.

Deliverables: Schematic design often produces a site plan, floor plan(s), sections, an elevation, and other illustrative materials; computer images, renderings, or models. Typically the drawings include overall dimensions, and a construction cost is estimated. Note: The contract may actually spell out what is to be delivered.

DESIGN DEVELOPMENT PHASE SERVICES

Design development (DD) services use the initial design documents from the schematic phase and take them one step further. This phase lays out mechanical, electrical, plumbing, structural, and architectural details.

Typically referred to as DD, this phase results in drawings that often specify design elements such as material types and location of windows and doors. The level of detail provided in the DD phase is determined by the owner's request and the project requirements. The DD phase often ends with a formal presentation to, and approval by, the owner.

Deliverables: Design development often produces floor plans, sections, and elevations with full dimensions. These drawings typically include door and window details and outline material specifications.

CONSTRUCTION DOCUMENT PHASE SERVICES

The next phase is construction documents (CDs). Once the owner and architect are satisfied with the documents produced during DD, the architect moves forward and produces drawings with greater detail. These drawings typically include specifications for construction details and materials.

Once CDs are satisfactorily produced, the architect sends them to contractors for pricing or bidding, if part of the contract. The level of detail in CDs may vary depending on the owner's preference. If the CD set is not 100-percent complete, this is noted on the CD set when it is sent out for bid. This phase results in the contractors' final estimate of project costs. To learn more about the most common ways owners select a contractor, see Best Practice 05.03.01, "Qualifications-Based vs. Low-Bid Contractor Selection."

Deliverables: The construction document phase produces a set of drawings that include all pertinent information required for the contractor to price and build the project.

BID OR NEGOTIATION PHASE SERVICES

The first step of this phase is preparation of the bid documents to go out to potential contractors for pricing. The bid document set often includes an advertisement for bids, instructions to bidders, the bid form, bid documents, the owner-contractor agreement, labor and material payment bond, and any other sections necessary for successful price bids. For some projects that have unique aspects or complex requirements, the architect and owner elect to have a prebid meeting for potential contractors.

After bid sets are distributed, both the owner and architect wait for bids to come in. The owner, with the help of the architect, evaluate the bids and select a winning bid. Any negotiation with the bidder of price or project scope, if necessary, should be done before the contract for construction is signed.

The final step is to award the contract to the selected bidder with a formal letter of intent to allow construction to begin.

Deliverables: The final deliverable is a construction contract. Once this document is signed, project construction can begin.

CONSTRUCTION PHASE SERVICES

Contract administration (CA) services are rendered at the owner's discretion and are outlined in the owner-architect construction agreement. Different owner-architect-contractor agreements require different levels of services on the architect's part. CA services begin with the initial contract for construction and terminate when the final certificate of payment is issued.

The architect's core responsibility during this phase is to help the contractor to build the project as specified in the CDs as approved by the owner. Questions may arise on site that require the architect to develop architectural sketches: drawings issued after construction documents have been released that offer additional clarification to finish the project properly. Different situations may require the architect to issue a Change in Services to complete the project.

Deliverables: A successfully built and contracted project.

RESOURCES

More Best Practices

The following AIA Best Practices provide additional information related to this topic:

- 17.02.05 Qualifications-Based vs. Low-Bid Contractor Selection
- 12.03.02 How Roles Change in Design-Build
- 11.02.04 Terminology: As-Built Drawings, Record Drawings, Measured Drawings

The Knowledge Resources Staff based this Best Practice on definitions in the AIA Contract Documents as well as in the 12th, 13th, and the forthcoming 14th editions of *The Architect's Handbook of Professional Practice*.

For More Information on This Topic

See also "Defining Services" by Robin Ellerthorpe, FAIA, in *The Architect's Handbook of Professional Practice*, 13th edition, Chapter 16, page 515.

See also the 14th edition of the *Handbook*, which can be ordered from the AIA Bookstore by calling 800-242-3837 (option 4) or by email at bookstore@aia.org.



Feedback


The AIA welcomes member feedback on Best Practice articles. To provide feedback on this article, please contact bestpractices@aia.org.

Key Terms

- Design
- Preliminary design
- Schematic design
- Design development
- Construction documents
- Bidding or negotiation
- Construction contract administration



NCARB



LEGISLATIVE
GUIDELINES
AND
MODEL LAW

MODEL
REGULATIONS

2 0 1 2 - 2 0 1 3

NCARB Mission

The National Council of Architectural Registration Boards protects the public health, safety, and welfare by leading the regulation of the practice of architecture through the development and application of standards for licensure and credentialing of architects.

Core Values

NCARB believes in:

- **Leadership** – Proactive, creative thinking, and decisive actions.
- **Accountability** – Consistent, equitable, and responsible performance.
- **Transparency** – Clear and accessible rules, policies, procedures, governance, and communication.
- **Integrity** – Honest, impartial, and well-reasoned action.
- **Collaboration** – Working together toward common goals.
- **Excellence** – Professional, expert, courteous, respectful, and responsive service.

NCARB is a nonprofit corporation comprising the legally constituted architectural registration boards of the 50 states, the District of Columbia, Guam, Puerto Rico, and the U.S. Virgin Islands as its members.

2012-2013 Legislative Guidelines and Model Law, Model Regulations

National Council of Architectural Registration Boards

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Washington, DC 20006

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This document was revised in July 2012 and supersedes all previous editions.

2012-2013

LEGISLATIVE GUIDELINES AND MODEL LAW

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2012-2013 LEGISLATIVE GUIDELINES

HISTORICAL NOTE

At the June 1970 Annual Meeting, NCARB adopted five guidelines for legislation governing the registration of architects. A minor amendment was adopted the following year, and the guidelines were further amended at the Annual Meetings in 1976 and 1977. At the 1982 Annual Meeting, substantial changes to Guideline III were adopted to permit states to use the new NCARB Architect Registration Examination format (i.e., a single examination for all candidates), and, in response to the requests of a number of NCARB Member Boards, the Council added Guideline VI: "Classes and Characteristics of Structures with Respect to Which Persons Performing Building Design May Be Exempt from Registration Requirements," following extensive study of the question by NCARB's Committee on Procedures and Documents. At the 1985 Annual Meeting, Guideline VIII respecting "Regulation of Unregistered Persons Practicing Architecture" was adopted with corresponding minor adjustments in Guideline II and Guideline VI.

At the 1988 Annual Meeting, the Council amended Guideline I to recognize the conditions under which a design/build practice could be carried on. Substantial changes were made at the Annual Meeting in 1989, including Guideline VII, which required that an architect be engaged to furnish construction contract administration services.

Over the ensuing years, the guidelines have been modified from time-to-time. In 1999, the Council added Guideline IX, which describes a way in which foreign architects whose national registration standards vary from those in the United States may participate in U.S. architectural commissions. Also in 1999, the Council amended Guideline II by making specific reference to the Rule of Conduct (5.2) which requires that an architect have responsible control over all technical submissions not otherwise exempt.

INTRODUCTION

The NCARB *Legislative Guidelines* sets forth provisions adopted by the Member Boards of NCARB on nine significant areas of state regulation. Early in its consideration of state laws regulating the practice of architecture, NCARB reached the conclusion that guidelines were appropriate, rather than draft statutory language.

Guidelines were recommended because each of the existing state laws contained unique language, organization, and ancillary provisions; it might be disruptive and confusing to

attempt to introduce, on a national basis, exact statutory language into existing state statutes. Nonetheless, in response to the requests of a number of state registration boards, NCARB has added to these guidelines a Model Law for the purpose of illustrating the way in which the guideline principles would fit into a statutory framework. The Model Law does not purport to cover all matters appropriate to a statute governing the registration of architects. Matters with respect to the appointment of board members, their relationship to umbrella state agencies, the compensation of board members, procedural issues, and the like are not included in the Model Law. In many states these largely administrative provisions are found in a section of the law preceding the laws specifically applicable to each registration board. In other states these administrative provisions are found in the architectural registration statute itself. The most important of the administrative provisions not found in the Model Law is the power to adopt rules and regulations. Once again it is typical to find that power in the general portions of the law applying to all registration boards. A draftsman who is revising the state law and using the Model Law should carefully examine the statutory framework to be sure that the power to adopt rules and regulations exists somewhere.

To round out the matter of legislative guidelines, NCARB has also added to this document Model Regulations to illustrate how the Model Law interfaces with a set of board Rules and Regulations. The Model Regulations build upon the Model Law, the *Rules of Conduct* recommended by the Council, and the standards adopted by the Council for certification. They recommend that states have analogous standards for registration and provide details on definitions, fees, applications, registration standards, examination, registration, rules of professional conduct, and practice by firms.

NCARB also reached the conclusion that the guidelines should be limited in scope; such subjects as the organization and incorporation of a regulatory board, procedures to be followed by the board, penalties for violation of the board rules, and the like are not treated in these *Legislative Guidelines*. Rather than attempt to provide guidelines to the states on matters which they are clearly better able to decide than any national organization, NCARB has limited its concern to nine major areas, all of which have implications beyond the boundaries of an individual state.

2012-2013 LEGISLATIVE GUIDELINES

In the development of these guidelines, NCARB has been concerned with the respective roles of statutory enactment on the one hand and board rules or regulations on the other. Through a statute granting the power to adopt rules and regulations, the legislature permits a regulatory agency to elucidate and define further its statutory authority by establishing regulations. Regulations cannot contradict the statute. Practically, statutory change requires time, the mobilization of professional bodies to seek legislative support, and often considerable frustration when for one reason or another, the legislature postpones enacting the proposed reform. Regulations, on the other hand, may typically be adopted by the state board after notice and appropriate hearings. Thus, insofar as the regulation of the profession involves likely future changes in professional practice, the rules should be found in the regulations rather than the statute. The decision entails a reasonable calculation as to what matters a state legislature will permit a regulatory board to decide and what matters, as a question of public policy, should be decided by the legislature.

The nature of sanctions which may be imposed (fines, probation, suspension, revocation, and the like) is a matter customarily left to the legislature itself, while the question of educational and experience qualifications, a matter subject to changing concepts, might well be left to the registration board.

A connected question is the degree to which boards may rely on national standards as the standards to be used in their states. These guidelines refer specifically to the National Council of Architectural Registration Boards at various points and suggest that these references to NCARB be found in the statute. This decision is based on a legal judgment made from a survey of a variety of cases in various states that a board's reliance on NCARB procedures may be put in doubt in a court challenge if there is no legislative expression on the board's right so to rely. On the other hand, the reliance on these standards is permissive but not mandatory and is, in all cases, to be decided by the board in the board's regulations. Here it was the view of NCARB that legislators would be reluctant to fix in a statute the mandatory requirement that a national organization set the standards for the state, subject only to legislative amendment.

In sum, the *Legislative Guidelines* leaves to the boards flexibility and discretion to bring their states in line with the developing national standards for architectural registration and regulation. Such flexibility is ensured by leaving much of the detail to regulations to be promulgated by the board, while the enabling statute contains the general policy of the legislature.

LEGISLATIVE GUIDELINES

I DEFINITION

A The practice of architecture, for purposes of the registration statute, should be defined as consisting of providing or offering to provide certain services hereafter described, in connection with the design and construction, enlargement or alteration of a building or group of buildings and the space within and the site surrounding such buildings, which have as their principal purpose human occupancy or habitation. The services referred to include pre-design; programming; planning; providing designs, drawings, specifications and other technical submissions; the administration of construction contracts; and the coordination of any elements of technical submissions prepared by others including, as appropriate and without limitation, consulting engineers and landscape architects. The practice of architecture shall not include the practice of engineering, but an architect may perform such engineering work as is incidental to the practice of architecture. No person not registered nor otherwise permitted to practice under the registration statute should be permitted to engage in the practice of architecture.

Except as provided in IV B and C, no person not registered should be permitted to acknowledge himself/herself as authorized to practice architecture or to use the title "architect" when offering to perform any of the services which the practice of architecture comprises or in circumstances which could lead a reasonable person to believe that such services were being offered; except that a person registered in another jurisdiction may use the title "architect" when identifying his/her profession in circumstances which would not lead a reasonable person to believe that the person using the title "architect" is offering to perform any of the services which the practice of architecture comprises.

A person currently employed under the responsible control of an architect and who maintains in good standing a National Council of Architectural Registration Boards Record may use the title "intern architect" or "architectural intern" in conjunction with his/her current employment, but may not engage in the practice of architecture except to the extent that such practice is excepted from the requirement of registration.

Agenda Item L.3

REVIEW AND APPROVE ARCHITECT CONSULTANT CONTRACT

One of the current architect consultant contracts expires on June 30, 2013 (the other contract expires on January 31, 2014). A Request for Proposal (RFP) for an architect consultant for fiscal years 2013/2014, 2014/2015, and 2015/2016 was advertised on February 20, 2013 on the Department of General Services' (DGS) website. One proposal was received by the March 19, 2013 filing deadline.

The RFP Evaluation Committee, consisting of Hattie Johnson, Enforcement Officer; Sonja Ruffin, Enforcement Analyst; and Peter Merdinger, Enforcement Analyst, evaluated the proposal and awarded technical points based on selection criteria detailed in the RFP. The review process was managed by the Department of Consumer Affairs (DCA) Contracts Unit. The proposal received an overall technical score of 30 or more points from the first phase evaluation and qualified to proceed to the second phase evaluation, the oral interview.

On April 10, 2013, the Evaluation Committee interviewed the successful candidate and awarded technical points based on selection criteria contained in the RFP. Robert L. Carter was selected as the awardee of the contract.

On April 25, 2013, the Notice of Intent to Award announcing the consultant selected was posted, as required by law, in the Board office. The DCA Contracts Unit prepared a contract which will be forwarded to DGS for approval.

At this meeting, the Board is asked to approve the attached architect consultant contract in anticipation of DGS's approval.

Attachment:

Architect Consultant Contract (draft)

STATE OF CALIFORNIA
STANDARD AGREEMENT
 STD 213 (Rev 06/03)

AGREEMENT NUMBER REQ0009486
REGISTRATION NUMBER

1. This Agreement is entered into between the State Agency and the Contractor named below:

STATE AGENCY'S NAME

Department of Consumer Affairs, California Architects Board

CONTRACTOR'S NAME

Robert L. Carter, Architect

2. The term of this Agreement is: July 1, 2013 through June 30, 2016

3. The maximum amount of this Agreement is: \$ 320,400.00
 (three hundred twenty thousand four hundred dollars and zero cents)

4. The parties agree to comply with the terms and conditions of the following exhibits which are by this reference made a part of the Agreement.

Exhibit A – Scope of Work	2 page(s)	
Attachment I – Contractor’s Proposed Methods & Procedures	7 page(s)	
Attachment II – Contractor’s Resume	2 page(s)	
Exhibit B – Budget Detail and Payment Provisions	2 page(s)	
Attachment I – Contractor’s Cost Proposal	1 page(s)	
Exhibit C* – General Terms and Conditions	GTC 610 (Number)	6/9/2010 (Dated)
Exhibit D – Special Terms and Conditions	1 page(s)	
Exhibit E – Additional Terms and Conditions	1 page(s)	

Items shown with an Asterisk (*), are hereby incorporated by reference and made part of this agreement as if attached hereto. These documents can be viewed at www.ols.dqs.ca.gov/Standard+Language

IN WITNESS WHEREOF, this Agreement has been executed by the parties hereto.

CONTRACTOR		California Department of General Services Use Only
CONTRACTOR'S NAME (if other than an individual, state whether a corporation, partnership, etc.) Robert L. Carter, Architect		
BY (Authorized Signature) 	DATE SIGNED (Do not type)	
PRINTED NAME AND TITLE OF PERSON SIGNING Robert L. Carter, Architect		
ADDRESS 2748 Wrendale Way Sacramento, CA 95821		
STATE OF CALIFORNIA		
AGENCY NAME Department of Consumer Affairs, California Architects Board		
BY (Authorized Signature) 	DATE SIGNED (Do not type)	
PRINTED NAME AND TITLE OF PERSON SIGNING Pamela S. Wortman, Business Services Officer		
ADDRESS 1625 N. Market Blvd., Suite S-103 Sacramento, CA 95834		

Exempt per:

EXHIBIT A – SCOPE OF WORK

SCOPE OF WORK

1. The Contractor shall provide the Department of Consumer Affairs (DCA), California Architects Board (CAB) with architect consultant services as described herein.
2. The services shall be performed at CAB, located at 2420 Del Paso Road, Suite 105, Sacramento, CA 95834 and any off-site location, determined by the CAB Executive Officer.
3. The Contractor shall provide services during the normal business hours of Monday through Friday from 8:00 a.m. to 5:00 p.m., except for state holidays. At the request of the CAB Executive Officer, the architect consultant may be required to work outside of normal business hours. Hours worked outside of normal business hours will be paid at the same hourly rate as normal business hours, in accordance with Exhibit B – Attachment I, Cost Sheet.
4. The project coordinators during the term of this agreement will be:

Department of Consumer Affairs
California Architects Board
Name: Hattie Johnson
Phone: (916) 575-7203
Fax: (916) 575-7283
Email: hattie.johnson@dca.ca.gov

Robert L. Carter, Architect
Name: Robert L. Carter
Phone: (916) 801-2015
Email: carters@pacbell.net

Direct all agreement inquiries to:

Department of Consumers Affairs
Attention: Angie Shepherd
Address: 1625 N. Market Blvd., Suite S-103
Sacramento, CA 95834
Phone: (916) 574-7297
Fax: (916) 574-8658
Email: angela.shepherd@dca.ca.gov

Robert L. Carter, Architect
Name: Robert L. Carter
Address: 2748 Wrendale Way
Sacramento, CA 95821
Phone: (916) 801-2015
Email: carters@pacbell.net

5. The Contractor shall provide to the CAB complaint evaluation and professional technical expertise to assist its Enforcement Program as described herein:
 - A. Complaint Analysis Respond to, analyze and resolve the more technical consumer complaints concerning deceptive, incompetent, or negligence acts of licensed or unlicensed persons. Meet with investigators and help plan investigations. Mediate complaints between architects and clients when technical issues are involved.
 - B. Disciplinary Actions Assist in the development of disciplinary cases, prepare reports of findings to CAB, and testify as an expert witness on behalf of CAB. Meet with Deputy Attorney Generals and help prepare disciplinary cases.
 - C. Technical Inquiries Respond to technical inquiries from the public, profession, and building officials throughout the State by telephone, in person, or in writing.
 - D. Analysis and Research Analyze and research issues and trends affecting consumer protection. Make recommendations to the CAB Executive Officer and CAB staff regarding conclusions.

- E. **Building and Planning Department Contact** Participate in the Building and Planning Department Contact Program. Directly contact each building and planning department in the State during the term of the contract. Keep building and planning officials updated concerning the regulation of the practice of architecture. Approximately thirty percent (30%) of the time specified in the contract is to be spent in the Building and Planning Department Contact Program. This includes email and telephone contacts. (Typically each year the architect consultant has met with more than 200 building and planning officials throughout the State.)
- F. **Education and Public Relations** Assist in CAB's and DCA's consumer education programs; provide update training on architectural licensing matters to other members of the profession; appear at conferences, seminars, etc. to provide information on CAB's rules; and draft newsletter articles, press releases, and bulletins on matters concerning technical and professional issues. Assist in training investigators from the DCA's Division of Investigation.
- G. **Board Consultation** Provide input to CAB on matters requiring technical expertise, provide technical review of complaints to enforcement staff and committee members, and assist the development of rules and regulations.
- H. **Training** Attend training courses, classes and seminars, as required and approved by the CAB Executive Officer. Time attending such courses, classes, and seminars will be billed at the same hourly rate as contracted.
- I. **Travel** Travel as required and approved by the CAB Executive Officer throughout the State will be reimbursed. This travel may include travel to conduct seminars; meeting with building and planning officials; testify at hearings; attending committee and Board meetings; and attending training courses and classes. Travel time shall only include time en route. Travel will be billed at the same hourly rate as contracted and in accordance with Exhibit B, Attachment I, Contractor's Cost Proposal. Travel time/expenses spent traveling to/from the Sacramento CAB Office will not be reimbursed. Reimbursement for approved travel (i.e., transportation, meals, accommodations, related expenses, etc.) shall be paid in accordance with the California Department of Human Resources rules and regulations.
- J. **Working Conditions** The architect consultant will perform work in CAB's office in Sacramento in the Enforcement Program as required by the CAB Executive Officer. The architect consultant will not be allowed to use subcontractors or assign work to others in lieu of his/her direct consultant services. All support staff, equipment, and supplies needed to perform these duties will be supplied by CAB.



CONTRACTOR'S PROPOSED METHODS & PROCEDURES

Part 2: PROPOSED METHODS & PROCEDURES

2.1 Summary Understanding of Purpose and Scope:

To fulfill its legislative mandate to protect the public health, safety, and welfare of Californians, the California Architects Board (CAB) examines, licenses and regulates those who practice architecture in California. To better ensure fair and judicious enforcement of the laws governing the practice of architecture, the CAB identified the need for in-house professional technical expertise to assist CAB staff in responding to consumer complaints and in taking appropriate action to enforce the provisions of the Architects Practice Act. Thus, the CAB began contracting for the consulting services of practicing, licensed architects to provide this needed assistance and expertise.

The in-house Architect Consultant position was created to provide the CAB and staff with the following services:

- Professional technical expert review and evaluation of complaints and knowledgeable responses to technical, practice-related inquiries from the public, building officials, and the profession;
- Technical complaint evaluation based on a practical understanding of architectural practice, the Architects Practice Act, and the applicable standards of professional care;
- Professional liaison with building officials throughout the State to keep them aware of the provisions of the Architects Practice Act and assist them in their application;
- Education and training on the practice of architecture and the "real world" applications of the Architects Practice Act for CAB staff, building officials, Department of Consumer Affairs investigators, Office of the Attorney General, the public, and the profession; and
- Expert witness services and testimony on behalf of the CAB at administrative / disciplinary hearings and criminal proceedings.

Part 2 of this proposal was prepared and is presented with the above-stated understanding of the CAB needs and expectations of an Architect Consultant. Each task element in the Scope of Work (as defined in paragraph 5 of RFP Exhibit A) is addressed to demonstrate my understanding of each; based on my personal professional experience gained in practice and while serving as a consultant to the California Architects Board.



2.3 Approach to Performing Work:

As one of the Architect Consultants to the CAB, my approach to the tasks defined in the Scope of Work has been, and will continue to be, guided by the principles of consistency, objectivity and fairness in the application of the laws governing the practice of architecture. My approach will continue to focus and rely on the importance of thorough investigation, preparation of detailed findings of fact, clear communications and a collaborative effort with the CAB Enforcement staff to accomplish the mission of the CAB Enforcement Program and Building Official Contact Program.

In describing my approach to each of these tasks, I have included descriptions of my relevant previous experience with each.

A. Complaint Analysis:

Complaint analysis is a critically important task for an Architect Consultant and the Enforcement Program. As the process begins, it is important that both parties be considered “innocent” until the evidence proves otherwise. I have found that the following three basic steps have served me well in my service as an Architect Consultant to the CAB.

1. “Complaint Triage:” Upon first receiving a complaint, the allegations are reviewed for clarity, as well as for technical and statutory merit. If the issues are not clear, the Complainant is contacted to gain additional background information on the complaint. This conversation can determine the need for and/or availability of additional documented evidence to support the allegations. This is important preparation prior to notifying the Subject of allegations and requesting a response to the complaint allegations.

2. Investigation/Evaluation: After a thorough review of all documentation submitted by the parties, each is contacted to discuss complaint issues and events leading to the filing. By asking open-ended questions, an understanding of the true nature and facts of the events can be uncovered, as well as insight to any underlying issues or circumstances that may be affecting the allegations. Some investigations can require the services of a Division of Investigations (DOI) investigator or the use of an “outside” consulting architect to avoid any perceived conflicts of interest, especially if either party is known to the assigned Architect Consultant.

3. Documentation of Findings of Fact: Once the facts are clearly defined, the evidence is gathered and the applicable standard of care defined, then the requirements of the Architects Practice Act are applied to arrive at solid findings of fact. When the findings are reviewed by the CAB



Enforcement Staff, the Executive Officer, and CAB legal counsel as necessary, a recommended action can be taken that is a supportable, documentable, consistent, and objective application of the Architects Practice Act.

Relevant Complaint Analysis Experience: From January 1997 through December 2012, I have reviewed, investigated, analyzed, and written findings of fact on over 600 complaint cases filed with the California Architects Board. I have also consulted with CAB Enforcement staff and the other Architect Consultant on many of their cases during their investigations. The services of DOI investigators have been coordinated on at least three cases.

B. Disciplinary Actions:

I advocate using a collaborative approach when developing final findings of fact in a complaint case to assure they are presented in a clear, concisely-written form. If the findings of fact cannot be successfully argued and defended before the Enforcement staff, they will not hold up to scrutiny by the CAB Executive Officer, an opposing attorney, or an Administrative Law Judge. This collaborative approach leads to greater success when referring cases to the Attorney General and assisting the Deputy in pursuit of disciplinary actions by violators of the Architects Practice Act.

Relevant Disciplinary Actions Experience: As a CAB Architect Consultant, I have assisted Deputy Attorneys General representing the CAB in preparation of at least 15 cases for administrative hearing. I served as an expert witness in nine of these hearings in addition to sitting as assistant to the DAG.

Of the ±640 complaint cases that I have investigated and prepared findings of fact since 1997, 607 (95%) have received "final" closing action by the CAB as of December 2012. The remaining cases are currently in the process of closure. The closed complaint cases where I was the responsible Architect Consultant break down into the following categories of actions taken:

Accusation	26	4.3%
Citation	94	15.5%
Notice of Warning	159	26.2%
No Violation	170	28.0%
Non-Jurisdictional	50	8.2%
Miscellaneous*	108	17.8%
Total "Finalized":	607	100.0%

* Includes: Cease and Desist, Insufficient Evidence, Mediated, Withdrawn and Deleted



C. Technical Inquiries:

Phone calls and emailed inquiries seeking answers to practice related questions are a part of the CAB daily activities. As the in-house licensee, the Architect Consultant takes an active role in responding to them. Knowledge of the technical aspects of the practice, as well as the business and regulatory aspects of practice, are essential to providing effective responses. In addition to inquiries from the public, I respond to calls from building officials, candidates, licensees, and attorneys representing licensees forming new business entities. To effectively respond to these inquiries, I apply similar techniques described in step 2 of the Complaint Analysis approach to ascertain the “real” question and the circumstances prompting it.

Relevant Technical Inquiries Experience: During tenure as an Architect Consultant, I have, on average, responded to ± 30 technical inquiries per month. I have received many expressions of gratitude from consumers, building officials, contractors, attorneys, and licensees for the information and assistance provided to them in response to their inquiries.

D. Analysis and Research:

As a consultant to the CAB, an architect has the opportunity to see how the profession is viewed by the consuming public and how architects relate to the public. It is possible to see ways the consumer could be better protected and the profession can be more responsive providing services.

Relevant Analysis and Research Experience: Several years ago, the CAB Architect Consultants found that the regulations governing architectural business names were not responsive to current professional practice and that the regulation establishing “agreements of association” between licensed and unlicensed persons was not working as originally intended. We recommended changes to the Executive Officer. Working in concert with him, the American Institute of Architects/California Council (AIA/CC), affected stakeholders, the CAB staff, and legal counsel, we crafted a regulatory proposal that would better serve the public and the profession. In 2008, the proposed changes to California Code of Regulations (CCR) sections 134 & 135 and Business & Professions Code (BPC) 5535 were adopted and chaptered as part of the Architects Practice Act.

We concurrently developed and implemented a new statutory provision requiring licensees to inform the CAB of the name and address of the business entity through which they provide architectural services. This provision provides better consumer information about licensees and is very appropriate for current architectural practice.



E. Building and Planning Department Contact:

Supporting building officials and the staff of planning and building departments is a key role of the Architect Consultants. These regulatory officials are “on the front-line” in the enforcement of the Architects Practice Act; therefore, I reaffirm my commitment to continue the outreach provided by the CAB Building Official Contact Program through increased personal contacts with individual departments and related association chapters.

Relevant Building and Planning Department Contact Experience: Through personal contacts, telephone conversations, emailed inquiries, ICC chapter seminars, and participation at the CALBO annual business meetings, I have been actively involved the past twelve years in the CAB Building Official Contact Program with training sessions throughout the State. Two of the largest such sessions were for the joint Orange Empire and LA Basin ICC Chapters meeting in Anaheim, CA, with over 70 attendees, and for the County Building Officials Association of California (CBOAC) ABM in Santa Rosa, CA, with over 50 attendees.

F. Education and Public Relations:

Each time phone or email inquiries are answered, the Architect Consultant is providing both education and public relations on behalf of the CAB. This is an important role of the position, and I commit myself to providing clear and concise information to those seeking it. During the course of any given day in the CAB office, I spend 10-15% of my time educating the public including complainants, contractors, attorneys, licensees, DOI investigators, and CAB staff.

Relevant Education and Public Relations Experience: Upon first arriving in Sacramento in 1981, I taught “Descriptive Geometry/Introduction to CADD” for seven semesters as an adjunct professor in the Engineering Department at California State University – Sacramento.

In December 2006, I presented two topics at a privately-sponsored seminar on “Legal Issues for California Architects” that was held in Walnut Creek, CA. The topics were “Introduction to the CAB & the Architects Practice Act” and “Regulation of the Practice.” The invitation was extended to the CAB, and the Executive Officer selected me to prepare and present the topics.

I have represented the CAB at public hearings during the regulatory development process described in D. above, at CALBO annual business meetings, and at International Code Council (ICC) chapter meetings in Ventura, Solano, Orange, Los Angeles, and Monterey Counties. I have authored and technically edited several articles for the CAB quarterly newsletter. A previous Architect Consultant and I developed and presented an



Enforcement staff training seminar titled "Introduction to Architecture." Presentations have taken place in a local architectural office to familiarize CAB enforcement staff with the practice, the people, and their work environment.

In 2012, my associate Architect Consultant developed and presented a program for licensees titled "Staying Out of Hot Water" that was presented to the AIA / East Bay Chapter last fall.

G. Board Consultation:

The primary reasons for the existence of CAB Architect Consultants are to provide technical, practice-related input to the Board and to provide review and recommendations to CAB enforcement staff on complaints. I will continue to attend and participate in board and committee meetings, as requested by the Executive Officer.

Relevant Board Consultation Experience: In addition to the related task experiences previously described, I have participated in Regulatory and Enforcement Committee (REC) meetings and have actively worked with CAB staff and AIA/CC staff on revisions to regulations related to firm registration, architectural business names, disclosure policy, and agreements of association. I have presented and provided input to the CAB on these issues on behalf of the REC.

H. Training:

I will most definitely be an available and willing participant in any training programs that the Executive Officer might deem appropriate for me to better serve the Board and CAB staff. The training of consultants is important, but the consultants' training of the CAB staff is also important. By better understanding the profession, CAB staff can better serve candidates, licensees, and the general public.

I. Travel:

Travel throughout the State to conduct seminars, to meet with building officials, to testify at hearings, and to attend CAB board and committee meetings is a "given" requirement for an Architect Consultant. I have been, and will continue to be, available to travel as requested by the CAB and the Executive Officer. I maintain my commitment to travel on CAB business as necessary and find that my location in Sacramento makes this relatively easy. I hope that travel restrictions may be eased, so we can increase our outreach, especially to building officials.



Relevant Travel Experience: During my tenure as an Architect Consultant, I have traveled throughout the state to visit building officials and to attend CAB and committee meetings: to southern California on five occasions, the Bay Area twice, and the Central Coast twice to act as an expert witness in CAB proceedings before Administrative Law Judges. I have also traveled to Monterey, Milpitas, Vallejo, Anaheim, San Dimas, San Luis Obispo, Santa Rosa, and Ventura to conduct training seminars for chapter meetings of building officials' associations.

J. Working Conditions:

The work-station, equipment, and staff resources in the CAB office enhance my ability to work with staff and perform the tasks CAB requires. The physical, in-house presence of an architect has proven to be a valuable asset to the delivery of effective CAB services to the public and the profession, especially in responding to technical inquiries.

I propose to continue my commitment to the CAB as my primary client, and that includes primary access to my time. I propose to schedule "regular" office hours to maximize my availability and to provide effective, in-house support to the CAB. Over the course of my current service to the CAB, I have generally been in-house 3 to 4 days per week when not traveling on CAB assignments. Since I am a locally-based consulting architect, I can be flexible with time and available on a "call-in" or "standby" basis if a critical situation presents itself.

End of Text for Part 2: Proposed Methods & Procedures

Attachments follow.



CONTRACTOR'S RESUME

2.2 Summary of Qualifications and Experience:

Business Name:

ROBERT L. CARTER, ARCHITECT Certified Small Business (Micro) Supplier #1751271
architectural consulting
2748 Wrendale Way
Sacramento, CA 95821
916 / 801-2015

Education:

Bachelor of Architecture, 1970
California State Polytechnic University, San Luis Obispo

Professional Registration:

California Architect License #C-07929 issued April 5, 1974 and current through July 31, 2013 with no complaints or derogatory information on file with the California Architects Board.

Professional Affiliations:

Member of American Institute of Architects, from 1974 to Present

- Board of Directors, AIA / San Joaquin Chapter, 1976-1981
- Board of Directors, AIA / Central Valley Chapter, 1986-1988 serving as President in 1988
- Chair, Joint AIACC & AGCC Liaison Committee, 1990
- Chair, AIACC Schools Committee – OLA Contract Task Force, 1991

Member of International Council of Building Officials, from 2001 to Present.

Professional Experience Narrative:

Career has focused on projects for institutional and public sector clients, including K-12 school districts, community colleges, financial institutions, agencies of City, County and State government, and Federal agencies including the US Air Force, the US Postal Service, the United States Courts and Region 9 of the US General Services Administration.

Projects have ranged in complexity from a 2,500 square foot bachelor's residence to a 750,000 square foot Federal Courthouse in downtown Sacramento, CA. Since being licensed in 1974, I have been responsible for the design and construction of over 2 million square feet of public and private sector facilities representing capital investments exceeding \$350,000,000.00 in today's dollars.

Professional Work Experience:

07/70 thru 09/74:

Project Designer for Schoenwald, Thomas, Harris, Bode & Blayney, Architects & Engineers (STHBB) in Fresno, CA. A ±25-person multi-disciplinary



firm with a broad-based public sector clientele, including various K-12 school districts, State Center Community College District, and local governmental agencies. Was campus designer for the Reedley College campus of SCCC.

10/74 thru 11/81:

Project Architect with Edwin S. Darden Associates, Architecture & Planning in Fresno CA. The ±8 person architecture firm had a broad-based public sector clientele for K-12 schools, financial institutions, and governmental agencies. Projects included high-design custom residential projects for select clients, as well as the adaptive re-use of a 1920's era "high rise" for use by the county health department.

12/81 thru 12/96:

Principal Architect (12/81 thru 12/85) & Corporate Vice-President (01/86 thru 10/96) with Nacht & Lewis Architect, Inc. (NLA) in Sacramento, CA. A ±35 person architectural firm with a broad-based public sector clientele, including K-12 school districts, county, state, and federal agencies. Schools, county jails, postal facilities, and justice complexes were the mainstays of my practice in the firm.

01/97 thru Present:

Principal Architect & Sole Proprietor of Robert L. Carter, Architect in Sacramento, CA. A sole-proprietor, certified Small Business (Micro) enterprise providing consulting architectural services to clients such as:

- Nacht & Lewis Architects, Inc.: Historical design consultant on the Folsom Rail Yards Redevelopment Project in 1997.
- Administrative Office of the United States Courts (AOC) in Washington, D. C.: Co-author of the architectural components and lecturer for a three-module training program titled "Managing a Capital Construction Project" that was presented to Federal judges and GSA project managers in Portland, Las Vegas, Reno, Long Beach, and Sacramento.
- California Architects Board: Architect Consultant to the Board since January 1997 to present. Serving first under an interim consulting contract, then under three-year consultant contracts competitively awarded in July 1998, 2001, 2004, 2007 and 2010.

Since January 1997, I have investigated, reviewed, analyzed, and written findings of fact on over 640 complaint cases filed with the California Architects Board.

EXHIBIT B – BUDGET DETAIL AND PAYMENT PROVISIONS

1. Invoicing and Payment

- A. For services satisfactorily rendered, and upon receipt and approval of the invoices, the State agrees to compensate the Contractor for actual expenditures incurred in accordance with the rates specified herein, which is attached hereto and made a part of this Agreement.

Invoices shall include the Agreement Number and shall be submitted in triplicate not more frequently than monthly in arrears to:

California Architects Board
Agreement Number REQ0009486
Attn: Hattie Johnson
2420 Del Paso Road, Suite 105
Sacramento, CA 95834

2. Budget Contingency Clause

- A. It is mutually agreed that if the Budget Act of the current year and/or any subsequent years covered under this Agreement does not appropriate sufficient funds for the program, this Agreement shall be of no further force and effect. In this event, the State shall have no liability to pay any funds whatsoever to Contractor or to furnish any other considerations under this Agreement and Contractor shall not be obligated to perform any provisions of this Agreement.
- B. If funding for any fiscal year is reduced or deleted by the Budget Act for purposes of this program, the State shall have the option to either cancel this Agreement with no liability occurring to the State, or offer an agreement amendment to Contractor to reflect the reduced amount.

3. Prompt Payment Clause

Payment will be made in accordance with, and within the time specified in, Government Code Chapter 4.5, commencing with section 927.

4. Cost Breakdown

Contractor will charge at an hourly rate of \$72.00. Contractor's Cost Proposal is hereby attached and marked Exhibit B – Attachment I.

Fiscal Year	\$72.00 Hourly Rate x 1400 Hours Per Fiscal Year	Expense Compensation	Total Per Fiscal Year
2013/2014 (7/1/2013 – 6/30/2014)	\$100,800.00	\$6,000.00	\$106,800.00
2014/2015 (7/1/2014 – 6/30/2015)	\$100,800.00	\$6,000.00	\$106,800.00
2015/2016 (7/1/2015 – 6/30/2016)	\$100,800.00	\$6,000.00	\$106,800.00
Total Contract Amount			\$320,400.00

5. Payment Criteria

The architect consultant shall be reimbursed for his/her services monthly, based on the number of hours worked, and for any approved travel, training, registration, membership, and related expenses as determined by CAB. The invoice shall be submitted in triplicate and include the contract number, detail of the tasks performed, hours and time period of service and amount due. [The State shall retain ten percent (10%) out of each payment pending satisfactory completion of the contract or upon satisfactory completion of separate and distinct tasks as provided in section 10379 of the Public Contract Code.] The Contractor must invoice the DCA, CAB to obtain the 10% withheld payment after completing each task/project as outlined herein.

6. Expense Compensation

The architect consultant will be paid in accordance with Business and Professions Code, Section 5528(a) and (b). \$6,000.00 per fiscal year will be allocated to reimburse expenses incurred at the request of the CAB Executive Officer for applicable expenses such as the International Conference of Building Officials (ICBO); California Building Officials (CALBO); CALBO Annual Business Meeting Registration; ICBO Annual Business Session; American Institute of Architects; California Council (AIACC). Reimbursed expenses will also include the following:

- travel expenses
- training fees
- organizational dues
- membership dues
- registration fees
- related expenses

EXHIBIT B – ATTACHMENT I
CONTRACTOR'S COST PROPOSAL

Robert L. Carter

Proposer's Name

RFP No. CAB-12-1

The compensation to perform the tasks of the architect consultant for the California Architects Board (CAB), including performance of duties at 2420 Del Paso Road in Sacramento, off-site, and in travel mode on behalf of the CAB, is proposed as follows:

Duration: July 1, 2013 or upon approval through June 30, 2016

Hourly Rate: \$72.00 per hour (Proposals for more than \$77 per hour will not be considered)

Annual Proposal Amount: \$100,800.00 (Hourly Rate x 1,400 estimated hours)

Annual Travel, Training, Etc. \$ 6,000.00

Total Proposal Amount: \$110,400.00 (Annual Proposal Amount + Annual Travel, Training, Etc. x 3 Years)

I shall be reimbursed for my services monthly, based on the number of hours worked. I understand I will be paid in arrears within 30-45 days of receipt of an approved invoice and the state shall retain ten percent (10%) out of each payment pending satisfactory completion of the contract or upon satisfactory completion of separate and distinct tasks as provided in section 10379 of the Public Contract Code. I shall also be reimbursed for any approved travel, training, registration, membership, and related expenses as determined by CAB. All approved travel will be reimbursed at the exempt travel rates in accordance with the California Code of Regulations Title 2, Chapter 3, Article 2, section 599.619. I shall not be reimbursed for my travel to and from CAB, 2420 Del Paso Road in Sacramento, from my home or business office.

SMALL BUSINESS Yes No

DVBE Yes No

Certification No. 1751271

Robert L. Carter
Signature

MARCH 19, 2013
Date

EXHIBIT D – SPECIAL TERMS AND CONDITIONS

1. LIABILITY FOR NONCONFORMING WORK:

The Contractor will be fully responsible for ensuring that the completed work conforms to the agreed upon terms. If nonconformity is discovered prior to the Contractor's deadline, the Contractor will be given a reasonable opportunity to cure the nonconformity. If the nonconformity is discovered after the deadline for the completion of project, the State, in its sole discretion, may use any reasonable means to cure the nonconformity. The Contractor shall be responsible for reimbursing the State for any additional expenses incurred to cure such defects.

2. SETTLEMENT OF DISPUTES:

In the event of a dispute, Contractor shall file a "Notice of Dispute" with Department of Consumer Affairs, Director or his/her designee within ten (10) days of discovery of the problem. Within ten (10) days, the Director or his/her designee shall meet with the Contractor and Project Manager for purposes of resolving the dispute. The decision of the Director or his/her designee shall be final.

In the event of a dispute, the language contained within this agreement shall prevail over any other language including that of the proposal.

3. AGENCY LIABILITY:

The Contractor warrants by execution of this Agreement, that no person or selling agency has been employed or retained to solicit or secure this Agreement upon agreement or understanding for a commission, percentage, brokerage, or contingent fee, excepting bona fide employees or bona fide established commercial or selling agencies maintained by the Contractor for the purpose of securing business. For breach or violation of this warranty, the State shall, in addition to other remedies provided by law, have the right to annul this Agreement without liability, paying only for the value of the work actually performed, or otherwise recover the full amount of such commission, percentage, brokerage, or contingent fee.

4. IMPRACTICABILITY OF PERFORMANCE:

This Contract may be suspended or cancelled, without notice at the option of the Contractor, if the Contractor's or State's premises or equipment is destroyed by fire or other catastrophe, or so substantially damaged that it is impractical to continue service, or in the event the Contractor is unable to render service as a result of any action by any governmental authority.

5. LICENSES AND PERMITS:

The Contractor shall be an individual or firm licensed to do business in California and shall obtain at his/her expense all license(s) and permit(s) required by law for accomplishing any work required in connection with this Contract.

In the event any license(s) and/or permits(s) expire at any time during the term of this Contract, Contractor agrees to provide the State a copy of the renewed license(s) and/or permit(s) within 30 days following the expiration date. In the event the Contractor fails to keep in effect at all times all required license(s) and permits(s), the State may, in addition to any other remedies it may have, terminate this Contract upon occurrence of such event.

EXHIBIT E – ADDITIONAL TERMS AND CONDITIONS

1. **RIGHT TO TERMINATE:** The State reserves the right to terminate this Contract subject to 30 days written notice. Contractor may submit a written request to terminate this agreement only if the State should substantially fail to perform its responsibilities as provided herein.

However, the agreement can be immediately terminated for cause. The term “for cause” shall mean that the Contractor fails to meet the terms, conditions, and/or responsibilities of the contract. In this instance, the contract termination shall be effective as of the date indicated on the State’s notification to the Contractor.

2. **LIABILITY FOR LOSS AND DAMAGES:** Any damages by the Contractor to the State’s facility including equipment, furniture, materials or other State property will be repaired or replaced by the Contractor to the satisfaction of the State at no cost to the State. The State may, at its option, repair any such damage and deduct the cost thereof from any sum due Contractor under this Contract.
3. **CONFIDENTIALITY OF DATA:** No reports, information, inventions, improvements, discoveries, or data obtained, repaired, assembled, or developed by the Contractor pursuant to this Contract shall be released, published, or made available to any person (except to the State) without prior written approval from the State.

Contractor by acceptance of this Contract is subject to all of the requirements of California Civil Code sections 1798, et seq., regarding the collections, maintenance, and disclosure of personal and confidential information about individuals.

4. **EXCISE TAX:** The State of California is exempt from Federal Excise Taxes, and no payment will be made for any taxes levied on employees’ wages. The State will pay for any applicable State of California or local sales or use taxes on the services rendered or equipment or parts supplied pursuant to this agreement. California may pay any applicable sales or use tax imposed by another state.
5. **DISABLED VETERAN BUSINESS ENTERPRISE (DVBE):** The State has determined that the DVBE participation goals for this Contract are exempt.
6. **EVALUATION OF CONTRACTOR:** Performance of the Contractor under this agreement will be evaluated. The evaluation shall be prepared on Contract/Contractor Evaluation Sheet, Std. 4 and maintained in the Agreement file. For consultant agreements, a copy of the evaluation will be sent to the Department of General Services, Office of Legal Services, if it is negative and over \$5,000.00.
7. **TRAVEL EXPENSES:** All travel will be reimbursed at the exempt travel rates in accordance with the California Code of Regulations Title 2, Chapter 3, Article 2, section 599.619.

Agenda Item M

LANDSCAPE ARCHITECTS TECHNICAL COMMITTEE (LATC) REPORT

1. Update on May 22, 2013 LATC Meeting
2. Review and Approve Draft LATC Strategic Plan

Agenda Item M.1

UPDATE ON MAY 22, 2013 LATC MEETING

The LATC met on May 22, 2013, in Sacramento. Attached is the meeting notice. Staff will provide an update on the meeting.

Attachment:

LATC May 22, 2013 Notice of Meeting

NOTICE OF MEETING

May 22, 2013
9:30am – 5:00pm
Landscape Architects Technical Committee
Sequoia Room
2420 Del Paso Road
Sacramento, CA 95834
(916) 575-7230

The Landscape Architects Technical Committee (LATC) will hold a meeting as noted above. The agenda items may not be addressed in the order noted and the meeting will be adjourned upon completion of the agenda which may be at a time earlier than that posted in this notice. The meeting is open to the public and held in a barrier free facility according to the Americans with Disabilities Act. Any person requiring a disability-related modification or accommodation to participate in the meeting may make a request by contacting Ken Miller at (916) 575-7230, emailing latc@dca.ca.gov, or sending a written request to LATC, 2420 Del Paso Road, Suite 105, Sacramento, California, 95834. Providing your request at least five business days before the meeting will help to ensure availability of the requested accommodation.

- A. Call to Order – Roll Call – Establishment of a Quorum
Chair's Remarks
Public Comment Session
- B. Approve January 24-25, 2013 LATC Summary Report
- C. Program Manager's Report
- D. Review and Approve July 1, 2013 through June 30, 2014 Draft Strategic and Communications Action Plan
- E. Discuss and Possible Action on LATC's 2014 Sunset Review Process
- F. Discuss and Possible Action on Recommendations Regarding LATC Fund Condition
- G. Discuss and Possible Action on Occupational Analysis
- H. Report on Council of Landscape Architectural Registration Boards (CLARB)
 - 1. Update on CLARB Activities
 - 2. Discuss and Possible Action on Nominating Committee

- I. Update on University of California (UC) Extension Certificate Program Task Force
 - 1. Approve Appointment of UC Los Angeles Site Review Team Member
 - 2. Discuss and Possible Action on Extension Certificate Program Review/Approval Procedures
 - 3. Review and Approve UC Berkeley Extension Certificate Program Site Review Team Recommendation
 - 4. Review and Approve UC Los Angeles Extension Certificate Program Site Review Team Recommendation

- J. Review and Possible Action on Requirements for Reciprocity

- K. Review and Possible Action on Legal Opinion Regarding Business and Professions Code Section 5641, Chapter Exceptions, Exemptions

- L. Review Tentative Schedule and Confirm Future LATC Meeting Dates

- M. Adjourn

Please contact Ken Miller at (916) 575-7230 for additional information related to the meeting. Notices and agendas for LATC meetings can be found at www.latc.ca.gov.

REVIEW AND APPROVE DRAFT LATC STRATEGIC PLAN

On January 24-25, 2013, LATC participated in a strategic planning session to update its Strategic Plan for 2013. The session was facilitated by the Department of Consumer Affairs', Strategic Organization, Leadership, and Individual Development (SOLID) team. LATC reviewed and updated the five goal areas (Regulation and Enforcement, Professional Qualifications, Public and Professional Awareness, Organizational Relationships, and Organizational Effectiveness). Objectives were identified to meet the goals and priorities of importance were identified for each objective.

SOLID updated the plan based on LATC's session. At their May 22, 2013 meeting, the LATC approved the new Strategic Plan. The plan was changed from an annual plan to a two-year plan, effective through fiscal year (FY) 2014/2015. Future Strategic Plans will be updated every two years, including an annual environmental scan and update of the objectives.

Attached is a copy of the updated plan showing all of the changes in underline and ~~strikeout~~ and objective target dates. Once the plan is approved by the Board, the Goal Objectives will be rearranged in Target Date order prior to publication and distribution.

At this meeting the Board is asked to review and approve the Strategic Plan.

Attachment

Draft LATC Strategic Plan through FY 2014/2015

STRATEGIC PLAN

Public Protection Through Examinations, Licensure, and Regulation

THROUGH FISCAL YEAR 2014/2015

CALIFORNIA ARCHITECTS BOARD

LANDSCAPE ARCHITECTS TECHNICAL COMMITTEE

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Members of the Landscape Architects Technical Committee

Stephanie Landregan, Chair (Landscape Architect Member)

Andrew Bowden, Vice Chair (Landscape Architect Member)

Nicki Johnson (Landscape Architect Member)

Katherine Spitz (Landscape Architect Member)

David A. Taylor, Jr. (Landscape Architect Member)

Introduction

Effective January 1, 1998, the California Architects Board (Board) assumed responsibility for regulating the practice of landscape architecture in this State. Under the enabling legislation (AB 1546 – Chapter 475, Statutes of 1997), the California Legislature created the Landscape Architects Technical Committee (LATC), a technical advisory committee consisting of five professional members. The LATC performs duties and functions delegated to it by the Board.

The LATC assists the Board with examination of candidates for licensure and, after investigation, evaluates and makes recommendations regarding potential violations of the Landscape Architects Practice Act. It is also charged with the duty of investigating, assisting, and making recommendations to the Board regarding regulation of landscape architects in California.

The laws and regulations addressing the practice of landscape architecture benefit two primary categories of people.

First, regulation protects the public at large. The primary focus of a landscape architect is to create ways in which people can safely interact with their environment. The practice of landscape architecture means planning and designing the use, allocation, and arrangement of land and water resources through the creative application of biological, physical, mathematical, and social processes to safeguard the public. Landscape architectural services include:

- Investigation, selection, and allocation of land and water resources for appropriate uses
- Feasibility studies
- Formulation of graphic and written criteria to govern the planning and design of land construction programs
- Preparation, review, and analysis of master plans for land use and development
- Production of overall site plans, landscape grading and landscape drainage plans, irrigation plans, planting plans, and construction details
- Development of specifications
- Preparation of cost estimates and reports for land development
- Collaboration in the design of roads, bridges, and structures with respect to the functional and aesthetic requirements of the areas on which they are to be placed
- Negotiation and arrangement for execution of land area projects
- Field observation and inspection of land area construction, restoration, and maintenance

Second, regulation protects consumers of services rendered by landscape architects. The LATC helps consumers directly by providing information on selection and hiring of landscape architects and by establishing regulations and enforcement/complaint handling procedures that protect consumers from incompetent and dishonest practitioners.

As marketplace conditions change, it is the role of the LATC to monitor and respond to those changes that impact the health, safety, and welfare of the public.

Commonly Used Terminology

Throughout this document there are a number of organizations and terms abbreviated into acronyms. To simplify understanding of this document, we have included those terms here for clarification.

APLD – Association of Professional Landscape Designers

ASLA – American Society of Landscape Architects

BPC – Business and Professions Code

CAB – California Architects Board

CCASLA – California Council, American Society of Landscape Architects

CCR – California Code of Regulations

CELA – Council of Educators in Landscape Architecture

CLARB – Council of Landscape Architectural Registration Boards

CLCA – California Landscape Contractors Association

CSE – California Supplemental Examination

DCA – Department of Consumer Affairs

LAAB – Landscape Architectural Accreditation Board

LARE – Landscape Architect Registration Examination

LATC – Landscape Architects Technical Committee

OPES – Office of Professional Examination Services

Strategic Planning Process

Before the LATC's establishment, an interim Landscape Architects Advisory Council initiated the first strategic planning sessions in October and November 1997. This Council defined the mission and vision statements, identified key strategic issues most relevant to current practice, and began identifying specific goals to further its mission.

Legislative authority that formed the LATC became effective January 1, 1998. The LATC held its first meeting on April 16, 1998. At this strategic planning session, the LATC evaluated, refined, and formally adopted its mission, vision, and key issues and prioritized its goals.

The LATC annually reviews and updates the Strategic Plan in response to changing conditions, needs, and priorities. At each session, the LATC:

- Reviews its progress towards achieving its objectives over the previous year
- Conducts an environmental scan and updates the Strategic Plan summary of key external issues in response to changing social, economic and environmental conditions
- Reviews and confirms its mission and vision statements
- Strategizes to meet the challenges of the upcoming year

This document reflects the latest update.

Strategic planning for the LATC is ongoing. Once the Board approves the main elements of the plan, the LATC develops specific action plans for each goal and objective, and continually monitors its performance in achieving them.

LATC External Environment

In developing its Strategic Plan, the LATC examines the external factors that impact the field of landscape architecture and the LATC's mission. This year's external environment continues to be impacted by the economic downturn and, despite greater economic stability, recovery is slow and unemployment and underemployment remain high. This section identifies current trends based on perceptions and observations of LATC members and practitioners. These trends are presented and organized according to eight general categories:

- Changes in landscape architecture practice
- Landscape architecture academic preparation
- Professional collaboration
- Public/client relations
- Professional development, licensure and certification
- Information technology
- Government, policy and regulation
- Culture, lifestyle and environment

CHANGES IN LANDSCAPE ARCHITECTURE PRACTICE

- Increasing emphasis on security, crime prevention, and anti-terrorism in public space design
- Decreasing average firm size and considerable increase in number of smaller firms
- A competitive marketplace with a decrease in the number of jobs available for landscape architects
- Lower retirement rate in practice due to the economic recession
- Increasing liability, risk and exposure due to lawsuits; forensic landscape architecture is on the rise, further highlighting the landscape architect's role in ensuring public health, safety, and welfare
- Increasing reliance on environmental and biological science as a basis for landscape architectural design
- Widening scope of practice and responsibilities and a widening body of knowledge required to practice landscape architecture
- Greater need for landscape architects with working knowledge of key technical areas, especially universal design and accessibility
- Proliferation of unlicensed practice, potentially due to the economic downturn
- Rapidly increasing emphasis on and demand for "green" and low-impact design due to diminished natural resources and increasing use of sustainable design and development techniques
- Increasing costs of doing business
- Increasing level of landscape architect involvement earlier in the planning process
- Increase in design-build orientation, with a corresponding increase in firms adding design to their services
- Increasing level of competition among landscape architects for limited work opportunities due to the depressed economy
- Continuing lack of clarity about the landscape architect's responsible control over construction documents due to changes in the project delivery process and use of technology
- Rise in the number of sole practitioners
- Increasing functional specialization
- Growing number of landscape architects taking on more "environmental" responsibilities such as sustainable design, site hydrology, and environmental technologies; increasing number of landscape architects in leadership or "prime roles" for these issues
- Increasing mobility of landscape architects, with more professionals working around the globe from multiple locations
- Segmentation of landscape architecture production, which impacts the integrity and quality of services delivered

LANDSCAPE ARCHITECTURE ACADEMIC PREPARATION

- Increasing emphasis on information selectivity and critical thinking skills in landscape architecture education
- Schools are not keeping pace with the rapidly expanding growth of the profession and the supply of qualified faculty is limited
- Decreasing numbers of undergraduate landscape architecture students and increasing numbers of graduate-level students
- Fewer slots available to prospective landscape architecture students and fewer graduates
- Increasing cost of education
- Institutional enrollment caps in landscape architecture programs limit the number of graduates available to meet the growth demands of the profession
- Academic career demands have limited the number of licensed faculty teaching in landscape architecture programs
- Need for landscape architects and accredited schools to demonstrate competencies in ecological sciences and processes
- Need to understand the differing impacts of science, technology, nature, and sustainability on landscape architectural practice
- Greater need for writing, communication, business, and critical reasoning skills in practice
- A move towards for-profit schools and programs, evidenced by greater supply of and enrollment in landscape architecture programs offered by for-profit education institutions

PROFESSIONAL COLLABORATION

- Increasing involvement of landscape architects as primary members of professional architecture and engineering consultant teams
- Increasing collaboration of landscape architecture, planning, design, and engineering professionals
- More “collateral” work, like grading, is being contracted out due to liability concerns
- More collaboration in design-build contracts and increasing numbers of such contracts
- Need for greater cooperation and communication between landscape architecture practitioners and academics
- Increasing level of landscape architect involvement earlier in the planning process

PUBLIC/CLIENT RELATIONS

- Greater public awareness of what landscape architects do
- Greater expectations for landscape architects to contribute to the public good, meet environmental quality goals, and garner community support
- Increasing client expectations for cost control, timely project delivery, agency processing, etc.
- Increasing expectations of consumers regarding quality of life issues in their communities
- Increasing public interest in park expansion and development
- Increasing recognition of the aesthetic value of landscape architecture and how it affects property values and sales

PROFESSIONAL DEVELOPMENT, LICENSURE AND CERTIFICATION

- Greater emphasis on professional development and continued competency due to more stringent technical requirements, incorporation of scientific knowledge, and new laws and mandates
- Rising cost of education, candidate examination fees, and licensure
- Rapidly advancing technological changes that are difficult to keep up with in professional development
- A “leveling out” in the number of landscape architects becoming licensed
- A greater number of graduates with landscape architecture degrees electing not to pursue licensure
- Increasing public and professional demand for specialty certification
- Interest in establishing a national certification process that would allow landscape architects more job flexibility

INFORMATION TECHNOLOGY

- Continuing/expanding use of technology including (e.g., CAD, GIS, Building Information Modeling [BIM], electronic plans, electronic plan checking, and smart permits)
- Increasing use of “do-it-yourself” software, media, and web-based programs
- Increasing use of outsourcing, leading to practice without presence
- Greater use of technically-oriented individuals (especially for CAD and GIS) who may or may not be landscape architects
- Less distinction in the lines of responsibility due to remote supervision of design production and non-licensed individuals working in technical capacities
- Greater reliance on computer-aided design and drafting, increasing the difficulties and complexities of design production and supervision and leading to a false sense of confidence regarding quality of technical drawings (e.g., BIM)
- Increasing use of e-drawings and e-boards, which have inherent limits and may result in a loss of attention to detail, creating potentially unsafe project conditions
- Proliferation of technical or software-based certifications that do not address health, safety, and welfare concerns and distract candidates who would otherwise seek licensure
- Recognition that use of interactive and real-time technology tools will be an increasingly important element in design and will play a role in all steps of the design process

GOVERNMENT, POLICY AND REGULATION

- Continuing State budget crisis, resulting in fiscal constraints and related impacts to purchasing, staffing, and travel
- Greater number of government services being offered via the Internet (“e-government”)
- Increasing level of sophistication and expectations from local city councils and planning commissions concerning project life-cycle costs (especially maintenance and operations)
- Increased competition for jobs now that Request for Proposals are on-line
- Federal government’s Public Service Initiative may affect profession
- Out-sourcing of plan checking by local and city agencies
- Persistent economic uncertainty, which has led to deep government cut backs, resulting in reduced staff resources, restricted out-of-state travel for government agencies, and pressure to increase licensure
- Continuing pressures to deregulate, restructure, and streamline government operations
- Continuing effects of drought and water conservation-related legislation on practice
- Increasing complexity of building codes and standards affecting the practice of landscape architecture
- Loss of redevelopment agencies in California in response to the recent legislative decision, and a resulting impact on local public works

CULTURE, LIFESTYLE AND ENVIRONMENT

- Growth pressure throughout California which has placed more emphasis on issues, such as urban/agriculture interface, water issues, toxins, transportation, and transit-oriented development
- Continuing water cost, supply, and quality issues and a growing focus on related fiscal impacts, without a corresponding increase in attention to public health, safety, and welfare
- Transfer of wealth to baby boom generation (who have high lifestyle expectations and are seeking sense of place) and to Generation X
- Growing regionalization within California, resulting in local areas wanting to create individual community identities
- Decrease in volunteerism among new generation
- Growing public knowledge and interest around the value of green space, livability, sustainable lifestyles, and natural processes
- Emerging critical issues related to public health, safety, and welfare that landscape architecture can address including water conservation, fire hazard mitigation, coastal development, infill development, and need for healthy communities

- Opportunities for landscape architecture to become involved in public initiatives to develop sustainable urban food systems that promote community health and wellness
- Rise in demand for green design as it relates to infrastructure and storm water management

Recent Accomplishments

Through strategic action and ongoing collaboration, LATC has successfully advanced or accomplished its top priorities in recent years. This section briefly reviews key accomplishments as identified during the 2012²³ strategic planning session.

SUNSET REVIEW

On October 1, 2011, LATC successfully submitted its required sunset report to the Joint Legislative Sunset Review Committee (JLSRC). In this report, LATC described actions it has taken since its prior review to address the recommendations of JLSRC, including programmatic and operational changes, enhancements, and other important policy decisions or regulatory changes. [Effective January 1, 2012, Senate Bill 543 extended the LATC's Sunset date to January 1, 2016.](#)

~~EXPANDED ENFORCEMENT~~

~~LATC strengthened its enforcement program by adding 0.4 of a position to enforce laws, codes, and standards affecting the practice of landscape architecture. This addition has helped ensure that complaints are addressed in a timely manner. The LATC redoubled efforts to meet Department of Consumer Affairs (DCA) goals set forth relating to case aging and as a result the LATC reduced the pending caseload by 52% between January 2011 and January 2012.~~

~~CALIFORNIA SUPPLEMENTAL EXAMINATION (CSE)~~

~~The Office of Professional Examination Services (OPES) completed development of a new CSE and the exam was launched in August 2011. An Intra-Agency Contract Agreement with OPES to redevelop the exam was approved by DCA and OPES conducted five exam development workshops in Sacramento between September 2010 and March 2011. These workshops covered the Test Plan, existing item review, and writing new items.~~

~~STAFF POSITIONS FILLED~~

~~The Enforcement Coordinator, Special Projects Coordinator, and Administrative Licensing Coordinator positions have been filled.~~

~~COLLABORATION WITH OTHER ORGANIZATIONS~~

~~LATC has had a consistent presence at recent California Architects Board (CAB), American Society of Landscape Architects (ASLA), California Chapter of American Society of Landscape Architects (CCASLA), and Council of Landscape Architectural Registration Boards (CLARB) meetings, reflecting strong, ongoing relations and collaboration with partner agencies.~~

~~TWO LATC MEMBERS ELECTED TO THE CLARB BOARD OF DIRECTORS~~

~~CLARB is governed by a volunteer Board of Directors comprised of leaders in the landscape architecture community. Each year, the CLARB membership elects a Board of Directors to provide oversight and direction to the organization. CLARB's 2011-2012 Board of Directors includes LATC members Stephanie Landregan (CLARB Vice President) and Christine Anderson (CLARB Region V Director).~~

IMPROVED ENFORCEMENT

Through its enforcement staff, contracted landscape architect expert consultants, the Division of Investigation, and the Office of the Attorney General, LATC takes action against licensees and unlicensed individuals who have potentially violated the law. LATC has continued to improve the timeliness of its actions and has focused on reducing the aging of enforcement cases. As of May 16, 2013, the pending enforcement caseload has been reduced to 33, as compared to 57 at the end of FY 2010/2011, and 91 at the end of FY 2009/2010.

UNIVERSITY OF CALIFORNIA EXTENSION CERTIFICATE PROGRAM TASK FORCE

The University of California Extension Certificate Program Task Force was appointed to develop procedures for conducting reviews of extension certificate programs and to conduct reviews of the programs utilizing the new procedures. The Task Force held meetings on June 27, 2012, October 8, 2012, and November 2, 2012. As a result of these meetings, the Task Force recommended amendments to CCR section 2620.5, Requirements for an Approved Extension Certificate Program, outlining approval requirements for extension certificate programs. The Task Force also developed guidelines, procedure manuals, and report templates for conducting reviews of the programs.

EXCEPTIONS AND EXEMPTIONS TASK FORCE

LATC appointed an Exceptions and Exemptions Task Force to determine how the LATC can ensure clarity about BPC section 5641, Chapter Exceptions, Exemptions, and ensure that these provisions protect the public. The Task Force held meetings on May 24, 2012 and October 18, 2012. As a result of these meetings, the Task Force requested a legal opinion from DCA Legal Counsel to clarify BPC section 5641.

REGULATION UPDATES

All sections of the LARE were transitioned to a computer-based format to improve relevance, reliability, and accessibility for all candidates. LATC finalized the rulemaking file to amend CCR section 2614, Examination Transition Plan, to modify previous sections of the licensing examination to align with current sections of the LARE. The regulation change will affect candidates who took sections of the previously-administered five-section LARE and establish a plan to grant transitional credit to the new four-section LARE.

LATC amended CCR section 2615, Form of Examinations, confirming a candidate's eligibility for completing sections of the LARE based on their education and training experience combination. Additionally, this section was amended to allow early testing of sections 1 and 2 of the LARE for candidates who have completed the educational requirement.

LATC also amended CCR section 2620, Education and Training Credits, to conform with updated LAAB accreditation standards.

INTERIM WORKAROUND BUSINESS SYSTEM

Successfully implemented interim solutions for candidate tracking prior to BreEZe implementation when disconnected from the examination and licensing functions of the Applicant Tracking System (ATS).

STAFF AND COMMITTEE POSITIONS FILLED

All appointments to LATC have been made and all staff vacancies are filled.

Strategic Issues

While discussing the external environment, a number of strategic issues were identified by the LATC in the areas of education, examinations, professional qualifications, enforcement and safety, public and professional awareness, and organizational effectiveness. The LATC recognizes that these broader issues are interrelated and require focused attention.

EDUCATION

- Promoting continuing education for landscape architects
- Supporting accreditation of approved extension certificate programs
- Participating in the process of educating students so that they are properly prepared to practice safely upon licensure

EXAMINATIONS AND LICENSURE

- Evolving nature of the ~~Landscape Architect Registration Examination (LARE)~~ with respect to national and state requirements, expense, eligibility, and pass rates
- Ensuring that the examination stays current with a rapidly changing field
- Ensuring access to the profession while protecting consumers

PROFESSIONAL QUALIFICATIONS

- Understanding how the expanding scope of practice of landscape architects impacts education and regulation
- Articulating the requirements of contemporary landscape architecture practice in California
- Encouraging adequate candidate preparation for licensure
- Staying current with knowledge requirements, which are changing more rapidly than in the past

ENFORCEMENT AND SAFETY

- Enforcing rules and regulations
- Tracking consumer complaints and conducting complaint analysis
- Defining responsible control for landscape architects
- Enforcing laws against unlicensed practice, including lapsed licenses, and identifying the impact of unlicensed activity on public health, safety, and welfare
- Developing standard practices for cases involving contractors

PUBLIC AND PROFESSIONAL AWARENESS

- Developing a plan to expand outreach to consumers, students, practitioners, and other key constituents regarding laws and regulations affecting the practice of landscape architecture
- Enhancing professional relationships as they relate to regulatory issues [i.e., ~~American Society of Landscape Architects (ASLA)~~ and ~~the Council of Landscape Architectural Registration Boards (CLARB)~~]
- Strengthening relationships with allied professionals, such as architects, engineers, and Building Officials, to ensure adequacy of LATC regulations and enforcement procedures
- Maintaining communication with licensees regarding current regulations and LATC matters

ORGANIZATIONAL EFFECTIVENESS

- Maintaining LATC appointments and adequate staffing
- Use of volunteers and staffing for committees
- Strengthen relationships with ~~Department of Consumer Affairs (DCA)~~ and the ~~California Architects Board~~

Mission

The mission of the LATC is to regulate the practice of landscape architecture in a manner which protects the public health, safety, and welfare and safeguards the environment by:

- Protecting consumers and users of landscape architectural services
- Empowering consumers by providing information and educational materials to help them make informed decisions
- Informing the public and other entities about the profession and standards of practice
- Ensuring that those entering the practice meet [minimum](#) standards of competency by way of education, experience, and examination
- Establishing and enforcing the laws, regulations, codes, and standards governing the practice of landscape architecture
- Requiring ~~that~~[licensure of](#) any person practicing or offering landscape architectural services ~~be licensed~~

Vision

As a model organization for consumer protection, the LATC [seeks to promote quality landscape architectural services](#), safeguards the public, [and](#) protects and enhances the environment, ~~and ensures quality landscape architectural services~~.

Values

The LATC will strive for the highest possible quality throughout all of its programs, making it an effective and efficient landscape architectural regulatory body.

To that end, the LATC will:

- Be **participatory**, through continuing involvement with CLARB and other [allied professional](#) organizations
- Be **professional**, by treating all persons who interact with the LATC as valued customers
- Be **prevention oriented**, by providing information and education to consumers, candidates, clients, licensees, and others
- Be **proactive**, by continuously scanning the field of landscape architecture for changes in practice and legislation that may affect consumers, candidates, clients, and licensees
- Be **progressive**, by utilizing the most advanced and effective means for providing services

Goals

The LATC has established five goals as a framework for organizing the Strategic Plan.

REGULATION AND ENFORCEMENT

Protect consumers through effective regulation and enforcement of laws, codes, and standards affecting the practice of landscape architecture.

PROFESSIONAL QUALIFICATIONS

Ensure that landscape architects are qualified to practice by setting and maintaining equitable requirements for education, experience, and examinations.

PUBLIC AND PROFESSIONAL AWARENESS

Increase public and professional awareness of LATC's mission, program, and services.

ORGANIZATIONAL RELATIONSHIPS

Strengthen effectiveness of relationships with related organizations in order to further LATC mission, goals, and services.

ORGANIZATIONAL EFFECTIVENESS

Provide accessible and responsive quality service to consumers and licensees.

Constituencies and Needs

The primary constituency groups of LATC include the following:

Constituency	Needs
Public (consumers/clients, users, general public)	Competent professionals Assurance of recourse Stewardship/environmental protection/safety Information on contracting with landscape architects
Licensees	Fair enforcement Regulation of practice High standards of competency and equitable licensing
Students	Information Coordinating with schools to communicate licensure and practice requirements
Candidates	Fair examinations Timely response to requests Quality, accurate, and relevant information
Public Agencies (e.g., Building, Planning, Parks and Recreation, and Public Works departments)	Maintaining standards, regulation, and information Information on practice standards for landscape architects
Policy making bodies (e.g., conservancies, city councils, planning commissions, Boards and supervisors, public utilities, and Water Boards)	Maintaining standards, regulation, and information Information on practice standards for landscape architects
Employers	Carry out and promote the Practice Act Communicate the benefits of licensure to employees Provide training opportunities to interns
Architects Engineers Landscape Contractors Geologists Landscape Designers	Collaboration on joint efforts Clarity of responsibility
Legislators	Consumer protection Clear definition of standards
CLARB	Information and participation
DCA	Support and information

~~American Society of Landscape Architects (ASLA), California Council of the American Society of Landscape Architects (CCASLA), California Landscape Contractors Association (CLCA), and the Association of Professional Landscape Designers (APLD)~~






Regulation of profession and information

Educators [and CELA](#)

Information on licensure requirements and practice standards

Action Plan

The Action Plan is a dynamic framework for the many activities that the LATC performs in promoting and meeting its goals. The goals and objectives are assigned to committees, subcommittees, task forces, staff, or individuals, as appropriate, who create more detailed action plans in order to meet the goals and objectives set by the LATC. In the pages that follow, objectives identified by the LATC as essential are shown in blue highlight, important in yellow highlight, and beneficial in green highlight.

- Regulation and Enforcement 
- Professional Qualifications 
- Public and Professional Awareness 
- Organizational Relationships 
- Organizational Effectiveness 

Regulation and Enforcement

GOAL: Protect consumers through effective regulation and enforcement of laws, codes, and standards affecting the practice of landscape architecture.

ONGOING RESPONSIBILITIES

Address consumer complaints in a timely and effective manner

Analyze pattern of consumer complaint data to keep track of major issues

Maintain communication with licensees regarding the obligations and requirements of licensure

Implement regulatory changes, as needed, to keep Practice Act up to date

Maintain currency of Frequently Asked Questions ([FAQs](#)) on LATC website

Maintain currency of enforcement actions on LATC website

Review and update the Landscape Architects Practice Act and Regulations to keep pace with changes in practice

Monitor unlicensed activity with respect to ~~Business and Professions Code (BPC)~~ section 5641 – [Chapter Exceptions, and Exemptions](#) amendment to Practice Act (report on results and determine appropriate action, if necessary.)

Monitor enforcement activity, level of enforcement actions, and expenditures. Document results and determine appropriate course of action. Monitor level of enforcement efforts and expenditures as a proportion of the LATC’s total work effort. Propose changes, if necessary, based upon an annual review of data

Perform an annual assessment of consumer complaint resolution satisfaction survey.

Monitor new DCA enforcement improvement initiatives, report to LATC and determine the appropriate course of action

[Review regulations to identify sections that need clean-up, minor revisions](#)

[Monitor CLARB’s efforts to define “public welfare” for potential regulatory impacts](#)

OBJECTIVES	TARGET DATE
1. Appoint and convene a task force to address Landscape Architecture/APLD/Residential Designer issues, including Obtain legal opinion on BPC section 5641(Chapter Exceptions, Exemptions) and determine appropriate course of action.	June May 2012 23
2. Update procedures for enforcement case Collaborate with the Board to review and update disciplinary guidelines.	June December 2013
3. Inform licensees of their rights and responsibilities associated with their stamping authority and communicate the Landscape Architect’s stamping authority to permitting and approval authorities.	December 2013
4. Monitor CLARB’s efforts to define “public welfare” for potential regulatory impacts.	December 2013
5. Develop a communications piece informing students and graduates about what they can and cannot do as unlicensed professionals.	January 2014
6. Review regulations to identify sections that need clean-up, minor revisions.	January 2014
3. Review the DCA Consumer Protection Enforcement Initiative and its possible applications to improve enforcement.	December 2013

<u>4. Update LARE application requirements in CCR section 2610 (Application for Examination) to conform with CLARB filing deadlines.</u>	<u>December 2014</u>
<u>5. Publish an up-to-date Landscape Architects Practice Act.</u>	<u>December 2013</u>

Professional Qualifications

GOAL: Ensure that landscape architects are qualified to practice by setting and maintaining equitable requirements for education, experience, and examinations.

ONGOING RESPONSIBILITIES

Ensure access to the profession by providing a fair and equitable licensure process

Ensure that examinations are kept current and meet all legal requirements

Inform licensees on specific practice issues in California

Review and monitor LATC's role in landscape architectural education

Coordinate with CLARB to ensure timely, effective, and fair examination administration

Track, review, and analyze sufficient pass rate data to determine if changes in examinations and/or eligibility are needed

[Monitor CLARB's application requirements](#)

OBJECTIVES	TARGET DATE
1. Amend California Code of Regulations (CCR) section 2614 to conform with the LARE transition.	September 2012
2. Amend CCR section 2620 (b)(2) to conform to updated LAAB accreditation standards.	November 2012
3. Develop a process for reviewing extension certification programs.	November 2012
4. Modify, implement and monitor examination eligibility requirements under CCR sections 2615 and 2620, if necessary.	March 2013
51. Update CCR section 2620.5 (Requirements for an Approved Extension Certificate Program) in accordance with new Landscape Architectural Accreditation Board (LAAB) accreditation criteria.	June 2013
62. Conduct University of California extension certificate program reviews.	November 2013
73. Request that OPES r Review the CLARB Occupational Analysis (OA) and to determine a course of action relevance to the profession as it exists in California . Conduct new OA for the CSE .	December May 2013 4
8. Review CLARB's graphically-oriented public relations materials outlining a) steps to obtain licensure, geared towards candidates; and b) different ways candidates can gain the experience required to obtain licensure, geared towards employers, and adapt to be California-specific.	December 2013
94. Review and incorporate monitor CLARB's d Determinants of s Success Research Study into as it relates to California's experience requirements, as appropriate .	January 2014
5. Develop a new form of the CSE .	January 2014
6. Review the table of equivalents for training and experience and consider expanding eligibility requirements to allow credit for teaching under a licensed landscape architect.	May 2014
7. Review reciprocity requirements of other states to determine possible changes to California requirements to improve efficiencies.	May 2014

Public and Professional Awareness

GOAL: Increase public and professional awareness of LATC’s mission, activities, and services.

ONGOING RESPONSIBILITIES

Maintain effective communication with LATC constituencies

Participate in consumer, public, and professional awareness events

Continue to review and update the LATC Communications Plan and emphasize consumer and professional awareness

Update written materials and LATC’s ~~Web~~-[website](#), as needed

Maintain a presence and an ongoing dialog at schools of landscape architecture to inform students and faculty about licensing requirements

OBJECTIVES	TARGET DATE
1. Implement the frequently asked questions (Review and update the FAQ page on) strategy as defined in the LATC Communications Plan website to increase relevance of information and ease of use.	January May 2014 3
2. Develop educational materials to inform licensees and approval authorities about irrigation stamping authority (Assembly Bill 1881, Chapter 559, Statutes of 2006).	December 2013
3. Create outreach initiative to inform students and graduates about allowable scope of practice under the Landscape Architects Practice Act.	December 2013
4. Leverage social media outlets to better inform students, graduates, and licensees about LATC and its programs.	December 2013
5. Educate building and planning officials on the types of plans that require the services of a licensed landscape architect.	December 2013

Organizational Relationships

GOAL: Strengthen effectiveness of relationships with related organizations in order to further LATC mission, goals and services.

ONGOING RESPONSIBILITIES

Maintain working relationships with the Board and DCA

Work with CLARB, LAAB, and ~~Council of Educators in Landscape Architecture (CELA)~~ to influence the national examination and to ensure that California-specific issues are addressed

Exchange information with organizations that will assist the LATC in the regulatory process, such as ASLA, CCASLA, AIACC, building officials, California Building Officials, and engineers

Maximize LATC and California involvement in CLARB by pursuing leadership opportunities

Conduct ongoing communication with CLARB regarding important policy issues and procedures

Work with ~~the California Landscape Contractors Association (CLCA)~~ to serve as an educational resource and political advocate around shared interests in support of the profession

[Monitor CLARB's efforts to facilitate member participation](#)

OBJECTIVES	TARGET DATE
1. Monitor CLARB's efforts to facilitate member participation.	January 2014
<u>1. Foster relationships with other professional regulatory boards and professional associations (Board for Professional Engineers, Land Surveyors and Geologists; landscape design groups; etc.) to better serve the public.</u>	<u>December 2014</u>
<u>2. Evaluate related non-traditional degree programs for possible inclusion in table of equivalents, as outlined in CCR section 2620 (Education and Training Credits).</u>	<u>May 2014</u>

Organizational Effectiveness

GOAL: Provide accessible and responsive quality service to consumers and licensees.

ONGOING RESPONSIBILITIES

Improve service to all constituencies through timely, cost-effective, and efficient operations

Encourage licensee participation in the LATC

Update LATC Administrative Procedures Manual on a regular basis

Monitor legislation that impacts landscape architectural practice as it relates to the public health, safety, and welfare

Monitor State budget conditions and maintain clear budget priorities

Utilize former LATC members on LATC committees and task forces to maintain organizational memory and continuity

Monitor changes in CLARB examination fees

OBJECTIVES	TARGET DATE
1. Develop interim solutions for candidate tracking prior to BreEZe implementation.	September 2012
2. Work with DCA staff to implement the BreEZe system for LATC.	September June 2013 ⁴
3. Explore ways to use technology to increase licensee participation in LATC meetings.	January 2014
3. Assess LATC's budget and fund condition in accordance with BPC section 128.5 (Reduction of License Fees in Event of Surplus Funds) and develop potential strategies/actions if warranted.	August 2013
4. Prepare 2016 Sunset Review Report.	April 2014

APPENDIX A

Communications Plan

To support its strategic planning goals and objectives, the LATC conducts information and outreach activities. This plan presents key messages, existing communication channels, and preliminary strategies for improving external communications.

GOALS

The LATC Communications Plan seeks to achieve the following:

- Protect consumers and the public by providing education regarding the LATC's role
- Provide information to licensees regarding standards of practice and their legal and regulatory responsibilities
- Disseminate factual information in a timely manner
- Seek feedback to improve and measure overall operations
- Enhance consumer understanding of the landscape architecture profession
- Maintain consistent and quality outreach services
- Evaluate the success and effectiveness of the Communications Plan

CONSTITUENTS

The LATC provides information to eight main constituents:

- Licensees
- Candidates and Pre-Candidates
- Schools (educators and students)
- Public (consumers/clients, users, general public)
- Practitioners
- Public Agencies
- Professional Organizations
- Firms and Employers

MESSAGES AND KEY INFORMATION

The LATC Communications Plan will provide the following messages and key information to the eight main constituents:

LICENSEES

Licensed professionals require up-to-date information to ensure compliance with the Landscape Architects Practice Act and other current laws. Important information includes:

- Enforcement procedures
- Updates and changes to laws and regulations
- Information that affects the public's health, safety, and welfare

CANDIDATES AND PRE-CANDIDATES

Candidates for examination need accurate and timely information regarding eligibility, costs, and the examination process. In addition, candidates need information in order to clearly differentiate between the LATC's and CLARB's roles, and to understand the value of a license.

SCHOOLS (EDUCATORS AND STUDENTS)

Schools with landscape architectural programs and their faculty need to have current practice, licensure, and candidate information. They also need to understand the steps involved in obtaining a license to practice landscape architecture.

PUBLIC (CONSUMERS/CLIENTS, USERS, GENERAL PUBLIC)

The public needs information regarding the role of the LATC, the practice and regulation of landscape architecture, compliance with laws, how and when to hire a landscape architect, and the role that licensure plays in ensuring quality professional service. The public also needs information explaining that LATC offers recourse in the event of disputes.

PRACTITIONERS

Practitioners need information on the steps involved in obtaining a license.

PUBLIC AGENCIES

Public agencies need information regarding the role of the LATC, the practice and regulation of landscape architecture, the laws under the Practice Act, and the LATC's enforcement methods.

PROFESSIONAL ORGANIZATIONS

Professional organizations, including CLARB, ASLA, LAAB, and CELA, and other state boards, need to be kept informed of changes to the Practice Act and LATC activities which may impact their organizations and members. These organizations and the LATC need opportunities to exchange information.

FIRMS AND EMPLOYERS

Employers are responsible for complying with the Practice Act and communicating the benefits of licensure, as well as providing training opportunities to interns for them to gain practical experience.

ACTIONS

The LATC recommends the following actions:

Public (consumers/clients, users, general public)

- Publish article(s) that clarify the practice of landscape architecture and the role of the LATC
- Review letter to television production company(ies) and distribute, if necessary
- Develop scope of practice table / "graphic" and post on LATC ~~Web~~-[website](#)
- Provide additional consumer information on the LATC ~~Web~~-[website](#)

Licensees

- Communicate with licensees regarding awareness of current health and safety-related codes and regulations

Candidates and Pre-Candidates

- Update, develop, and distribute candidate material
- Prepare “guidelines” for meeting examination experience requirements

Firms and Employers

- Communicate to encourage employees to obtain licensure
- Develop and provide guidelines for successful internship
- Disseminate information to promote accurate and current landscape architecture laws

Public Agencies

- Review Consumer Guides for currency and distribute
- Develop and distribute scope of practice table / “graphic” and other materials that clarify the practice of landscape architecture and the role of the LATC

Schools (educators and students)

- Review CLARB presentation materials for currency and incorporate information specific to California into LATC outreach materials
- Contact program directors regarding LATC presentations during professional practice courses
- Update PowerPoint presentation
- Prepare licensure letter for students approaching graduation

Professional Organizations

- Review CLARB presentation materials for currency and incorporate information into LATC outreach materials
- Contact CCASLA regarding collaboration to clarify the practice of landscape architecture for public agency officials
- Attend conferences and meetings to clarify the practice of landscape architecture and the role of the LATC
- Explore opportunities to participate in panels and workshops

COMMUNICATION TOOLS

The LATC will utilize the following communication tools to reach the target audiences identified above:

- Web-Site Content*
- Use of Social Media Networks*
- “FAQ”**
- Newsletter/Technical Bulletin*
- Candidate Information Packet and PowerPoint*
- Practice Act, Rules and Regulations*
- Consumer Guides (residential, commercial, industrial)*
- Committee Participation
- Press Releases and Articles
- Joint Meetings
- Media/PowerPoint Presentations
- Licensure Posters (for practitioners, educators, students)
- Design Professions Chart
- CLARB Tools
- Speakers Bureau

* Highest priority communication tools for development and/or update.

Information available will be shared with the target audience and research conducted on what each group wants to see, what information will benefit them the most, and in what type of media they prefer to receive the information.

**A set of FAQs will be developed with multiple audiences in mind, and is intended for print and web publication. Content will be updated regularly. Initial FAQs for FY 2013-14 will provide information on the following:

Enforcement

- Unlicensed Activity
- Stamping Authority

Professional Qualifications

- “Welfare”
- Educational Dialogue

Organizational Relationships

- CLCA
- LATC Role in CAB
- CCASLA
- CLARB
- PSI

High Priority Target Audiences

	Candidate Publication						Message	Activity
	Consumer Guides				Website and Social Media			
	Newsletter and FAQs			Practice Act				
	Audience							
Candidates, Pre-Candidates, and Students	X	X	X	X	X	Value and purpose of license	Partner with ASLA and send out LATC postcard	
Schools (educators)	X		X	X	X	Steps to achieve a license	Convene focus group to determine what educators need to know about LATC and the best way to provide that information	
Firms/Employers			X		X	Their role in supporting the licensing process by providing internships and practical experience	Partner with ASLA, sponsor seminars "The Practice Academy," send out information that summarizes topics on the examination	
Public/Consumers		X	X		X	Purpose and role of LATC (that LATC protects consumers and ensures qualified landscape architects; offers recourse in the event of a dispute)		
Licensees		X	X	X	X	Current laws and regulations		
Practitioners/Mentors	X		X	X	X	Steps to achieve a license		
Public Agencies			X		X	LATC's current scope	Send out practice act with cover memo	
Professional Organizations (CLARB, ASLA, etc.)		X	X	X	X	LATC's current scope, current laws and regulations	Maintain regular two-way conversation and information exchange with relevant organizations	

APPENDIX B

LATC Staff Report Schedule				
Name of Report	Purpose	Frequency	Date	Data Source
Consumer Satisfaction Survey	To gauge satisfaction with LATC	Annual	November	Online consumer survey
Consumer Complaint Satisfaction Survey	To gauge satisfaction with LATC resolution process	Annual	November	Online complaintant survey
Examination Pass Rate Data	To monitor LA candidate success	Quarterly	June, September, December, March	CLARB
Enforcement Report	To monitor enforcement cases	Annual	October	TEALE reports
Candidate Eligibility and Success Report	To correlate candidate qualifications with examination success	Annual	November	Applicant Tracking System (ATS)
Strategic Plan Action Status Report	To monitor strategic plan objective completion	Quarterly	April, July, October, January	LATC staff

Agenda Item N

REVIEW OF SCHEDULE

June

13	Board Meeting	Sacramento
19-20	National Council of Architectural Registration Boards Annual Meeting	San Diego
20-22	The American Institute of Architects National Convention	Denver, CO

July

4	<i>Independence Day</i>	<i>Office Closed</i>
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August

20	Landscape Architects Technical Committee (LATC) Meeting	Sacramento
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September

2	<i>Labor Day</i>	<i>Office Closed</i>
12	Board Meeting	Burbank
26-28	Council of Landscape Architectural Registration Boards Annual Meeting	Minneapolis, MN

November

TBD	LATC Meeting	TBD
11	<i>Veteran's Day</i>	<i>Office Closed</i>
28-29	<i>Thanksgiving Holiday</i>	<i>Office Closed</i>

December

11-12	Board Meeting	San Francisco
25	<i>Christmas</i>	<i>Office Closed</i>

Agenda Item O

ADJOURNMENT

Time: _____