A PROPOSAL FOR A REVISED PROFESSIONAL DEGREE PROGRAM

4 + 2

BACHELOR OF ARTS IN ARCHITECTURE

MASTER OF ARCHITECTURE

Submitted: November 1, 2001
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EXECUTIVE SUMMARY

The College of Architecture at the University of Kentucky proposes the establishment of a four-plus two-year professional degree program: comprising a four-year, undergraduate Bachelor of Arts in Architecture degree followed by a two-year, graduate Master of Architecture degree. These two programs are inseparably linked, and hence they are presented together here as a single proposal. The proposed program is intended to incrementally replace the currently accredited five-year Bachelor of Architecture degree by the year 2008 and become the only accredited professional degree in architecture in the Commonwealth of Kentucky.

The proposed program will respond directly to the diverse needs of the architecture profession and indirectly to the needs of other design disciplines and their related fields. The curriculum will support multiple areas of concentration within a core professional education. This approach contrasts with the present B. Arch. curriculum, which offers only a single path to a professional degree. The proposed program allows students choice in selecting courses which suit their own professional aspirations. These concentrations also promote collaborations with other programs, at both the University of Kentucky and other institutions. We anticipate collaborative efforts with UK programs such as Interior Design, Landscape Architecture, Fine Arts and Engineering and with institutions such as the University of Louisville and Berea College. The proposed program provides university faculty with an opportunity to engage in academic and applied research, which will benefit the College of Architecture, the University of Kentucky, and the residents of the Commonwealth.

The College of Architecture will administer the program, and the University of Kentucky Undergraduate and Graduate Schools will grant the degrees. The proposed program will consists of 133 credits for the undergraduate degree and 57 credits for the graduate degree for a total of 190 credits in six years. Compared to the current 176 credits required by the current Bachelor of Architecture Program, the new program reduces the credit hours per semester to 15.5 bringing it more into line with University of Kentucky standards. Once approved, the program will be submitted for accreditation by the National Architectural Accrediting Board (NAAB)-- the sole agency authorized to accredit U.S. professional degree programs in architecture.

Initially, operating expenses for the program will require additional funding by the University only for graduate assistantship support. The program will be funded from the College of Architecture annual budget and by external funding resources available to the College.

The proposed program will employ the current compliment of full- and part-time faculty and staff and will use its present facilities. At this time the University’s central administration is making plans to correct the deficiencies in the facilities of the College of Architecture. While the new program can operate initially within the College’s current facilities, new and better facilities are needed to assure the strength and viability of the program.
MASTER OF ARCHITECTURE

I. MISSION, INFLUENCE, ORGANIZATION

1.01 Consistency with Mission

The proposed Master of Architecture (M. Arch) program will support the mission of the University of Kentucky by converting a nationally prominent but increasingly overburdened five-year undergraduate (B. Arch) professional degree program to a more rigorous "four plus two"-year professional degree program. The proposed program offers broader liberal education opportunities at the undergraduate (Bachelor of Arts in Architecture) level, and introduces several important new areas of professional concentration at the graduate level. The change will assist the university in its mission "to foster excellence in graduate, post-graduate and professional education" and augment its efforts to assume "a leadership role in addressing the issues and challenges facing the Commonwealth, the nation and the world." (See Appendix A: Strategic and Operational Objectives for the College of Architecture within The University of Kentucky Strategic Plan, 1998-2000.

1.02 Internal and External Influences

A five-year bachelor’s degree program in architecture at the University of Kentucky was established in 1960 to meet the increasing need for professionally educated architects in the Commonwealth and the nation. During the four decades that it has been offered at the University, the B. Arch curriculum has undergone several significant revisions in response to internal educational purposes (most notably the desire to provide a sound critical base to the work of the design studios with an exceptionally strong course sequence in the history and theory of architecture, urban design, and the required off-campus full-credit semester), and also in response to external pressures for change, such as increases in the University's Undergraduate Studies requirements and the incremental raising of national program accreditation standards, particularly in the areas of curriculum component distribution requirements and, since their inception in 1974, continually more demanding student performance criteria. Each of these several curriculum revisions has resulted in some increase in the total course work required for the degree, which reached its present limit of 176 credit hours in the mid 1980's, obliging the students to carry an average of 18 credit hours per semester throughout the ten-semester duration of the program. In each of these semesters, 6 credit-hours, or one third of the required course work, has been taken in unavoidably taxing architectural design courses in which, moreover, a grade of C- is a failing grade. Thus, for the past two decades, and perhaps as the price of its national reputation the curriculum has been stretched to the limits of its capacity, and students have been forced to accept either the high levels of stress and fatigue associated with graduating in a timely way or, quite frequently, more prolonged enrollment in the program.

Among its comments on the program in April 1996, the National Architectural Accrediting Board Visiting Team observed that:

It is highly unlikely in today’s academic environment that students can complete 176 credits and graduate in ten semesters. In an unscientific poll the team found
more than 65% of the students were taking six years or more to complete the requirements.²

A review of College student records for 1994, 1995, and 1996 confirms the NAAB team's findings but paints a distinctly bleaker picture of timely success in earning the B. Arch. for the beginning freshmen in the typical entering class. An average entering class comprises 80 students of whom 41 (about 51%) are university/college students with previous work. 60% of these students will graduate. Of those graduating, nearly all (93%) will do so in a timely fashion. The remaining 39 entering students (about 49%) are beginning freshmen. Their story is different. Only 50% of the entering 39 freshmen will actually graduate. 15 (40%) will withdraw from the program. Of the 20 freshmen that graduate, only 15 (75%) will manage to graduate in a timely way. Among these 15 students graduating "on time" are 9 (60%) who will graduate with distinction. In the final count, 44 (55%) of the original 80 entering students will graduate, but the freshmen will experience the highest rate of attrition.

Nevertheless, pressures to improve the immediate workplace-effectiveness of graduates of professional degree programs have continued to build. At the same time, the need to augment the current educational experience and diversify the skills of the emerging generation of architects has preoccupied many among both the practicing profession and the academic community with mounting insistence over the past decade.

The accumulating and increasingly impatient demands for greater competence in the graduates of professional degree programs were given authoritative voice in 1995, when the National Research Council published its report on the Education of Architects and Engineers for Careers in Facility Design and Construction.³ The deliberately narrow, if not quite philistine, focus of the report -- as reflected in its title -- is further confined to the alleged widespread deficiencies in the nation's architecture and engineering programs, charging that a broad spectrum of practice-related matters are given gravely insufficient attention, to the detriment of such concerns as client needs, constructability and costs. In the schools of architecture, at least, the essential truth of this unrelentingly negative report has had to be acknowledged.

Less than one year later-- and in welcome contrast to the tenor of the National Research Council findings-- the Report of the Carnegie Foundation for the Advancement of Teaching, Building Community: A New Future for Architecture Education and Practice,⁴ focused on the larger purposes of architecture, which, it reaffirmed, "relate not only to building competently and fulfilling the wishes of clients, but helping foster, through design, more wholesome neighborhoods, safer streets, more productive workplaces, a cleaner environment, and more cohesive communities."⁵

At its triennial Validation Conference, held at Pleasant Hill, Kentucky, in October 1996, the National Architectural Accrediting Board, together with representatives of the national collateral organizations and the Canadian accreditation agency,⁶ adopted a completely revised and restructured set of Student Performance Criteria submitted by a Task Force of the Association of Collegiate Schools of Architecture (ACSA). The revised criteria had been designed with the purpose, among other things, of dealing effectively with the salient concerns and recommendations of both the National Research Council and the Carnegie Foundation reports.⁷ A subsequent NAAB Task Group refined the number and language of the criteria to their current form, as first published in the 1998 NAAB Conditions and Procedures.⁸

One further amendment to the language of the 1998 Conditions needs mention here, this being a revision of the stipulations on curriculum distribution requirements. Condition 11, Professional Degrees and Curriculum, reads as follows:
The NAAB only accredits professional programs offering the Bachelor of Architecture and the Master of Architecture degrees. The curricular requirements for awarding these degrees must include three components -- general studies, professional studies, and electives -- which respond to the needs of the institution, the architecture profession, and the students respectively. Together these three components comprise a liberal education in architecture and ensure that graduates will be technically competent, critical thinkers who are capable of defining multiple career paths within a changing societal context.

These components are defined as follows:

- **General studies**: A professional degree must include general studies in the arts and sciences, either as an admission requirement or as part of the curriculum. While this work is traditionally governed by guidelines established by the institution, the program must ensure that students have the prerequisite general studies to undertake professional studies.

- **Professional studies**: The core of a professional degree consists of the required courses that satisfy the NAAB Student Performance Criteria. The program may require additional core courses to address its mission or institutional context, but no more than 60 percent of the student's required post-secondary education can be devoted to professional studies. For masters students, this calculation includes course work taken for an undergraduate degree within or outside architecture.

- **Electives**: A professional degree must allow students to pursue their special interests. The curriculum must have sufficient flexibility so that students can complete minors or develop areas of concentration, either within or outside the program.

The APR [Architecture Program Report] must include the following information:

- Specification of the degree(s) offered
- For each degree offered, an outline of the curriculum showing the distribution of general studies, professional studies (including their prerequisites), and electives
- For each degree offered, examples of the minors or concentrations students may elect to pursue.

What is new in this language is the stipulation that the “Electives” component of the curriculum must, in effect, accommodate the pursuit of both minors and areas of concentration, a condition that affects not only the relative quantity of elective credit in a

*In a chapter on liberal learning in Educating Professionals: Responding to New Expectations for Competence and Accountability (ed. by Curry, Wergin, and Associates. San Francisco: Jossey-Bass Publishers, 1993, pp. 126-147), Robert A. Armour and Barbara S. Fuhrman make a distinction between general and liberal education. General education refers to the collection of courses, typically in the arts and sciences, which comprise the areas of study with which any well-educated person should be acquainted. Liberal education refers, instead, to an approach to learning that fosters mental discipline. Armour and Fuhrman argue that liberal education should cut across all areas of a professional education to
- Develop and hone critical thinking skills,
- Establish a context in which inquiry is valued,
- Develop values and a sense of personal responsibility, and
- Increase the communication skills of reading, writing, speaking, and listening.

The NAAB curriculum requirements reflect this distinction, using the term "general studies" to refer to the specific arts and science courses that are prerequisite to "professional studies." The goals of liberal education are required throughout the student's entire professional education and are reflected in numerous Student Performance Criteria.
program, but also its distribution throughout the structure of the curriculum. Once this condition is added to the expanded breadth and increased rigor of the Student Performance Criteria, the continuing viability of five-year undergraduate professional degree programs, already stretched to the limits of their capacity, must necessarily become a matter of serious concern. It may be useful here to take account of Boyer and Mitgang’s reflections on this matter in *Building Community*:

The demands on architecture curricula, then, are truly daunting. They are supposed to guide relatively unsophisticated eighteen- and nineteen-year olds, many of whom arrive with shaky academic, communicative, and study skills, to a position where they discover their voices as designers and express those ideas with clarity to architects and non-architects. They must initiate students into the traditions of architecture, its great personalities, its language, its history and theories. Students are expected to gain the technical know-how to design and build structures that actually stand, and become familiar with a rapidly growing body of technical knowledge. They are supposed to understand the rudiments of business. They must be adept at drafting, and increasingly, they need knowledge of computer design tools. Students are expected to have the beginnings of the worldliness that come from travel, diverse experiences, and most especially, a broad-based liberal education. And finally, the curriculum should reflect the reality that many, if not most, students may pursue multiple careers…

Architecture schools, then, have throughout their history faced the formidable challenge of providing students both professional knowledge and a liberal education. That seems more difficult than ever, given the growing complexity of the profession and society, especially with the confines of most five-year programs.

These observations, it will be recalled, were made some two years prior to the publication of the NAAB’s new 1998 *Conditions* (see Appendix D.)

Indeed, having accumulated two years’ experience in accreditation under these new *Conditions* (involving some forty or more architecture programs), the NAAB resolved in October 2000 no longer to accept applications for the initial accreditation of proposed new five-year B. Arch programs and, further, to advance the proposal to the nation’s currently accredited programs that by 2010 the Board would accredit only master’s degree programs. In light of these resolutions it would seem reasonable to conclude that, even though some of the roughly 70 five-year degree programs currently operating in the U.S. and Canada might survive beyond 2010, the credibility of the B. Arch as a professional degree has now become irretrievably diminished. While a surprising number of schools are apparently seeking to remedy the problem with a kind of quick fix merely by changing the title of the degree to M. Arch-- others are turning to the greater substance offered by the alternative program structures of longer duration.

Two other professional degree program structures, which are widely employed and quite frequently combined in schools of architecture, are both graduate level programs. The most common is a program typically of two years’ duration following a four-year pre-professional baccalaureate degree in architecture. There are at the present time close to 70 of these programs in the U.S. and Canada. The other, largely identified as the “career change” program, is of three- to four-years duration following an unrelated baccalaureate degree. This latter program, which is currently represented by almost 60 examples, is generally to be found as a valuable ancillary to a five-year or four-plus two-year program, rarely as a “stand alone” graduate offering.
Given the steady interest exhibited by the Commonwealth’s high school graduates in enrolling as freshmen in a program in architecture, there are several significant advantages to the conversion of the present five-year undergraduate degree to the four-plus two-year program structure.

The additional time enables the curriculum to accommodate both the NAAB *Condition 11* on general studies, professional studies and electives and *Condition 12* on Student Performance Criteria while maintaining areas of historical program strength that would otherwise have had to be severely reduced.

In the process of accommodating NAAB’s requirements concerning the provision of electives, the program can at last find the time to nurture a combination of breadth and focus in both the students and the faculty. This will enable the students to meet and exceed the current standards of competence in the field and, at the same time, to turn their learning toward specific professional concentrations and possible career trajectories that will match their personal strengths and interests with the particular scholarly and professional specializations of the faculty.

Such specializations within the architecture degree are already quite widely available among the 123 U.S. and Canadian schools, and are strongly supported by Boyer and Mitgang:

More flexibility within the curriculum relates in a crucial way to the lifelong needs of students whose education should prepare them for career changes. It relates to the need to make architecture education a less harried experience for students, to allow time to explore specialties within the architecture field. Finally, flexibility is the necessary precondition for discovering the connectedness of knowledge—within the discipline, to other fields, and to life… More flexibility in the curriculum would contribute powerfully, then, to the goal of a more coherent, broad-based and caring architecture education—one which enables students to pursue their individual interests and dreams, and at the same time responds more fully to the changing needs of the profession and the society.

That some of our students are willing to persist in the pursuit of their individual interests despite the pressures and bleak statistical outcomes of the present five-year curriculum is demonstrated by the fact that, during the last three years ten of our graduates have managed to earn minors: 4 in Business, 2 in Philosophy, and 1 each in History, Mathematics, Music Performance, and Theatre.

The areas of concentration that are first to be offered by the College of Architecture as an integral part of the proposed program are:

- **Building, Technology and Tectonics**

In a striking passage of *Building Community*, Boyer and Mitgang report that, “according to the Center for Construction Innovation, a research and development arm of H.K. Mortenson & Co., a Minneapolis-based construction firm, the building industry as a whole is ‘substantially behind the times’, largely because of a lack of investment in research and development. In 1992, according to their data, research and development spending for the entire U.S. construction industry was $343 million, including product manufacturers, contractors, design professionals and others. That same year, the top five Japanese construction companies alone invested $700 million. If the trend isn’t reversed, they warn, the American building industry will be increasingly vulnerable to foreign competition both domestically and abroad. In 1994, twenty-one of the top one hundred U.S. construction firms were foreign owned. In 1980,
only two were." To help reverse this trend, therefore, it would behoove the College of Architecture, possibly together with the College of Engineering, to enter into a more vigorous engagement in collaborative research partnerships with the building industry. This professional concentration, though not solely focused on either the present state or some future improved condition of national building technology, will nevertheless reaffirm that a rigorous approach to the issues of construction is a crucial characteristic of a lasting architecture, not something separate from it or marginal to it, especially as the world’s burgeoning populations continue to place their growing demands on finite and dwindling building resources.

• Digital Media

As William Mitchell, Dean of the School of Architecture and Planning at M.I.T., has observed, “computer technology is revolutionizing the way that architectural design is done, but the theoretical presuppositions underlying computer-aided architectural design systems are rarely made explicit—and when they are, they often turn out to be shaky and inconsistent. There is an urgent need for a comprehensive, rigorously developed computational theory of design that can provide an adequate basis for practical software development work.” Although, once again, the primary purpose of this concentration is not software development work, but rather the exposure of the student to the creative potential of the vast and growing array of computer-aided design software that already exists, experience elsewhere has demonstrated that, among the best students are those who will be drawn, like iron filings to a magnet, to probe the fundamentals of design activity and to seek the computational means for its increasingly effective outcomes.

This topic area has, in fact, already been established as a multi-disciplinary undertaking between the College of Architecture and the Colleges of Arts and Science, Fine Arts and Journalism. The requirements for either a Minor or a Professional Concentration is 24 credit hours of prescribed coursework, including one 6-credit hour design studio. There are at present three students of Architecture pursuing the professional concentration and one student of Computer Science pursuing the Minor. (See Appendix B.)

• Historic Preservation

The College of Architecture already offers a Master of Historic Preservation Degree. A student electing to pursue a professional concentration in this area would, therefore, also have the option of earning dual degrees, M. Arch and MHP in a 2.5 to 3 year period of study.

• History, Theory and Criticism

The history, theory, and criticism concentration is designed to allow students to pursue issues related to architecture history and theory in more depth, researching topics of specific interest.

• Town Design

The integration of architectural design and town planning has emerged as a discipline of "urban design" in the past two decades. Increasingly, towns and cities are realizing that the quality of the physical environment can be improved through such integration. A formal concentration in Town Design would standardize efforts already underway at the College of Architecture, such as work at the two community design centers in Lexington and Louisville and collaboration with small towns across the Commonwealth through the Kentucky Mayor's Design Institute program. A distinction of the Town Design
concentration will be its attention to the problems and opportunities faced by mid-sized cities and small towns, of which Kentucky offers many examples.

Such concentrations will substantially diversify the knowledge base and skill sets of the graduates entering the profession. They will also establish clear avenues for the pursuit of faculty research, scholarship and creative professional achievement. Once these initial concentrations have been fully established it will be the purpose of the College of Architecture to seek the collaboration of other academic divisions of the University to provide additional areas of professional concentration -- again with the possibility of earning dual degrees after 2.5 to 3 years of graduate studies -- in such areas as:

- Business Management
- Civil Engineering
- Construction Management
- Furniture Design
- Interior Design
- Landscape Architecture
- Real Estate Development

The extended program will permit the students to complete the degree requirements in a timely way with a 13.5% reduction in overall semester course load (i.e. diminished from an average of 18 credit hours per semester to 15.5).

Graduates of the four-year pre-professional program will be well-prepared to pursue further study in either architecture or the other design disciplines, or in related fields such as urban planning, real estate development, construction management, historic preservation etc., or to seek careers in unrelated areas in which a liberally educated person with well-honed problem-solving skills might work to advantage. Graduates of the professional program will finally receive a degree that is commensurate with the sustained academic and creative effort required to earn it.

1.03 Relationship to the University Organizational Structure

Although the College of Architecture, together with those other academic divisions that choose to admit undergraduate students into their professional degree programs – the Colleges of Engineering, Nursing and Pharmacy for example – falls outside the prevailing, and perhaps excessively stringent definition of a “Professional School” at the University of Kentucky, it ought nevertheless to be acknowledged that the Master of Architecture program will be regarded as nothing other than a professional program by both the students (whether undergraduate or graduate) and the profession that it will serve. Further, it should be recognized that the two-year graduate component of the program cannot be regarded as either separate or separable from the four-year undergraduate component that underpins it. Both pedagogically and structurally, the professional coursework of the two components form a topically enmeshed whole, creating a seamless interface, which may not readily be teased apart into separate administrative entities. More specifically, with regard to the autonomy of its administrative structure, Condition 10 of the NAAB Conditions and Procedures for Accreditation stipulates that:

The program must have a degree of autonomy that is both comparable to that afforded to the other relevant professional programs in the institution and sufficient to assure conformance with all the conditions for accreditation. The APR [Architecture Program Report] must include… A description of the program’s administrative structure [and] a comparison of this structure with that of the other professional programs in the institution….
However, having placed the foregoing qualifications on record, it should now be said that the two-year Master of Architecture component of the program will be established and administered under the auspices of the Graduate School. It will be coordinated by the College of Architecture. A Program Director will be appointed by the Dean of the Graduate School upon the advice of the College committee on Appointments, Promotion, and Tenure and the Dean of the College. For the administration of the M. Arch component of the program the Director will report to the Dean of the Graduate School. Graduate faculty will be drawn from the College of Architecture and its affiliated disciplines in the University, and will be appointed by the Dean of the Graduate School following a recommendation by the Program Director.
II PROGRAM DESCRIPTION

2.01 Curriculum

The College of Architecture will administer the program curriculum, and the University of Kentucky Undergraduate and Graduate school will grant degrees. The curriculum will consist of 133 credits for the undergraduate degree and 60 credits for the graduate degree for a total of 190 credits in six years.

The curriculum conforms to the following outline:

I. Undergraduate university studies requirements 33 credit hours
II. Core program requirements 76 credit hours
III. Undergraduate elective courses 24 credit hours
IV. Graduate core program requirements 33 credit hours
V. Advanced elective courses 15 credit hours
VI. Thesis 9 credit hours

TOTAL 190 credit hours

The above distribution of credit assumes that the University Studies Program Basic Skills requirements in mathematics and a foreign language have already been met prior to admission to the program, an assumption supported by historical student data. It also assumes that the Humanities section of the Disciplinary Requirements is to be met by approved Core Program courses in the History and Theory of Architecture (ARC 212 and ARC 213).

Below is the semester-by-semester "4+2" curriculum typical for a beginning freshman pursuing a Bachelor of Arts in Architecture and a first, professional Master of Architecture degree.

Bachelor of Arts in Architecture (4-year program)

YEAR ONE
Fall Semester
Program Courses
ARC101 Drawing I 2 credit hours
ARC111* Intro to History & Theory 3 credit hours
ARC151* Design Studio I 6 credit hours

University Studies Courses
ENG 101
(or ENG 105*) College Writing 3 credit hours
Calculus, Logic, Statistics Req.* 3 credit hours
Communications Req.* 3 credit hours
Social Sciences Req. 3 credit hours

Elective Courses
Elective 3 credit hours

TOTAL 17 credit hours

*Courses marked with an asterisk may be taken in either the fall or spring semester of the first year.
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<th><strong>Spring Semester</strong></th>
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<td><strong>Program Courses</strong></td>
<td><strong>University Studies Courses</strong></td>
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<tr>
<td>ARC102</td>
<td>Drawing II</td>
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<tr>
<td>ARC111*</td>
<td>Intro to History &amp; Theory</td>
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<td>ARC151*</td>
<td>Design Studio I</td>
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<tr>
<th><strong>Elective Courses</strong></th>
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<td>Elective</td>
<td>3 credit hours</td>
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* Courses may be taken in either the fall or spring semester of the first year.

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<th><strong>YEAR TWO</strong></th>
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<td><strong>Fall Semester</strong></td>
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<tr>
<td><strong>Program Courses</strong></td>
<td><strong>University Study Courses</strong></td>
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<tr>
<td>ARC 212</td>
<td>History &amp; Theory I: 15th-19th Centuries</td>
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<td>ARC 231</td>
<td>Structural &amp; Material Concepts</td>
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<td>ARC 252</td>
<td>Design Studio II</td>
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| **TOTAL** | 18 credit hours |

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<tr>
<td><strong>Program Courses</strong></td>
<td><strong>University Study Courses</strong></td>
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<td>ARC 213</td>
<td>History and Theory II: 20th Century</td>
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<td>ARC 203</td>
<td>Digital Media in Architecture</td>
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<td>ARC 253</td>
<td>Design Studio III</td>
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| **TOTAL** | 18 credit hours |

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<th><strong>YEAR THREE</strong></th>
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<td><strong>Program Courses</strong></td>
<td><strong>Elective Courses</strong></td>
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<tr>
<td>ARC 314</td>
<td>History and Theory III: Contemporary</td>
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<td>ARC 332</td>
<td>Environmental Controls I</td>
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<tr>
<td>ARC 354</td>
<td>Design Studio IV</td>
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| **TOTAL** | 15 credit hours |
### Spring Semester
**Program Courses**
- ARC 315 History and Theory IV: Urban Forms 3 credit hours
- ARC 333 Environmental Controls II 3 credit hours
- ARC 355 Design Studio V 6 credit hours

**Elective Courses**
- Electives 3 credit hours

**TOTAL** 15 credit hours

### YEAR FOUR
**Fall Semester**
**OFF-CAMPUS OPTION**
**Program Courses**
- ARC 404 Drawing III (elective) 3 credit hours
- ARC 461 Travel Seminar (elective) 3 credit hours
- ARC 455 Off-Campus Design Studio (elective) 6 credit hours
- ARC 410 Off-Campus Ind. Study (elective) 3 credit hours

**ON-CAMPUS OPTION**
**Program Courses**
- ARC 411-415 History and Theory Seminar 3 credit hours
- ARC 456 Design Studio VI 6 credit hours

**Electives**
- Elective Courses 9 credit hours

**TOTAL** 15 credit hours

### Spring Semester
**Program Courses**
- ARC 434 Structures I 3 credit hours
- ARC 435 Materials & Methods of Construction 3 credit hours
- ARC 457 Design Studio VII 6 credit hours

**Elective Courses**
- Elective 6 credit hours

**University Studies Courses**
- Cross-Cultural Requirement 3 credit hours

**TOTAL** 18 credit hours

**TOTAL UNDERGRADUATE HOURS** 133 credit hours
Master of Architecture (2-year program)

YEAR FIVE

Fall Semester
Program Courses
ARC 833 Structures II 3 credit hours
ARC 841 Professional Practice 3 credit hours
ARC 858 Design Studio VIII 6 credit hours

Elective Courses
Electives in Chosen Concentration* 3 credit hours

TOTAL 15 credit hours

Spring Semester
Program Courses
ARC 510-514 Adv. History & Theory Seminar 3 credit hours
ARC 831 Building Systems Integration 3 credit hours
ARC 859 Design Studio IX 6 credit hours

Elective Courses
Electives in Chosen Concentration** 3 credit hours

TOTAL 15 credit hours

YEAR FIVE OR YEAR SIX

Summer Semester
Program Courses
ARC 842 Professional Internship 3 credit hours

TOTAL 3 credit hours

YEAR SIX

Fall Semester
Program Courses
ARC 950 Design Studio X: Comprehensive Project 6 credit hours

Elective Courses
Electives in Chosen Concentration** 6 credit hours

TOTAL 12 credit hours

Spring Semester
Master's Thesis
ARC 909, 919, 929, 959, 969, etc. Thesis in Chosen Concentration** 9 credit hours

Elective Courses
Electives in Chosen Concentration** 3 credit hours

TOTAL 12 credit hours

TOTAL GRADUATE HOURS 57 credit hours

* *The curriculum for each graduate concentration is listed in Appendix B. A complete list of undergraduate and graduate courses with corresponding faculty may be found in Appendix C.
2.02 Didactic/Clinical Relationship

One of the recommendations made by Boyer and Mitgang in their Carnegie Foundation Report was that "schools, practitioners, and local and national architectural organizations collaborate to increase the availability, information, and incentives for students to gain work experience during school. And we urge," they concluded, "that the monitoring of those internships for their educational value be improved."20

There are, we believe, only three schools in North America, those at the University of Cincinnati in the U.S. and Dalhousie University and the University of Waterloo in Canada, that have proved able to establish co-op programs involving their students in systematic alternations between academic study and work experience. All three schools find it necessary to place their students in both domestic and foreign offices on every continent in order to sustain their programs. On the other hand, a requirement of up to 1200 or 1500 hours of work experience as a prerequisite to graduation has been in force at a number of schools for many years, sometimes accompanied by a credit allocation, sometimes not.

Although the University of Kentucky program has had no such requirement hitherto, the great majority of the B. Arch. program students are quite accustomed to work in the construction industry and architectural offices. Moreover, the national Intern Development Program operated jointly by the American Institute of Architects and the National Council of Architects Registration Boards and its member jurisdictions, now accepts as fulfilling part of its three-year internship requirement, office experience accumulated after the completions of the third year of study in a school of architecture.

It is therefore proposed to incorporate a new three credit hour Professional Internship work-study course (ARC 842) as a requirement in the master's component of the new program.

2.03 Accredidation/Certification

The Kentucky State Board of Examiners for the Registration of Architects (together with almost all other jurisdictions in the U.S., every provincial association in Canada, and the federal and state agencies in Mexico) requires a degree from an accredited professional degree program as a prerequisite for licensure. While graduation from an accredited program does not assure registration, the accrediting process is intended to verify that each accredited program substantially meets the standards that, as a whole, comprise an appropriate education for an architect.

The National Architectural Accrediting Board (NAAB) was established in 1940 as the sole agency authorized to accredit U.S. professional degree programs in architecture. NAAB is made up of four national collateral organizations: the Association of Collegiate Schools of Architecture (ACSA), the American Institute of Architects (AIA), the American Institute of Architecture Students (AIAS) and the National Council of Architectural Registration Boards (NCARB). NAAB's primary mission has been to assist programs in fulfilling the broad requirements of the profession of architecture and to encourage the development of practices suited to the particular circumstances of each individual program. NAAB accredits only the professional degree programs within schools of architecture, although other programs are reviewed on an advisory basis when they are identified by a school as being relevant to its professional program, for example the B.Arch. in the proposed Architecture program. Accrediting standards have evolved to include general and professional studies, outcome-based performance criteria for evaluating student work, and procedures for guiding the accreditation process.
To assure broad familiarity with the skills and knowledge that must be demonstrated by graduates of professional degree programs and to encourage dialogue about the goals of architecture education, NAAB publishes a guide to the student performance criteria. As one of the conditions of accreditation, programs are required to distribute copies of this guide to all faculty and students. The 1998 Guide to Student Performance Criteria lists and defines the thirty-seven criteria by which a professional education in architecture is assessed. These performance criteria may be found in Appendix D.

For an outline of the effects of the North American Free Trade Agreement on tri-national accreditation and reciprocal registration, see Endnote 6.

### 2.04 ADMISSIONS CRITERIA

#### a. Admissions to the college

Enrollment in the College of Architecture is regulated by means of a selective admissions procedure. All applicants to the college are examined on a comparative and competitive basis.

**Admission to the undergraduate program**

In addition to admission into the University, freshman candidates are required to file an application with the College of Architecture Office of Admissions by March 1 for admission in the following fall semester. As a rule, freshmen must meet the minimum academic standards required for all freshmen applicants for admission to the University. However, in the event that the Admissions Committee finds clear indications of a student’s probable success in the College by review of additional supporting material, an exception may be made to this rule, upon recommendation of the Committee and with the approval of the Director of Admissions. Candidates are admitted on the basis of the following criteria:

- A potential for general academic achievement as indicated by the high school grade-point average.

- Scores from either American College Test (ACT) or Scholastic Aptitude Test (SAT).

- Comparative measures of aptitude and motivation measured by the Admissions Committee by supplementary tests (e.g., a home project assignment and/or a controlled test taken by the candidate on the University campus in early March) and, in some cases, personal interview.

- Transfer candidates from educational programs other than those in architecture are required to observe the same application deadlines and testing procedures (when applicable) as those set out above for freshmen.

**Admission to the graduate program**

Candidates must meet all requirements established by the Graduate School of the University of Kentucky. In the event that the College of Architecture Admissions Committee finds clear indications of probable success in the college from its review of the further evidence pertaining to a candidate who does not meet these minimum criteria, an exception may be made to this rule, upon
recommendation of the Committee and with the approval of the Director of Graduate Admissions. Students transferring from or holding baccalaureate degrees from an accredited college or university with an equivalent architecture program courses may also apply. Candidates are admitted on the basis of the following criteria:

- The potential for general academic achievement as indicated by the undergraduate grade point average.

- A review of scores on the verbal, quantitative, and analytical sections of the Graduation Records Examination (GRE).

- A review of the candidate’s portfolio including design works, written reports and essays.

- For students entering the graduate program from another university or program, three letters of recommendation are required indicating the student’s probability of success in a professional program in architecture.

   Students holding a B. Arch from an accredited program may be admitted to the graduate program with advanced standing. In the case of transfer credit, the College of Architecture Admissions Committee reserves the right to require supplemental course work in the component or components of the college curriculum, which it deems most appropriate given the particular student’s background and previous development.

2.05 Objectives/Evaluation Scheme

a. Objectives of the College

The mission statement of the College of Architecture is "Poetry & Pragmatics in a Public World". The College seeks to challenge its students as thinkers, artists, and future professionals. The proposed curriculum demands from students a rigorous commitment to the principles of design, a constant inquiry into the nature of the built world and its spaces, and a respect for the responsibilities of the architect to the profession, the environment, and to society and culture at large.

The proposed Bachelor of Arts and Master of Architecture program will be evaluated by:

(1) the National Architecture Accrediting Board (NAAB), normally on a six-year cycle.

(2) the College of Architecture, by regular self-assessment processes conducted variously through: the College faculty and their standing committees on matters of personnel and faculty performance, the College Student Council, the College Assembly and its standing and ad hoc committees on program structure and content, external committees of the University, individual input from faculty, staff and students, and the involvement of alumni and practitioners.

(3) The University of Kentucky through regularly scheduled program reviews.
Professional Competencies
The learning objectives of the Bachelor of Arts sequence address a common core of skills and knowledge. Essentially, students must be able to demonstrate drawing and design ability that incorporates human needs, programmatic and formal precedent, the science of structures, environmental controls, building materials and methods of construction, aesthetics and tectonics. Students must demonstrate knowledge of the history and theory of architecture and be able to express that knowledge in written assignments and verbal presentations. Additionally, the B.A. sequence allows a student to earn up to 27 elective credits to be applied toward an undergraduate concentration within the College or a minor outside the college. This contrasts with the present B. Arch curriculum, which allows for only 9 elective credits in the entire five-year sequence. The proposed curriculum allows students greater flexibility in the selection of coursework at both the beginning and end of the undergraduate sequence.

The proposed Master of Architecture curriculum supports multiple areas of concentration within a professional architectural education. This contrasts with the present B. Arch. curriculum, which offers only a single path to a professional degree. The proposed program allows students to pursue courses that best suit their own professional aspirations. These concentrations also promote collaborations with other programs, both at the University of Kentucky and at other institutions. Areas of concentration in the M. Arch. curriculum explore topics such as building design, history and theory of architecture, urban and rural design, sustainable city design, building technology, furniture design, digital visualization and animation, historic preservation, and others. We anticipate collaborative efforts with other UK programs such as Interior Design, Landscape Architecture, Fine Arts and Engineering, along with other institutions such as the University of Louisville and Berea College.

Graduates of the proposed master's program will thus be able to meet and exceed the national core performance standards and to bring a variety of additional knowledge and skill to the practice of architecture, much needed by an expanding and changing profession. Graduating students should be acquainted with the social, legal, technical, and aesthetic methods necessary to support their role as designers of the physical environment. Evaluation of these objectives will be accomplished through:

1. periodic reviews of projects in design studios,
2. analysis of course assignments and examinations,
3. assessment of student performances in internships and employment.

Advisory Committee
The proposed undergraduate and graduate programs are the result of four years of deliberation by College Assembly with input from various professional groups such as the College Alumni, Kentucky Society of Architects and NAAB. Although no formal advisory committee was involved in the process, recommendations of external review committees, the NAAB Visiting Team Report, and informal evaluations from members of the profession and friends of the College were taken into consideration when creating the proposal. Letters of support from the profession may be found in Appendix E.

Plans for Articulation/Transfer Cooperation
Undergraduate Program
The proposed program establishes opportunities for interactive connections with the College of Architecture’s graduate program in Historic Preservation; the College of Engineering; the School of Interior Design in the College of Human Environmental
Sciences; the departments of Anthropology, English, Political Science, Geography and History in the College of Arts and Sciences; the department of Art History in the College of Fine Arts; and the departments of Horticulture and Landscape Architecture in the College of Agriculture.

Transfer students to the undergraduate program must apply for admission to the College of Architecture. Transfer students should be aware that the College of Architecture Admissions Committee reserves the right to require an accepted student to fulfill components of the college curriculum, which it deems most appropriate to the student's background and previous development. This policy especially holds true for students seeking core program course credit by transfer of credit hours earned from other architecture programs.

**Graduate Program**
Requirements for the areas of concentration in the proposed M. Arch will involve courses from the various departments listed above. We anticipate collaborative efforts with other institutions such as the University of Louisville and Berea College.

All students who enter the program must hold a Bachelor of Arts in Architecture degree or the equivalent. Students transferring into the M. Arch program must be evaluated and will be placed in the program in accordance with the procedures of the University of Kentucky. Transfer students to the M. Arch program must apply to the College of Architecture. Transfer students will be made aware that the College of Architecture Admissions Committee reserves the right to require an accepted student to fulfill components of the college curriculum, which it deems most appropriate to the student's background and previous development.
III. SUPPORTIVE DATA

3.01 Manpower Requirements

a. This program is designed to prepare students for professional practice primarily in the local, state, and regional areas, but graduates from a NAAB accredited program are eligible for internship and licensure anywhere in the U.S. and Canada.

b. The prospects for employment are favorable given that the proposed program is the only one of its kind in the Commonwealth of Kentucky. (see Appendix F for national employment projection statistics)

3.02 Similar Programs in Kentucky

a. No other accredited program in architecture exists in the Commonwealth of Kentucky.

3.03 Comparative Programs in Benchmark Institutions

a. From a list of fifteen benchmark schools, five are presented that are similar to the proposed program. It should be noted that all University benchmark schools studied have an accredited masters program in architecture with one exception (Pennsylvania State University- B. Arch program). In the proposed program at the University of Kentucky, a single academic unit, the College of Architecture will offer a single graduate architecture degree. In addition, students will be granted a certificate in a declared area of concentration.

1) University of Virginia
The School of Architecture at the University of Virginia is comprised of Departments of Landscape, Architecture, Architectural History and Planning. The Department of Architecture program at Virginia and the proposed masters program have a similar 4+2 curriculum. Like our proposed program, the program at Virginia offers focused graduate concentrations for students interested in expanding the scope of their study.

2) North Carolina State University
The School of Architecture at North Carolina State University is housed by the College of Design with the departments of Landscape Architecture, Graphic Design, Industrial Design, and Art & Design. The School of Architecture at N.C.S.U. has a 4+2 curriculum similar to our proposed program. The N.C.S.U. program also offers an accredited Bachelor of Architecture degree as well as an accredited Master of Architecture Degree. The M. Arch. degree at N.C.S.U., like our proposed program, offers focused graduate concentrations for students interested in expanding the scope of their study.
3) **University of Michigan**  
The Taubman College of Architecture + Urban Planning at the University of Michigan offers four programs: Architecture, PhD in Architecture, Urban and Regional Planning, and Urban Design. The program in Architecture offers an undergraduate Bachelor of Science degree and graduate Masters of Architecture degree with a 4+2 curriculum similar to our proposed program. Like our proposed program, the program at U.M. offers focused graduate concentrations for students interested in expanding the scope of their study.

4). **The Ohio State University**  
The Austin E. Knowlton School of Architecture at The Ohio State University is housed within the College of Engineering. It is comprised of Departments of Landscape, Architecture, and City and Regional Planning. The Architecture program at O.S.U. and the proposed masters program have a similar 4+2 curriculum. Like our proposed program, the program at O.S.U. offers focused graduate concentrations for students interested in expanding the scope of their study.

5). **University of Texas at Austin**  
The School of Architecture at the University of Texas at Austin is a school, which administers undergraduate and graduate degree programs in Architecture, Interior Design and Planning. The School of Architecture and the proposed masters program have a similar 4+2 curriculum. Like our proposed program, the program at Texas offers focused graduate concentrations for students interested in expanding the scope of their study.

b. The following information is taken from the 1997 Association of Collegiate Schools of Architecture Guide to Schools of Architecture, Sixth Edition and from current 2001 data gathered recently from each school:

In 2001, 289 undergraduate and 18 graduate students were enrolled in the **University of Virginia** Department of Architecture program, and 80 degrees were conferred. In 1997, 313 undergraduate and 30 graduate students were enrolled in the U.V. Department of Architecture, and 78 degrees were conferred.

In 2001, 223 undergraduate and 82 graduate students were enrolled in the **North Carolina State University**, Department of Architecture program, and 80 degrees were conferred. In 1997, 163 undergraduate and 100 graduate students were enrolled in the NCSU Department of Architecture, and 84 degrees were conferred.

In 2001, 177 undergraduate and 94 graduate students were enrolled in The Taubman College of Architecture + Urban Planning at the **University of Michigan** program, and 180 degrees were conferred. In 1997, 165 undergraduate and 165 graduate students were enrolled in the U.M. Department of Architecture program, and 164 degrees were conferred.

In 2001, 222 undergraduate and 27 graduate students were enrolled in The Austin E. Knowlton School of Architecture at **The Ohio State University**, Department of Architecture program, and 83 degrees were conferred.
conferred. In 1997, 228 undergraduate and 62 graduate students were enrolled in the OSU Department of Architecture program, and 90 degrees were conferred.

In 2001, 358 undergraduate and 110 graduate students were enrolled in the School of Architecture at the **University of Texas at Austin**, Department of Architecture program, and 121 degrees were conferred. In 1997, 356 undergraduate and 156 graduate students were enrolled in the **U.T.** Department of Architecture program, and 107 degrees were conferred.

### 3.04 Student Demand

**a.** Student enrollment in the first five years of the proposed program is projected as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FT</td>
<td>PT</td>
</tr>
<tr>
<td>2002-03</td>
<td>143</td>
<td>7</td>
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<td>2004-05</td>
<td>227</td>
<td>12</td>
</tr>
<tr>
<td>2005-06</td>
<td>256</td>
<td>14</td>
</tr>
<tr>
<td>2006-07</td>
<td>256</td>
<td>14</td>
</tr>
</tbody>
</table>

**b.** N/A

**c.** N/A

**d.** Above projections are based on a limited, selective enrollment in the College of Architecture. The number of currently enrolled students who elect to pursue a M.Arch. instead of a B.Arch. is projected to increase in inverse proportion to class rank. Beginning in Fall 2002, all new students would have the choice to be enrolled in the proposed program, and once NAAB has made a ruling (due November 2001) on the accreditation status of B.Arch. programs transitioning to M.Arch. programs, the current B.Arch program will begin to be phased out. The combination of these factors should lead to a steady increase in enrollment in the proposed program over the next five years until the proposed program reaches the current enrollment capacity of the existing program.

**e.** The number of students projected to graduate in the first five years of the proposed program is as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
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<td>2005-06</td>
<td>60</td>
<td>19</td>
</tr>
<tr>
<td>2006-07</td>
<td>60</td>
<td>21</td>
</tr>
</tbody>
</table>

**f.** N/A

**g.** N/A

### 3.05 Evaluation Results of Related Programs

**a.** N/A

**c.** Post-education data for students graduated from the existing BArch program is detailed on "Application for a New Course: Form 1". See Appendix G.
Anticipated Issues and Trends

Anticipated issues and trends in both architecture education and the profession have prompted this proposal for a revised professional degree program. A thorough discussion of these issues may be found in Section I of this Application. Supporting articles regarding issues and trends may be found in Appendix H.

IV. RESOURCES

4.01 Resources Required

a. Facilities

1) The proposed program will operate initially using the current facilities of the College of Architecture. Pence Hall holds administrative offices, faculty offices, library and computer resources, a lecture room, seminar rooms, and half of the on-campus studio spaces. Miller Hall, some 150 yards away, holds the remaining studio spaces, a seminar room, and additional faculty offices.

It should be mentioned that College has conducted a survey of the facilities of our benchmark programs (see Appendix I). This survey demonstrates that, in comparison with these benchmarks, there are clear shortcomings in the number of classroom spaces, pin-up spaces, and overall studio space per student at UK’s College of Architecture. As a means of resolving these issues, the College has formed an Ad Hoc Committee on Facilities. In addition to faculty, student, and staff participation from the College, both the University Architect and the Vice Chancellor for Administration on the Lexington Campus have had a role. The committee is charged with developing a program suitable for all College-related activities in a new or renovated on-campus facility. A report of the findings of this committee was submitted to the College Assembly and approved. The Provost and the President are now exploring ways in which to implement its recommendations.

2) In addition to its long-established studio site in Venice, Italy, the College has initiated two new off-campus studios in the last five years. Both design centers, one in Lexington and one in Louisville, are directed toward community involvement. Each center takes advantage of the local resources within each city and is therefore less dependent upon campus resources. These centers will be utilized for the proposed program.

h. Library

The Hunter M. Adams Architecture Library

1) The Hunter M. Adams Architecture Library, located on the second floor of Pence Hall, houses over 34,000 volumes. Its mission is to support the University’s programs in architecture, historic preservation and some aspects of interior design. The Library also provides resources for graduate and undergraduate students throughout the University, for students at Lexington Community College, for local professionals and for the community in general. The Library also provides a substantial number of books and article copies via interlibrary loan within and outside of Kentucky.
The Architecture Library journal collection is especially strong. The Library currently subscribes to 106 serial titles and many of the major titles (Architectural Forum, Architectural Record, Progressive Architecture) go back to the beginning. The major periodical index available for this collection is the Avery; both the Avery and Art Abstracts are available via the Web. The Architecture Library subscribes to about 10% of the titles indexed in Avery; however, additional titles may be found in other libraries.

All materials purchased with library funds are fully cataloged and included in the system-wide, on-line catalog. For cataloging, the university library system participates in OCLC, which contains over 34 million records.

The library houses a small materials collection, which is developed by the professor who teaches building systems. The College maintains a separate slide collection. There is no current written collection development policy for the Architecture Library.

A major impact on the book budget has been the addition of the Masters Program in Historic Preservation. When this degree program was instituted, because of the substantial overall increase in the book budget, the library was able to support this program.

Staff

The Architecture Library is administered by the university library system, although on a day-to-day basis, the library staff is more closely tied to the College through participation in all relevant College meetings and activities and by simply being in the same building. There is one professional librarian, one library technician, and student assistants whose hours total 2.1 full time employees. This staffing level is adequate, though once the library expands more student assistant hours may be needed. The professional librarian holds an MLS and has been with the Architecture Library ten years. There is a written job description for library technician positions with the University Human Resources Division; the pay for the Architecture Library technician is comparable to similar jobs in the library system and on campus. Librarians are classified as faculty. All University faculty salaries are set within each unit. The librarian is paid in accordance with guidelines for library faculty.

2) The university library system is a member of the Association of Research Libraries; while it does closely monitor its ARL ranking with regard to its benchmarks, no attempt is made to break down the book budget and collection size by subject area as ARL does not collect that data.

i. Faculty

1& 2) The College faculty is comprised of 22 full-time positions, and as many as 16 adjunct and visiting positions. Of the full-time, regular appointments, 14 are tenured, 6 are tenure track, and 2 are Lecturers. There is also one half-time position in the College of Engineering dedicated to teaching in the College of Architecture.

All current ranked faculty and adjunct faculty will participate in the 4+2 program. Their expected assignments within the B. Arts and M. Arch Program include:
Clyde R. Carpenter, M. Arch, FAIA.
Professor Carpenter will share in the teaching responsibilities for the graduate level architectural design studios, including the required ARC 950 Comprehensive Project and the studio sequence supporting the professional concentration in Building Technology and Tectonics. Professor Carpenter is a member of the Graduate faculty.

Maria G. Dallerba-Ricci, dott. arch.
Professor Dallerba-Ricci is Director of the Atelier Veneziano, a permanent component of the Study Abroad Programs of the College. She will share in the teaching responsibility for the studio sequence supporting the professional concentrations in Building Technology and Tectonics and Town Design. Dr. Dallerba-Ricci will apply for membership in the Graduate faculty.

Associate Professor Deger will share in the teaching responsibility for the required ARC 231 Building Systems Integration I and ACR 950 Comprehensive Project. Professor Deger will apply for membership in the Graduate Faculty.

Henri T. de Hahn, M. Arch.
Associate Professor De Hahn will share in teaching responsibilities for the graduate level architectural design studios, including the required ARC 950 Comprehensive Project and the studio sequences supporting the elective concentrations in Building Technology and Tectonics and Town Design. Professor De Hahn will apply for associate membership in the Graduate Faculty.

Dennis E. Domer, Ph.D.
Professor Domer is the Clay Lancaster Distinguished Professor of Historic Preservation and Director of the Graduate Program in Historic Preservation. He will also undertake teaching responsibilities in support of the professional concentrations in Historic Preservation and History, Theory, and Criticism. Dr. Domer is a member of the Graduate Faculty.

Anthony Eardley, A. A. Dip (Hons.) MA, ARIBA, MRAIC
Adjunct Professor Eardley is Dean Emeritus of both the College of Architecture at the University of Kentucky and the Faculty of Architecture, Landscape and Design at the University of Toronto. He will share in teaching responsibilities for the graduate level architectural design studios, including the required ARC 950 Comprehensive Project and the studio sequences supporting the professional concentrations in Building Technology and Tectonics and Town Design. He will also offer elective seminars in support of the concentration in History, Theory and Criticism. Professor Eardley will seek renewal of his membership in the Graduate faculty.
Hans Gesund, Dr. Eng.  
Professor Gesund will contribute his expertise in structural engineering to the graduate level architectural design studios, including the required *ARC950 Comprehensive Project* and the studio sequence supporting the elective concentration in *Building, Technology and Tectonics*. Dr. Gesund is a member of the Graduate faculty.

John R. Groves, Jr. B. Arch, JD, Ph.D., AIA  
Associate Professor Groves will have teaching responsibility for the required *ARC 842 Professional Practice*. He will share in the teaching of the required *ARC 231 Building Systems Integration I* and *ARC 950 Comprehensive Project* and in the studio sequence supporting the elective concentration in *Building Technology and Tectonics*. Dr. Groves will apply for membership in the Graduate faculty.

Richard S. Levine, M. Arch.  
Professor Levine will share in teaching responsibilities for the graduate level architectural design studios, including the studio sequence supporting the professional concentration in *Town Design*. Professor Levine will apply for membership in the Graduate faculty.

Gregory A. Luhan, M. Arch.  
Assistant Professor Luhan will share in the teaching responsibilities for the graduate level architectural design studios, including the sequence supporting the professional concentration in *Digital Media*. Professor Luhan will apply for associate membership in the Graduate faculty.

Wallis J. Miller, M. Arch, Ph.D.  
Associate Professor Miller will have teaching responsibility for the required *ARC 510-514 Adv. History and Theory Seminar* series. She will also offer electives in support of the professional concentration in *History, Theory and Criticism* and will share in the teaching of the graduate design studios, including the concentration in *Building Technology and Tectonics* and *Town Design*. Dr. Miller will apply for membership in the graduate faculty.

David Mohney, M. Arch. AIA  
Dean Mohney will share in the teaching responsibilities for the graduate level design studios including the sequence supporting the professional concentration in *Town Design*. Dean Mohney is a member of the Graduate faculty.

Mark J. O’Bryan, M. Arch. AIA  
Associate Professor O’Bryan is the current Director of the B. Arch program. He will share in the teaching responsibilities for the required *ARC 950 Comprehensive Project*, and in the studio sequences supporting the professional concentrations in *Building, Technology and Tectonics* and *Town Design*. Professor O’Bryan will apply for membership in the Graduate faculty.
Keith D. Plymale, M. Sc. Arch. AIA
Associate Professor Plymale will share in the teaching of the studio sequence supporting the professional concentration in Building, Technology and Tectonics. He will apply for membership in the Graduate faculty.

Michaele Pride-Wells, M. Arch in U.D.
Assistant Professor Pride-Wells will share in the teaching responsibilities for the sequence of studios supporting the professional concentration in Town Design. She will apply for associate membership in the Graduate faculty.

Francesca E. Rogier, M. Arch, (Ph.D. candidate)
Assistant Professor Rogier will share in the teaching responsibilities for the professional concentration in History, Theory and Criticism and Town Design. She will apply for associate membership in the Graduate faculty.

Julie Riesenweber, MA, (Ph.D. candidate)
Assistant Professor Riesenweber will share in the teaching responsibilities for lecture courses and seminars in support of the professional concentrations in History, Theory and Criticism and Historic Preservation. Ms. Riesenweber will apply for associate membership in the Graduate faculty.

Anthony Roccanova, M. Arch in U.D.
Associate Professor Roccanova will share in the teaching responsibilities for the required ARC 950 Comprehensive Project and in the studio sequence supporting the professional concentrations in Building, Technology and Tectonics and Town Design. Professor Roccanova will apply for membership in the Graduate Faculty.

Jerzy Rozenberg, MA
Associate Professor Rozenberg will share in the teaching responsibilities for electives and in support of the professional concentration in History, Theory and Criticism. Professor Rozenberg will apply for membership in the Graduate Faculty.

Julia M. Smyth-Pinney, M. Arch, AIA.
Associate Professor Smyth-Pinney will share in the teaching of the elective courses supporting the professional concentration in History, Theory and Criticism and the studio sequence supporting the concentration in Building, Technology and Tectonics. Professor Smyth-Pinney will apply for membership in the Graduate faculty.
Bruce A. Swetnam, B. Arch. AIA
Associate Professor Swetnam will share in the teaching responsibilities for the required ARC231 Building Systems Integration and ARC 950 Comprehensive Project and in the studio sequence supporting the professional concentration in Building Technology and Tectonics. Professor Swetnam will apply for associate membership in the Graduate faculty.

Len Wujcik, MA in Ind. Ed. & Tech.
Associate Professor Wujcik will share in the teaching responsibilities of the electives supporting the professional concentration in Furniture Design. Professor Wujcik will apply for membership in the Graduate faculty.

See Appendix J for the faculty’s curriculum vitae and distribution of effort devoted to the undergraduate (B. A.) and graduate (M. Arch.) program.

3) It is anticipated that teaching assistants will be utilized in the core undergraduate B. A. program to assist faculty in teaching first year drawing/studio courses, history and theory, technology and building science courses. These students will spend up to fifteen hours a week in teaching assistant positions.

4.02 Expenditures

Please see "Application for a New Course Proposal: Forms 2 & 2A" in Appendix K.

4.03 Source of Revenues

Please see "Application for a New Program Proposal: Form 3" in Appendix K.
END NOTES

1 See, for example, the comments contained in the eight Visiting Team Reports of the National Architectural Accrediting Board (NAAB) since the program was first accredited in 1965, and the letters of external referees provided to the University of Kentucky Internal Review Committee in 1985 and thereafter. One fairly recent assessment of the program is to be found in Alexander Caragonne’s study of an approach to architectural education with a particular set of formal emphases, entitled: *Texas Rangers: Notes from An Architectural Underground*, MIT Press, Cambridge, Massachusetts, 1995, p.486

2 NAAB Visiting Team Report, April 20-24, 1996, Section VIII, Team Comments, item 6, p.23.


5 *Building Community*, p 31

6 The National Architectural Accrediting Board (NAAB) was established in 1940 as the sole agency authorized to accredit US professional degree programs in architecture. In addition to representatives of the public interest, members of the Board include representatives from the four collateral organizations that serve the profession: the Association of Collegiate School of Architecture (ACSA), founded in 1912 to serve architecture schools and faculty throughout North America; the American Institute of Architects (AIA), founded in 1857; the American Institute of Architecture Students (AIAS), founded in 1956; and the National Council of Architecture Registration Boards (NCARB), founded in 1919 to establish national standards for admission to the profession and the regulation of architectural practice, to aid state registration boards in the reciprocal recognition of educational and professional credentials and in the facilitation of interstate architectural practice. Further to this end, the NCARB established a national registration examination, which is administered by all U.S. jurisdictions. This same examination has also long been employed throughout English-speaking Canada, and, since the implementation of the U.S.-Canada Free Trade Agreement, in French translation in Quebec.

Also with the Free Trade Agreement, the provincial architectural associations and the schools in Canada agreed to enlarge the membership of the Canadian Architectural Certification Board (CACB) to include equitable representation of the practicing profession and the schools -- on the NAAB membership model -- and made it responsible for both its historical mission of individual degree certification and professional degree program accreditation in Canadian university schools of architecture. The CACB employs a set of Conditions and Procedures for Accreditation, which closely parallel those of the NAAB, including an identical set of Student Performance Criteria. The two boards now publish annually a joint list of the accredited degree programs in the U.S. and Canada, which is accepted as the basis for admission to professional internship and registration examination by both the state registration boards of the U.S. and the provincial architectural associations of Canada.

Upon the adoption of the North American Free Trade Agreement, the constituent institutions of the Mexican profession brought their own counterpart agency to the NAAB
and CACB into being (ASINEA), and established an "equivalent" set of student Performance Criteria suited to the unique conditions of Mexican architectural education and practice, thus paving the way for reciprocal recognition of accredited degrees and professional credentials across North America. It is presently anticipated that such formal recognition will come into being within the next two years.

See Discussion Record, Task Force on The CACB/NAAB Student Performance Criteria, and Task Force Survey on Proposed Revisions to The CACB/NAAB Student Performance Criteria, Anthony Eardley, editor, ACSA, Washington, D.C., October 1996


See pp. 20 and 21

Building Community, pg. 77, 77, 81

We are informed by the Executive Director of the NAAB, that thus far, eight schools have converted their B. Arch programs to a five-year M. Arch program. These are:

Andrews University
Lawrence Technological University
Montana State University
Norwich University
Savannah College of Art and Design
Texas Tech University
Tulane University
University of Idaho

Schools that have changed from five-year undergraduate programs to longer programs awarding masters degrees include:

Carleton University (4 plus 2 program)
University of Cincinnati (4 plus 2 plus CO-OP Program)
University of Toronto (4 plus 3 program)

Among the new 4 plus 2 programs now seeking initial accreditation are:

University of Texas at San Antonio

Of the 58 such programs currently available, only 9 are unsupported by undergraduate programs (4 of these being in Ivy League schools), 21 are supported by five-year B. Arch. programs and 28 by four-plus two-year M. Arch. programs. See the "Index of Degree Types" in the Guide to Architecture Schools, Sixth Edition, John K. Edwards, editor, ASCA Press, Washington, DC, 1998, pp. 328 and 329.

A list of currently offered specializations within an architectural degree is provided in the ASCA Guide to Architecture Schools. The most frequently offered specializations are as follows:

Urban Design 47 (9 in the benchmarks)
History & Theory 45 (11 in the benchmarks)
Computer-Aided Design 42 (7 in the benchmarks)
Historic Preservation 37 (12 in the benchmarks)
Technology 32 (8 in the benchmarks)
Environment/ Sustainability 32 (6 in the benchmarks)
Energy 24 (7 in the benchmarks)
Construction Management 22 (4 in the benchmarks)
Interior Architecture 19 (3 in the benchmarks)

Ibid, pp. 330 and 331
Dual degree programs of these kinds, typically requiring a total of 2.5 to 3 years of combined studies are currently offered by:

California Polytechnic State University, San Luis Obispo. B. Arch./MBA, 6 years
Pratt Institute B. Arch./MS. Urb. Des., 6 years
B. Arch./MSCRP, 6.5 years
State University of New York at Buffalo M. Arch./MBA, 3 years
M. Arch./MUP, 3 years
University of Illinois, Urbana-Champaign M. Arch./MBA, 2.5 years
M. Arch./MCS, 2.5 years
M. Arch./MSCE, 2.5 years
M. Arch./MSF, 2.5 years
M. Arch./MUP, 2.5 years

University of Michigan
M. Arch./MBA, 3 years
M. Arch./M. Eng., 3 years
M. Arch./MUP, 3 years

University of Wisconsin-Milwaukee M. Arch./MUP, 3 years

Many other institutions, although not formally offering such dual degree programs clearly exhibit the capability to support them. Those with this capability among the University of Kentucky benchmark institutions are:

Texas A&M University M.L.A 4+2 years
MS Cons. Mgmt. 4+1.5 years
MS Land Dev. 4+1.5 years
MUP 4+2 years
University of Maryland, College Park M.C.P. 4+2 years
University of Texas, Austin MSCRIP 4+2 years


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