From:	Schroeder, Margaret <m.mohr@uky.edu>
Sent:	Friday, January 26, 2018 12:44 PM
To:	Brothers, Sheila; McCormick, Katherine
Cc:	Sturlaugson, Brent
Subject:	Proposed New MS: Urban and Environmental Design
Attachments:	MUED Degree Proposal_rev12018.pdf

Proposed New MS: Urban and Environmental Design

This is a recommendation that the University Senate approve, for submission to the Board of Trustees, the establishment of a new MS: Urban and Environmental Design within the College of Design.

Rationale:

Urban design is a growing field dedicated to the analysis and design of tangible features within cities and towns. Urban planning, on the other hand, is principally devoted to intangible features, such as policies and guidelines, promoting the development of cities and towns. The proposed Master of Science in Urban and Environmental Design program consists of design studios, history and theory seminars, technical training, community outreach, and independent research and consists of three concentrations: Town Design, Main Streets, and Rural Communities; Sustainability, Adaptability, and Resilience; and Urban Ecology, Data Analytics, and Infrastructural Design. Students will complete a thesis or project that identifies a theoretical or empirical problem in urban and environmental design that derives from independent research that relates to their chosen concentration. With four years of experience working in a professional planning setting, UED graduates would be eligible to sit for the American Institute of Certified Planners (AICP) exam. After earning AICP certification and working for eight years in urban design, four of which may derive from the professional planning experience used for exam eligibility, UED graduates could sit for the AICP Certified Urban Design (AICPCUD) exam.

Currently, there are no urban design programs in Kentucky, and while University of Louisville offers a graduate degree in urban planning, they have expressed enthusiastic support for the UED. City planning departments have increasingly included urban designers among their staff, and in Kentucky, both Louisville and Lexington have expressed interest in the UED program. Design firms specializing in architecture and landscape architecture continue to pursue projects at the urban scale, and many professional offices in Kentucky have

supported the idea of the UED program in order to expand the knowledge and training of future employees. Moreover, the UED program prioritizes community interests and trains students to be effective liaisons that understand what it means to create meaningful engagement in design.

The program anticipates 6-10 new majors each year.

The revised program is attached.

Thanks!
Margaret

Margaret J. Mohr-Schroeder, PhD | Associate Professor of STEM Education - Mathematics | SAPC University Senate Committee Chair | University Senator/Senate Council Member | STEM PLUS Program Co-Chair | Department of STEM Education | University of Kentucky | www.margaretmohrschroeder.com | Schedule a Meeting with Me

1. *This form has two sections. Section A contains information required by the University Senate and Registrar's office and Section B contains information required by two external entities, the CPE (Council on Postsecondary Education) and SACS-COC (Southern Association of Colleges and Schools Commission on Colleges). Although only Section A is required for University Senate approval, every question must be answered to receive CPE approval. Please write "not applicable" wherever that is the appropriate response, leaving no area blank.*

2. *The CPE requires that a pre-proposal and full proposal be submitted. The pre-proposal is submitted after a proposed program has received college-level approval. Answers to questions identified with a * by the question number on this form should be used for the CPE's pre-proposal. Such questions are in both Section A and Section B. Please email institutionaleffectiveness@uky.edu for more information about the CPE's [pre-proposal process](). The CPE's full proposal requires completion of both Sections A and B of this form and is submitted after approval by UK's Board of Trustees.*

3. *Once approved at the college level, your college will send the proposal to the appropriate Senate academic council (HCCC and/or GC) for review and approval. Once approved at the academic council level, the academic council will send your proposal to the Senate Council office for additional review via a committee and then to the Senate for approval. Once approved by the Senate, the Senate Council office will send the proposal to the appropriate entities for it to be placed on an agenda for the Board of Trustees. The contact person listed on the form will be informed when the proposal has been sent to committee and other times as appropriate.*

SECTION A – INFORMATION REQUIRED BY UNIVERSITY SENATE			
1. Basic Information: Program Background and Overview			
1a	Date of contact with Institutional Effectiveness[1]:	*February 6, 2017*	
	☒ Appended to the end of this form is a PDF of the reply from Institutional Effectiveness.		
1b	Home College: *College Of Design*		
1c	Home Educational Unit (school, department, college[2]): *College of Design*		
1d*	Degree Type (Master's of Science, Master's of Business Administration, etc.): *M.S.*		
1e*	Program Name (Biology, Finance, etc.): *Urban and Environmental Design*		
1f*	CIP Code (provided by [Institutional Effectiveness]()): *04.0301*		
1g	Is there a specialized accrediting agency related to this program?		Yes ☐ No ☒
	If "Yes," name:		
1h	Was this particular program ever previously offered at UK but subsequently suspended?		Yes ☐ No ☒
	If "Yes," describe. (*300 word limit*)		

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[1] You can reach Institutional Effectiveness by phone or email (257-2873 or institutionaleffectiveness@uky.edu).
[2] Only interdisciplinary graduate degrees may be homed at the college level.

1i*	Requested effective date:	☐ Fall semester following approval.	OR	☒ Specific Date[3]:*Fall 20 18*

1j*	Anticipated date for granting first degree(s): *Summer 2019*

1k*	Contact person name: *Brent Sturlaugson*	Email: *brent.sturlaugson@uky.ed*	Phone: *605-430-8481*

2. Program Overview

2a*	Provide a brief description of the proposed program. *(300 word limit)*
	The Master of Science in Urban and Environmental Design (UED) at the University of Kentucky offers a graduate degree to students pursuing both academic and professional careers in urbanism. Completed in three semesters, the UED program consists of design studios, history and theory seminars, technical training, community outreach, and independent research. In the fall semester, coursework is centered around a design studio in which students explore the relationship between form and function in urban environments. In this studio, students will develop proposals for phased interventions that respond to both empirical and theoretical problems in urban and environmental design. In the spring semester, the design studio examines issues of mobility and access at different scales in urban environments with an emphasis on community outreach. During these two semesters, additional core courses and guided electives allow students to choose between three concentrations: Town Design, Main Streets, and Rural Communities; Sustainability, Adaptability, and Resilience; Urban Ecology, Data Analytics, and Infrastructural Design. Over the summer, students complete a thesis or project that identifies a theoretical or empirical problem in urban and environmental design that derives from independent research that relates to their chosen concentration.

2b	*(similar to 13a)* What is the need for the proposed program? For example, is there a shortage of trained professionals or has an accrediting/professional/government body expressed a need for this type of program? Provide justification and evidence to support the need and demand for this proposed program. Include any data on student demand; career opportunities at the regional, state, and national levels; and any changes or trends in the discipline(s) that necessitate a new program. (*300 word limit*)
	Urban design is a growing field dedicated to the analysis and design of tangible features within cities and towns. Urban planning, on the other hand, is principally devoted to intangible features, such as policies and guidelines, promoting the development of cities and towns. Currently, there are no urban design programs in Kentucky, and while University of Louisville offers a graduate degree in urban planning, they have expressed enthusiastic support for the UED. City planning departments have increasingly included urban designers among their staff, and in Kentucky, both Louisville and Lexington have expressed interest in the UED program. Design firms specializing in architecture and landscape architecture continue to pursue projects at the urban scale, and many professional offices in Kentucky have supported the idea of the UED program in order to expand the knowledge and training of future employees. Moreover, the UED program prioritizes community interests and trains students to be effective liaisons that understand what it means to create meaningful engagement in design.
	With four years of experience working in a professional planning setting, UED graduates would be eligible to sit for the American Institute of Certified Planners (AICP) exam. After earning AICP certification and working for eight years in urban design, four of which may derive from the professional planning experience used for exam eligibility, UED graduates could sit for the AICP Certified Urban Design (AICPCUD) exam. A recent study found the average time between graduation and licensure among architects to be twelve years (NCARB 2012), making the AICPUD credential a viable alternative. Student demand for the program is reflected in the increasing number of similar graduate degrees at regional and national institutions, and is corroborated in a

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[3] Programs are effective the semester following approval. No program will be made effective unless all approvals, up through and including Board of Trustees and CPE approval, are received.

	recent article published in the Journal of Urban Design that claims that "the practice of urban design is booming" (Banerjee, 2016).
2c*	*(similar to 11a)* List the program objectives. These objectives should deal with how students will benefit from the program, both tangibly and intangibly. Give evidence that they will benefit. *(300 word limit)*
	The objectives of the UED program are three-fold. First, the program seeks to promote meaningful engagement from diverse communities in the urban and environmental design process. In some cases, stakeholder participation in the design process is superficial and lacks mechanisms for compliance among design professionals, but the UED seeks to instill strong principles and techniques for effective and enduring engagement throughout the design process. Second, the program seeks to inspire visions of social, economic, and environmental sustainability at multiple scales. As a field tasked with negotiating multiscalar variables across a spectrum of stakeholders, urban and environmental design must mediate these relationships as they unfold in the built environment. To this end, the UED emphasizes interdisciplinary thinking reflective of the diverse perspectives found in the profession. Third, the program seeks to enact progressive change in the built environment through specialized education in both theory and practice of urban and environmental design. Through engaged learning in communities of multiple scales and densities across the Commonwealth of Kentucky and beyond, the UED program seeks to broadcast the value of urban and environmental design through real-world projects and future-oriented ideas.
2d*	List the student learning outcomes (SLOs) for the proposed program. (*300 word limit) (More detailed information will be addressed in Section A, part 5.)*
	The student learning outcomes for the UED program are to demonstrate fluency in multiple urban and environmental design methods; implement urban and environmental design at local, regional, and global scales; engage with community members and interview stakeholders about needs; create artifacts that outline the implementation strategy of urban and environmental design; explain the value of urban and environmental design; explain the different histories and theories of urban design in local, regional, and global contexts; and, communicate design ideas to both professionals and nonprofessionals using different media and methods.
2e	Provide the rationale and motivation for the program. Give reference to national context, including equivalents at benchmark institutions. *(150 word limit)*
	There is no urban design degree currently available in Kentucky. In recent years, the relevance of urban design to the sustainable management of the built environment has dramatically increased, and the scope of environmental design has expanded significantly. Graduate degrees in urban design are offered at the University of Iowa, University of Michigan, University of Oklahoma, University of Georgia, Georgia Tech, UT, SCAD, University of Miami, University of South Florida, Clemson, UNC, Harvard, Columbia, Washington University, Notre Dame, UC Berkeley, Pratt, Michigan, Arizona State, and Ball State, among others. Drawing on existing urban discourses and emphases on environmental stewardship at the University of Kentucky, the UED program introduces two strands of design that are currently underrepresented in the state. Urban design is increasingly important among architecture and landscape architecture firms, and it is at this scale that design professions engage with the most urgent social, political, and environmental issues.
2f	Describe the proposed program's uniqueness within UK. *(250 word limit)*
	The uniqueness of the UED program lies in its harnessing of existing urban discourses at the University of Kentucky, as well as its addition of a dedicated space for urban and environmental analysis and design. While opportunities for collaboration between the Department of Landscape Architecture and the College of Design exist, the UED program provides an institutional relationship that overcomes the challenges of working across campus and between colleges. Similarly, while the Department of Geography and the College of Design have natural alliances in the study of urban environments, few existing opportunities enable the productive exchange

	of ideas. The UED program establishes a node within the network of architecture, landscape architecture, historic preservation, geography, and design at the University of Kentucky.
2g	Describe the target audience. *(150 word limit)*
	The target audience of the UED consists of three groups. First, students from the Department of Landscape Architecture at the University of Kentucky holding a Bachelor of Landscape Architecture would be provided an opportunity to pursue graduate studies after earning their accredited degree in landscape architecture. Currently, many of these students venture outside Kentucky to pursue graduate degrees in urban design. Second, students in the Master of Architecture, Master of Historic Preservation, and Master of Arts in Interior Design program would be able to complete the UED as a second degree, something available at many other institutions where graduate programs in multiple design disciplines are offered. Third, students from non-design disciplines, such as planning, geography, and forestry, would benefit from the studio-based curriculum and technical training in design. For these students without a background in design, an additional summer term would be required before the program begins.
2h*	Does the program allow for any concentrations? Yes ☒ No ☐
	If "Yes," name the concentration(s). *(Specific course requirements will be described in Section A, part 7.)*
	Concentration #1: *Town Design, Main Streets, and Rural Communities*
	Concentration #2: *Sustainability, Adaptability, and Resilience*
	Concentration #3: *Urban Ecology, Data Analytics, and Infrastructure Design*
2j*	Are necessary resources available for the proposed new program? *(A more detailed answer is requested in Section A, part 4.)* Yes ☒ No ☐
2k	Describe how the proposed program will be administered, including admissions, student advising, retention, etc. *(150 word limit)*
	The faculty of record will be responsible for admissions. The application requires a portfolio, statement of interest, curriculum vitae, relevant test scores, transcripts, and letters of recommendation. The committee will also determine which students will be required to enroll in the preliminary design courses during the summer before the fall semester. Thesis and project advisors will be assigned at the beginning of the second semester, and students will be encouraged to meet with their advisor before the spring semester to begin developing their independent research. Students that fail to demonstrate the intended learning outcomes in the fall semester will be contacted by their advisor prior to the spring semester to develop a targeted plan for improvement. A search committee in the College of Design will be responsible for recommending a program director to hire.
2l	Are multiple units/programs collaborating to offer this program? Yes ☒ No ☐
	If "Yes," please discuss the resource contribution(s) from each participating unit/program. *(150 word limit)* *(Letters of support will be addressed in Part A, section 7.)*
	The College of Design, the School of Architecture, School of Interiors, and Department of Historic Preservation will provide a combination of teaching and advising. In the College of Agriculture, Food, and Environment, the Department of Landscape will offer faculty support in the form of student advising, and within the College of Arts and Sciences, the Department of Geography will provide electives for each concentration. Representatives from these departments will also serve as members of an advisory board.
2m	Are there any UK programs, which the proposed program could be perceived as replicating? Yes ☐ No ☒

	If "Yes," give a rationale for why this is not duplication, or is a necessary duplication. *(250 word limit)*		
	If "Yes," two pieces of supporting documentation are required. ☐ Check to confirm that appended to the end of this form is a letter of support from the unit chair/director who may perceive this program as a replicate. ☐ Check to confirm that appended to the end of this form is verification that the chair/director of the other unit has agreement from the faculty members of the unit. This typically takes the form of meeting minutes.		
2n	Will the faculty of record for the proposed new master's degree be the graduate faculty of the department/school offering the proposed new degree?	Yes ☐	No ☒
	If "No," please describe the faculty of record for the proposed master's program, including: selection criteria; term of service; and method for adding/removing members. Will the existing director of graduate studies (DGS) in the department/school be the DGS for this proposed master's degree?		
	The faculty of record will be a combination of new faculty hires for the UED program and the members of the curriculum committee in the College of Design. The existing DGS will also be the DGS for the UED program.		
2o	Will the program have an advisory board[4]?	Yes ☐	No ☐
	If "Yes," please describe the standards by which the faculty of record will select members of the advisory board, the duration of service on the board, and criteria for removal. *(150 word limit)*		
	Members of the advisory board will be selected based on their diversity of experience in urban and environmental design in both academic and professional settings. Their duration of service will be two years, and the criterion for removal from the advisory board involves a majority vote from the standing members.		
	If "Yes," please list below the number of each type of individual (as applicable) who will be involved in the advisory board.		
	1	Faculty within the college who are within the home educational unit.	
	2	Faculty within the college who are outside the home educational unit.	
	1	Faculty outside the college who are within the University.	
	1	Faculty outside the college and outside the University who are within the United States.	
	1	Faculty outside the college and outside the University who are outside the United States.	
	1	Students who are currently in the program.	
	1	Students who recently graduated from the program.	
	1	Members of industry.	
	1	Community volunteers.	
	0	Other. Please explain:	
	10	**Total Number of Advisory Board Members**	

3. Delivery Mode	**UK DLP and eLearning Office [5]**		
3a*	Initially, will any portion of the proposed program's core courses be offered via distance learning[6]?	Yes ☒	No ☐

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[4] An advisory board includes both faculty and non-faculty who are expected to advise the faculty of record on matters related to the program, e.g. national trends and industry expectations of graduates.

[5] For questions about alternative delivery modes, please contact UK's Distance Learning Programs and e-Learning office (http://www.uky.edu/DistanceLearning/).

[6] Per the Southern Association of Colleges and Schools Commission on Colleges (SACS) definition of distance education, distance education is a formal educational process in which the majority of the instruction (interaction between students and

	If "Yes," please indicate below the percentage of core courses that will be offered via distance learning.				
(check one)	1% - 24% ☒	25% - 49% ☐	50% - 74% ☐	75 - 99% ☐	100% ☐
	NOTE: Programs in which 25% or more of the program will be offered via distance learning may need to submit a [substantive change prospectus](#) to SACS. Please contact institutionaleffectiveness@uky.edu for assistance. *The prospectus is required by SACS, but it is NOT required for Senate review.*				
3b*	If *any* percentage of the program will be offered via the alternative learning formats below, check all that apply, below.				
	☒	Distance learning.			
	☐	Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, email, interactive television, or World Wide Web.			
	☐	Technology-enhanced instruction.			
	☐	Evening/weekend/early morning classes.			
	☐	Accelerated courses.			
	☐	Instruction at nontraditional locations, such as employer worksite.			
	☐	Courses with multiple entry, exit, and reentry points.			
	☐	Modularized courses.			
3c	Give pedagogical rationale for the use of alternative delivery modes in the proposed program. Consider the aspects below and elaborate as appropriate. *(200 word limit)* • Synchronous and asynchronous components. • Balance between traditional and non-traditional aspects. • Hybrid elements.				
	Currently, HP 602: Historic Preservation Law is offered as an online course and will be part of the core curriculum of the UED program. Since the UED is a design studio-based degree program that requires the physical presence of students and faculty in a shared space, the alternative delivery modes used in this program are limited to HP 602.				

4. UK Resources

4a*	Will the program's home educational unit require new or additional faculty?	Yes ☒	No ☐
	If "Yes," provide a plan to ensure that appropriate faculty resources are available, either within UK or externally, to support the program. Note whether the new and additional faculty will be part-time or full-time faculty. If "No," explain why. *(150 word limit)*		
	If "Yes," when will the faculty be appointed? *(150 word limit)*		
	New faculty will be phased in during the first five years of the program. During that time, the UED curriculum will be cross-listed with existing courses in the College of Design until sufficient student enrollment is reached. In Fall 2018, the first full-time faculty will be hired to begin teaching, recruit students, and seek external funding. This hire, to be made in 2017-2018, will also be the program director. In 2018-2019, the second full-time faculty will be hired to teach the first full cohort of UED students. As the program grows, additional full-time faculty will be hired to accommodate additional students. Since the program is studio-based, the ratio used for calculating appropriate faculty resources for the UED reflects the ratio used in the Master of Architecture program. Part-time faculty will be hired as they relate to specific design studio projects, which mirrors current practices in the School of Architecture.		
4b*	Will the program's home educational unit require additional non-faculty resources, e.g. classroom space, lab space, or equipment?	Yes ☒	No ☐

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instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

	If "Yes," provide a brief summary of additional non-faculty resources that will be needed to implement this program over the next five (5) years. If "No," explain why. *(150 word limit)*			
	The UED program will require classroom space, studio space, computer lab, library facilities, printing and plotting capabilities, and staff support. The scale of these requirements will grow with increased enrollment.			
4c	Will the program include courses from another educational unit(s)?	Yes ☒	No ☐	
	If "Yes," list the courses and identify the other educational units and subunits that have approved the inclusion of their courses. *(150 word limit)*			
	ARC 515: History and Theory Seminar: Urban Forms *ARC 761: Special Problems in Town Design* *HP 615: American Settlement Patterns: History of Land Development* *HP 617: Historic Preservation Planning* *ID 655: Creative and Theoretical Design Processes* *GEO 509: Community Mapshop* *GEO 714: Political Geography* *GEO 717: Urban Geography*			
	If "Yes," two pieces of supporting documentation are required. ☒ Check to confirm that appended to the end of this form is a letter of support from the other units' chair/director from which individual courses will be used. The letter must include demonstration of true collaboration between multiple units[7] and impact on the course's use on the home educational unit. ☒ Check to confirm that appended to the end of this form is verification that the chair/director of the other unit has consent from the faculty members of the unit. This typically takes the form of meeting minutes.			

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[7] Show evidence of detailed collaborative consultation with such units early in the process.

4d		*(similar to question 19)* Fill out the faculty roster below for full-time and part-time faculty teaching major core courses in the proposed new master's program.	
NAME List name & identify faculty member as FT (full-time) or PT (part-time).	**FACULTY CIP CODE[8]** List the applicable CIP Code for the faculty member.	**MAJOR CORE COURSES IN THE PROGRAM** List the major core courses in the program that the faculty member will teach and the frequency of the offering (e.g. "every spring")	**OTHER QUALIFICATIONS** *If applicable,* list any other qualifications and comment on how they pertain to the courses in the program the faculty member will teach. *If not applicable*, mark with "n/a."
New Hire 1 (FT)	*04.0301*	*UED 501; UED 511; UED 601; UED 602; UED 611; UED 612; UED 701; UED 711*	*N/A*
New Hire 1 (FT)	*04.0301*	*UED 651; UED 701; UED 711; UED 551; UED 561*	*N/A*
New Hire 1 (PT)	*04.0301*	*UED 601; UED 602*	*N/A*
Appler, Doug (FT)	*30.1201*	*HP 602; HP 615; HP 617*	*Certified Planner by the American Institute of Certified Planners; Director of Planning and Zoning for the Madison County Board of Commissioners in Danielsville, Georgia*
Johnson, Jeffrey (FT)	*40.201*	*UED 551/ARC 515*	*Director of the School of Architecture at the University of Kentucky; Director of Studio-X Beijing at Columbia University; Founding Director of the Asia Megacities Lab at Columbia University; Registered Architect in New York State*
Leckner, Jill (FT)	*50.0408*	*UED 551*	*Registered Architect in New York State*
Lucas, Patrick Lee (FT)	*50.0408*	*UED 601/ID659*	*Director of the School of Interiors at the University of Kentucky; National Council for Interior Design Qualification*

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[8] Consult your college's associate dean for faculty affairs for specific assistance with Classification of Instructional Programs codes (CIP codes).

Luhan, Greg (FT)	40.201	UED 561/ARC 513	Associate Dean for Administration in the College of Design at the University of Kentucky; Registered Architect in the Commonwealth of Kentucky and New York State
Manson, Andrew (FT)	40.201	UED 651/ARC 515	N/A
Radtke, Rebekah (FT)	50.0408	UED 561/ID 655	N/A
Rohrbacher, Gary (FT)	40.201	UED 601/ARC 659	University Research Professor; Registered Architect in the Commonwealth of Kentucky and New York State
Sturlaugson, Brent (FT)	40.201	UED 651/ARC 514	Registered Architect in the State of Oregon
Summers, Marty (FT)	40.201	UED 601/ARC 659	N/A

5. Assessment – Program Assessment and Student Learning Outcomes (SLOs)

5a	Referring to program objectives, student benefits, and the target audience (questions 2c and 2g), explain how the *program* will be assessed, which is different from assessing student learning outcomes. Include how the faculty of record will determine whether the program is a success or a failure. List the benchmarks, the assessment tools, and the plan of action if the program does not meet its objectives. *(250 word limit)*
	Program assessment will be based on student evaluations, retention rates, financial sustainability, graduate employment, and semiannual reviews. Benchmarks for the UED program include: • *Student evaluations of the program meet or exceed the averages of other graduate programs in the College of Design* • *Student retention rate meets or exceeds the averages of other graduate programs in the College of Design* • *Program is financially sustainable* • *Graduates seeking employment find jobs in one of the many design disciplines* • *Graduates wishing to continue academic work find positions in doctoral programs* • *Semiannual reviews of student work demonstrate success in meeting student learning outcomes* *In the event the UED program does not meet its objectives, the curriculum committee will make recommendations for improvement to the administration and faculty in the College of Design.*
5b	*(related to 2d and 14.c)* Based on the SLOs from question 2c, append a PDF of the program's curriculum map[9] to the end of this form.
5c	Append an assessment plan[10] for the SLOs to the end of this form.

6. Non-Course Requirements

6a	Will the program require completion of a bachelor's degree from a fully accredited institution of higher learning?	Yes ☒	No ☐
	If "No," explain below. (*150 word limit*)		
6b	The Graduate School requires applicants to have an overall GPA of 2.75 on undergraduate work. Will the program have a higher undergraduate GPA requirement?	Yes ☐	No ☒
	If "Yes," describe below. (*150 word limit*)		
6c	Will the proposed program include requirements for testing (e.g. GRE, GMAT, TOEFL) to be considered for admission?	Yes ☒	No ☐
	If "Yes," name each test and describe the specific requirements, scores, etc. below. (*150 word limit*)		

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[9] Course mapping (or "curricular mapping") is a representation of how faculty intend to approach and assess each of the student learning outcomes identified for the courses for the degree program, with an emphasis on only those courses required for all degree candidates. It is a master chart that indicates which objectives are being met, to what extent, and how often. This identifies whether an objective is "introduced," "developed," and/or "mastered" within a given course; it may be helpful also to chart any classroom-based assessment measures used to demonstrate that claim.

[10] An assessment plan is typically a tabular grid that illustrates the artifacts, rubrics, assessment team, and periods of assessment for the SLOs.

	The GRE is required, but there is no minimum score. The TOEFL is also required, and follows the scoring requirements set by the Graduate School.		
6d	Will the program have a world language requirement?	Yes ☐	No ☒
	If "Yes," describe below. (*150 word limit*)		
6e	The Graduate School allows transfer of up to nine credits or 25% of course work. Please describe transfer credit limitations below for the proposed program. (*150 word limit*)		
	Transfer credits are allowed within the limits established by the Graduate School and will be evaluated by the faculty of record on a case-by-case basis.		
6f	Will the program have a thesis requirement (Plan A)? (If "Yes," explain the requirements below. If "No," proceed to question 6g)	Yes ☒	No ☐
	Students have the option to pursue a thesis as their final product. The requirements include an in-depth research or design project guided by close supervision of a faculty advisor. The thesis must involve a substantial written component in addition to any design work.		
6g	Will the program have a non-thesis requirement (Plan B)? (If "Yes," explain the requirements below. If "No," proceed to question 6h)	Yes ☒	No ☐
	If "Yes," explain the requirements below.		
	Students also have the option to pursue a project as their final product. The requirements include an in-depth research or design project guided by close supervision of a faculty advisor.		
6h	Provide the final examination criteria.	Yes ☐	No ☐
	The final examination consists of either a thesis or project, which is evaluated by the faculty advisor and a faculty committee.		
6i	Describe termination criteria.	Yes ☐	No ☐
	The termination criteria follows the criteria established in the university bulletin.		

7. Course Requirements.

7a	Document the total credit hours required by level below. At least two-thirds of the minimum requirements for the master's or specialist degree must be in regular courses, and at least half of the minimum course requirements (excluding thesis, practicum, or internship credit) must be in 600- or 700-level courses.		
	400G-level:	500-level: *6*	600-level: *19*	700-level: *5*

7b*	What is the total number of credit hours required for the degree?[11] (e.g. 24, 32)	*30*
	If an explanation about the total credit hours is necessary, use the space below. *(150 word limit)*	
	Students with a design background are required to take 30 credits. Students with a non-design background are required to take 38 credits.	

Use the grids below to list core courses, electives, courses for a concentration, etc.

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[11] A non-thesis option (Plan B) requires that six or more graduate credit hours of course work be submitted in lieu of a thesis.

	Use the course title from the Bulletin or from the most recent new/change course form.			
7c*	**Program Major Core Courses.** These courses are required for <u>all</u> students in the program and include prerequisite courses. Check the appropriate box to describe the course as either "program core" or "prerequisite."			
Prefix & Number	Course Title	Type of Course	Credit Hrs	Course Status[12]
UED 501	Introduction to Urban and Environmental Design	☐ Pgm Core ☒ Prerequisite	3	New
UED 511	Urban and Environmental Design Studio Primer	☐ Pgm Core ☒ Prerequisite	5	New
UED 601	Urban and Environmental Design Studio I	☒ Pgm Core ☐ Prerequisite	5	New
UED 602	Urban and Environmental Design Studio II	☒ Pgm Core ☐ Prerequisite	5	New
UED 611	Visualization and Representation	☒ Pgm Core ☐ Prerequisite	1	New
UED 612	Research Design and Methods in Urban and Environmental Design	☒ Pgm Core ☐ Prerequisite	2	New
UED 651	History and Theory of Urban and Environmental Design	☒ Pgm Core ☐ Prerequisite	3	New
UD 701	Urban and Environmental Design Project	☒ Pgm Core ☐ Prerequisite	5	New
UED 711	Urban and Environmental Design Thesis	☒ Pgm Core ☐ Prerequisite	5	New
HP 602	Historic Preservation Law	☒ Pgm Core ☐ Prerequisite	3	No Change
		☐ Pgm Core ☐ Prerequisite		Select one....
		☐ Pgm Core ☐ Prerequisite		Select one....
		☐ Pgm Core ☐ Prerequisite		Select one....
		☐ Pgm Core ☐ Prerequisite		Select one....
		☐ Pgm Core ☐ Prerequisite		Select one....
	Total **Core Courses** Credit Hours:		21	
7d	Is there any narrative about prerequisite courses for the program that should be included in the Bulletin? If "Yes," note below. (*150 word limit*)		Yes ☐	No ☒

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[12] Use the drop-down list to indicate if the course is a new course ("new"), an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

7e	Is there any narrative about core courses for the program that should be included in the Bulletin? If "Yes," note below.	Yes ☒	No ☐
	For students with a non-design degree, prerequisite courses will be offered in the summer prior to fall enrollment. For students with a design degree, there are no prerequisite courses. Please contact the College of Design for questions about degree eligibility.		

	Program Guided Electives[13] (Guided electives for all students in the program.)		
7f*	Does the program include any guided electives? (If "Yes," indicate and note the specific courses in the grid below. If "No," indicate and proceed to question 7i.)	Yes ☐	No ☒

7g*	Using the grid provided, list the guided electives below.		

Prefix & Number	Course Title	Credit Hrs	Course Status[14]
			Select one….
			Select one….
			Select one….
			Select one….
			Select one….
			Select one….
			Select one….
			Select one….
			Select one….
			Select one….
	Total Credit Hours as Guided Electives:		

7h	Is there any narrative about guided electives courses that should be included in the Bulletin? If "Yes," note below. (*150 word limit*)	Yes ☐	No ☒

	Program Free Electives[15]**.** (Free electives for all students in the program.)		
7i*	Does the program include any free electives? (If "Yes," indicate and proceed to question 7j. If "No," indicate and proceed to 7l.)	Yes ☐	No ☒

7j*	What is the total number of credit hours in free electives?	

7k	Provide the free electives courses language that will be included in the Graduate School Bulletin. (*150 word limit*)	

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[13] Guided electives are available to all students in the program and are organized as groups of elective courses, from which a student chooses one (or two, or three, etc.).

[14] Use the drop-down list to indicate if the course is a new course ("new"), an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

[15] Program free electives are available to all students in the program (regardless of any concentration(s)) and the choice of which course(s) to take is up to the student. Courses are not grouped but can be described as "student must take three courses at the 600-level or above."

	Courses for a program's concentration(s).			
	Click HERE for a template for additional concentrations[16].			
7l	Does the program include any concentrations? (If "Yes," indicate and proceed to question 7m. If "No," indicate and proceed to 7p.)		Yes ☒	No ☐

7m	Concentration name: *Included in Appendix E*			

Prefix & Number	Course Title (Check the appropriate box to describe the course as "a core course for the concentration" or "an elective course for the concentration.")		Credit Hrs	Course Status[17]
		☐ Core ☐ Elective		Select one….
		☐ Core ☐ Elective		Select one….
		☐ Core ☐ Elective		Select one….
		☐ Core ☐ Elective		Select one….
		☐ Core ☐ Elective		Select one….
		☐ Core ☐ Elective		Select one….
		☐ Core ☐ Elective		Select one….
		☐ Core ☐ Elective		Select one….
		☐ Core ☐ Elective		Select one….
		☐ Core ☐ Elective		Select one….

7n	Provide concentration-related language that should be included in the Graduate School Bulletin. (150 word limit)	
	N/A	

7o	Does the program have an additional concentration? (If "Yes," indicate and proceed to question 7p. If "No," indicate and proceed to 7r.)		Yes ☒	No ☐

7p	Concentration #2 Name:	Included in Appendix E

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[16] Append a PDF with each concentration's courses to the end of this form.

[17] Use the drop-down list to indicate if the course is a new course ("new"), an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

Prefix & Number	Course Title (Check the appropriate box to describe the course as "a core course for the concentration" or "an elective course for the concentration.")		Credit Hrs	Course Status[18]
		☐ Core ☐ Elective		Select one....
		☐ Core ☐ Elective		Select one....
		☐ Core ☐ Elective		Select one....
		☐ Core ☐ Elective		Select one....
		☐ Core ☐ Elective		Select one....
		☐ Core ☐ Elective		Select one....
		☐ Core ☐ Elective		Select one....
		☐ Core ☐ Elective		Select one....
		☐ Core ☐ Elective		Select one....
	Total Credit Hours, Concentration #2:			

7q	Provide concentration-related language that should be included in the Graduate School Bulletin for the second concentration. (150 word limit)
	N/A

7r	Is there anything else about the proposed program that should be mentioned? *(150 word limit)*
	No

8. Degree Plan

8a	Create a degree plan for the proposed program by listing in the table below the courses that a typical student would take each semester. Use the spaces for "Year 3" only if necessary. If multiple concentrations are available, click HERE for a template for additional concentrations. Append a PDF with each concentration's semester-by-semester program of study to the end of this form.

	YEAR 1 - FALL:	*Included in Appendix F*	**YEAR 1 - SPRING:**	
	YEAR 2 - FALL :		**YEAR 2 - SPRING:**	
	YEAR 3 - FALL:		**YEAR 3 - SPRING:**	

8b	With reference to the degree plan above, explain how there is progression in rigor and complexity in the courses that make up the program. *(150 word limit)*
	The first semester establishes the foundation for urban and environmental design by surveying relevant histories and theories, outlining emergent themes, teaching representational techniques, and framing a simple design

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[18] Use the drop-down list to indicate if the course is a new course ("new"), an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

	problem. The second semester builds on this foundation by developing a research framework, specializing through elective courses, and framing a complex design problem. The third semester completes the sequence by applying knowledge and skills through an independent project or thesis.		

9. Approvals/Reviews

Information below does not supersede the requirement for individual letters of support from educational unit administrators and verification of faculty support (typically takes the form of meeting minutes).

	Reviewing Group Name	Date Approved	Contact Person Name/Phone/Email
9a	(Within College) *In addition to the information below, attach documentation of department and college approval. This typically takes the form of meeting minutes but may also be an email from the unit head reporting department- and college-level votes.*		
	College of Design	*February 2017*	*Mitzi Vernon / 859-257-7617 / vernon@uky.edu*
	School of Architecture	*February 2017*	*Jeffrey Johnson / 859-257-7617 / jeffrey.r.johnson@uky.edu*
	Department of Historic Preservation	*February 2017*	*Allison Carll-White / 859-257-7617 / hedcarll@uky.edu*
	School of Interiors	*February 2017*	*Patrick Lee Lucas / 859-257-7617 / patrickleelucas@uky.edu*
9b	(Collaborating and/or Affected Units)		
	Department of Geography	*February 2017*	*Rich Schein / 859-257-2119 / schein@uky.edu*
	Department of Landscape Architecture	*February 2017*	*Ned Crankshaw / 859-257-7295 / ned.crankshaw@uky.edu*
			/ /
			/ /
			/ /
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		Date Approved	Contact Person Name
9c	(Senate Academic Council)		
	Health Care Colleges Council (if applicable)		
	Graduate Council		

SECTION B – INFORMATION REQUIRED BY CPE AND SACS	
10. Program Overview – Program Quality and Student Success	
10a*	Highlight any distinctive qualities of the proposed program. Are any faculty nationally or internationally recognized for expertise in this field? Does this program build on the expertise of an existing locally, nationally, or internationally recognized program at UK? *(300 word limit)*
	In the College of Design, many faculty are recognized by urban and environmental design groups as conducting innovative research and establishing creative teaching methods. Gary Rohrbacher, Associate Professor and University Research Professor, has a multiyear project funded by the Department of Energy that reimagines the landscape in and around Paducah. Jeffrey Johnson, Director of the School of Architecture, and Jill Leckner maintain an architecture and urban design practice that has earned an international reputation. Patrick Lee Lucas, Director of the School of Interiors, and Rebekah Radtke, Assitant Professor, teach graduate studios and seminars with a focus on urban design problems. Greg Luhan, Professor, works extensively with communities and organizations within the Commonwealth of Kentucky on externally funded design projects. Marty Summers, Assistant Professor, lectures widely on his research and teaching that spans architecture and urban design, and Brent Sturlaugson writes extensively on design issues facing urban and rural communities. In addition to existing faculty, the program seeks new faculty that build on the strengths of the College of Design. With this expertise, the Master of Urban and Environmental Design (UED) will be adequately positioned to meet the program objectives and student learning outcomes.
10b*	*(similar to 2b)* What are the intended student learning outcomes (SLOs) of the proposed program? Address one or more of the five areas of learning – broad, integrative knowledge; specialized knowledge; intellectual skills; applied learning; and civic learning. *(300 word limit)*
	The student learning outcomes for the UED program are to demonstrate fluency in multiple urban and environmental design methods; implement urban and environmental design at local, regional, and global scales; engage with community members and interview stakeholders about needs; create artifacts that outline the implementation strategy of urban and environmental design; explain the value of urban and environmental design; explain the different histories and theories of urban design in local, regional, and global contexts; communicate design ideas to both professionals and nonprofessionals using different media and methods. These student learning outcomes address integrative knowledge by situating the field of urban and environmental design within a broader discussion of urban and rural issues. Specialized knowledge is delivered through methodological diversity and technical training, and intellectual skills are addressed by teaching students how to explain the value of design after understanding its different contours. The program offers lessons in applied learning by engaging directly with communities of different scales and types, and undergirding each of these learning areas and student learning outcomes is a focus on civic learning.
10c	Clearly state the student admission, retention, and completion standards designed to encourage high quality. *(300 words)*
	A committee consisting of faculty from the UED and the College of Design will be responsible for admissions. The application requires a portfolio, statement of interest, curriculum vitae, relevant test scores, transcripts, and letters of recommendation. The committee will also determine which students will be required to enroll in the preliminary design courses during the summer before the fall semester. Thesis and project advisors will be assigned at the beginning of the second semester, and students will be encouraged to meet with their advisor before the spring semester to begin developing their independent research. Students that fail to demonstrate the intended learning outcomes in the fall semester will be contacted by their advisor prior to the spring semester to develop a targeted plan for improvement. Retention and completion standards will be addressed throughout the program with frequent contact between students and faculty and advisors.
10d*	Describe how the proposed program will articulate with related programs in the state. Include the extent to which student transfer has been explored and coordinated with other institutions. Note: Convert all draft articulation agreements related to this proposed program to PDF and append to the end of this form. *(300 word limit)*
	No similar programs exist in the state. Therefore, no articulation agreements are necessary.
11. Mission: Centrality to the Institution's Mission and Consistency with State's Goals	

11a*	*(similar to question 2c)* List the objectives of the proposed program? These objectives should deal with the specific institutional and societal needs that the program will address. *(300 word limit)*
	The objectives of the UED program are three-fold. First, the program promotes meaningful engagement from diverse communities in the urban and environmental design process. In some cases, stakeholder participation in the design process is superficial and lacks mechanisms for compliance among design professionals, but the UED seeks to instill strong principles and techniques for effective and enduring engagement throughout the design process. Second, the program seeks to inspire visions of social, economic, and environmental sustainability at multiple scales. As a field tasked with negotiating multiscalar variables across a spectrum of stakeholders, urban and environmental design must mediate these relationships as they unfold in the built environment. To this end, the UED emphasizes interdisciplinary thinking reflective of the diverse perspectives found in the profession. Third, the program seeks to enact progressive change in the built environment through specialized education in both theory and practice of urban and environmental design. Through engaged learning in communities of multiple scales and densities across the Commonwealth of Kentucky and beyond, the UED program seeks to broadcast the value of urban and environmental design through real-world projects and future-oriented ideas.
11b*	Explain how the program objectives above in item 11a support at least two aspects of <u>UK's institutional mission and academic strategic plan</u>? *(150 word limit)*
	The UED program aligns with the University of Kentucky Strategic Plan by fulfilling the goal of strengthening the quality and distinction of graduate programs, and it advances the College of Design Strategic Plan by creating synergy between existing and proposed programs. The program supports the strategic objective of expanding research and scholarship to include design issues that affect both urban and rural communities, and it also addresses the objective of promoting outreach and community engagement by structuring the program around urban and environmental design problems facing diverse communities at different scales.
11c*	How do the program objectives above in item 11a support at least two aspects of the Council on Postsecondary Education's (CPE) Strategic Agenda and the statewide implementation plan? *(300 word limit)*
	The program contributes to achieving the Kentucky Council on Postsecondary Education Strategic Agenda by improving career readiness of graduates by responding to the growing demand for design professionals focused on urban and rural issues. It also addresses the motivation for increasing innovative research and design opportunities by introducing a new field of study to the existing framework of postsecondary education in the state. Finally, the program strengthens ties with community partners by collaboratively identifying design challenges that would benefit from further investigation.
11d*	If an approval letter from an Education Professional Standards Board (EPSB) is required, check the box below and append a PDF version of the letter to this form. ☐ (E.g. any program leading to teacher, principal, or superintendent certification, rank change, etc.)

12. Resources

12a*	How will the program support or be supported by other programs within the institution? For example, shared faculty, shared courses, collaborative research, etc. *(300 word limit)*
	The UED program is supported by the School of Architecture, School of Interiors, and Department of Historic Preservation in the College of Design. This support manifests in teaching of both cross-listed core and elective courses while the UED program grows. Support from the College of Design also comes in the form of classroom space, studio space, computer lab, library facilities, printing and plotting capabilities, and staff support. In the College of Agriculture, Food, and Environment, the Department of Landscape will offer faculty support in the form of student advising, and within the College of Arts and Sciences, the Department of Geography will provide electives for each concentration. Representatives from these departments will also serve as members of an advisory board, and will be asked to participate in periodic reviews of student work. *The UED supports other programs by offering a degree in design at a scale currently not offered in Kentucky. The program also offers a platform for interdisciplinary collaboration of both students and faculty on issues concerning the design and analysis of urban and rural environments.*
12b	What will be the projected "faculty-to-student in major" ratio? *(150 word limit)*

	In the design studio portion of the curriculum, the ratio of faculty to students will begin at 1 to 6 and is projected to reach 1 to 12. In other core courses, the ratio will begin at 1 to 6 and is projected to grow to 1 to 18 at the end of five years. These ratios mirror the current faculty to student ratios in the School of Architecture.
12c	Describe the library resources available[19] to support this program. Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered. *(300 word limit)*
	The University of Kentucky libraries satisfies the educational, research, and service missions by acquiring, organizing, and preserving academic resources that support diverse university programs. Between the twelve facilities comprising the library network, the university has access to 4,023,142 printed volumes, 588,428 electronic volumes, and hosts of commercial databases and archival manuscripts. The Design Library has an extensive collection of books and journals relating to urban and environmental design, and a rich archive of rare books and manuscripts that concern urban and environmental design.
12d	Describe the physical facilities and instructional equipment available to support this program. Physical facilities and instructional equipment must be adequate to support a high-quality program. Address the availability of classroom, laboratory, and office space, as well as any equipment needs. *(300 word limit)*
	The College of Design occupies four buildings in the core of campus. Pence Hall houses staff, administration, library, printing and plotting, computer lab, fabrication lab, lecture hall, faculty offices, design studios, review space, and classrooms. Miller Hall contains faculty offices, design studios, and review space. Bowman Hall has faculty offices, design studios, review space, and classrooms, and the Funkhouser Building holds faculty offices, design studios, review space, classrooms, and a materials library. The College of Design has experienced considerable growth in recent years, and is developing a plan for acquiring additional space. With the addition of the UED program to the College of Design, the expansion plan will be able to adequately accommodate the facilities and instructional equipment required by the new program.

13. Demand and Unnecessary Duplication

13a*	Provide justification and evidence to support the need and demand for this proposed program. Include any data on student demand, employer demand, career opportunities at any level, or any recent trends in the discipline that necessitate a new program. *(300 word limit)* • This evidence is typically in the form of surveys of potential students, enrollments in related programs at the institution, employer surveys, and current labor market analyses. • Anecdotal evidence is insufficient. Demonstrate a systematic collection of data, thorough study of the data, and a reasonably estimated student demand for the program. • Provide evidence of student demand at state and national levels.
	Graduates of the UED program will be prepared to work in both planning and design offices. Recent data from the Bureau of Labor Statistics shows a 2.7% projected growth in jobs relating to architectural, engineering, and related services, and a 7.4% growth in jobs relating to life, physical, and social science. In particular, jobs in urban and regional planning are expected to increase by 6.0% with an average annual salary of $68,220 (Bureau of Labor Statistics, 2016-2017). Student demand for the program is reflected in the increasing number of similar graduate degrees at regional and national institutions, and is corroborated in a recent article published in the Journal of Urban Design that claims that "the practice of urban design is booming" (Banerjee, 2016).
13b	Clearly state the degree completion requirements for the proposed program. *(150 word limit)*
	In addition to satisfying the curricular requirements of both core and elective courses, students finish the UED program by completing an independent project or thesis under close supervision by a faculty advisor. Sample project topics include: a phased development plan for improving walkability in the downtown of a small community; a form-based code to guide the growth of a newly planned development; and, a study showing possible design strategies for mitigating damage caused by flooding in small towns. Sample thesis topics include:

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[19] Please contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for more information.

	an historic analysis of housing development in relation to local policy initiatives; a survey of policy initiatives and their effects on the built environment; and, a comparative analysis of downtown development strategies.		
13c*	Will this program replace or enhance any existing program(s) or tracks (or concentrations or specializations) within an existing program? *(300 word limit)*	Yes ☒	No ☐
	If "Yes," explain: *This program will enhance the School of Architecture, School of Interiors, and Department of Historic Preservation existing programs by creating synergy between graduate students in cross-listed courses, as well as providing dual-degree options within the College of Design. The program will also enhance the graduate degree options in the state for undergraduates in the Department of Landscape Architecture*		
13d	Identify the primary feeders for the program. *(150 word limit)*		
	The primary feeders for the UED program are universities in Kentucky that offer undergraduate degrees. The target audience of the UED consists of three groups. First, students from the Department of Landscape Architecture at the University of Kentucky holding a Bachelor of Landscape Architecture would be provided an opportunity to pursue graduate studies after earning their accredited degree in landscape architecture. Currently, many of these students venture outside Kentucky to pursue graduate degrees in urban design. Second, students in the Master of Architecture program would be able to complete the UED as a second degree, something available at many other institutions where graduate programs in architecture and urban design are offered. Third, students from non-design disciplines, such as planning, geography, and forestry, would benefit from the studio-based curriculum and technical training in design.		
13e	Describe the student recruitment and selection process. *(300 word limit)*		
	Recruitment efforts by the University of Kentucky and the College of Design will promote the UED program among the primary feeders and target audiences with marketing materials tailored to those groups. Faculty and administrators will use conferences and professional networks to further promote the program, and will personally communicate with interested students to encourage their application. A committee consisting of faculty from the UED and the College of Design will be responsible for admissions. The application requires a portfolio, statement of interest, curriculum vitae, relevant test scores, transcripts, and letters of recommendation. The committee will also determine which students will be required to enroll in the preliminary design courses during the summer before the fall semester.		
13f*	Specify any distinctive qualities of the proposed program. *(300 word limit)* • *Are any of your faculty nationally or internationally recognized for expertise in this field?* • *Does this program build on the expertise of an existing locally, nationally, or internationally recognized program at your institution?* • *Do you have any specialized research facilities or equipment that are uniquely suited to this program?*		
	The UED program builds on a long history of research and teaching at the urban scale in the College of Design. Prior to the forming of the College of Design, the School of Architecture at the University of Kentucky created courses dedicated to town design at the graduate level. In recent years, these courses have not been offered, but the demand from students and professionals for a program dedicated to the design and analysis of the urban scale continues persists. The UED not only meets this demand by offering three concentrations. The first concentration is Town Design, Main Streets, and Rural Communities, which targets the design problems facing many small cities in Kentucky. The second concentration, Sustainability, Adaptability, and Resilience, addresses the growing concern for energy conservation and resilient systems in the design of urban environments. The third concentration is Urban Ecology, Data Analytics, and Infrastructure Design, which leverages the design opportunities embedded in the growing archive of urban data. Together, these concentrations offer a range of specialization in urban and environmental design, and fill an existing gap in research and teaching in the Commonwealth of Kentucky.		
13g	Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program. *(300 word limit)*		
	The proposed program will increase the overall enrollment of graduate students at the University of Kentucky since it introduces a course of study previously unavailable in the state. While a portion of the enrollment is anticipated to derive from existing graduate students pursuing a dual-degree, a significant number of students		

	are expected to increase total enrollment. This net increase is anticipated to reach approximately ten students per year at the end of five years.

13h	Use table below to estimate student demand for the first five years following implementation.

Academic Year	# Degrees Conferred	Majors (headcount) Fall Semester
2018 - 2019	6	6
2019 - 2020	10	10
2020 - 2021	14	14
2021 - 2022	18	18
2022 - 2023	22	22

13i	Clearly describe all evidence justifying a new program based on changes in the academic discipline or other academic reasons. *(300 word limit)*
	Among urban design scholars, the need for graduates with differentiated design skills at the urban scale is high. Several reasons for this need include the increasing availability of data concerning the built environment, elevated concerns regarding the frequency of extreme weather events and their effects on urban areas, rising energy costs that prompt deeper consideration of mobility in and around cities, and economic restructuring in rural communities that destabilizes the role of the main street. Among benchmark institutions, graduate programs in urban design have grown in popularity, and trends observed both nationally and internationally show consistent growth in similar programs.

13j	Has the Council on Postsecondary Education identified similar programs?[20]	Yes ☒	No ☐
	If "Yes," the following questions (5h1 – 5h5) must be answered.		

(1)	Does the program differ from existing programs in terms of curriculum, focus, objectives, etc.? *(150 word limit)*	Yes ☒	No ☐
	If "Yes," explain: *The UED program at the University of Kentucky differs from the Master of Urban Planning (MUP) at the University of Louisville in its focus on the physical design of the built environment. The curriculum is studio-based, which emphasizes design over policy. Both academically and professionally, urban design and urban planning are understood to be distinct fields that draw upon separate but overlapping skillsets and expertise.*		

(2)	Does the proposed program serve a different student population (e.g., students in a different geographic area or nontraditional students) from existing programs? *(150 word limit)*	Yes ☒	No ☐
	If "Yes," explain: *With the UED program, students across the Commonwealth of Kentucky would have access to a graduate degree in urban design, which targets a student population that is not currently supported.*		

(3)	Is access to existing programs limited? *(150 word limit)*	Yes ☒	No ☐
	If "Yes," explain: *Access to a graduate degree in urban design is limited in Kentucky, as there are no existing programs that offer a comparable curriculum.*		

(4)	Is there excess demand for existing programs? *(150 word limit)*	Yes ☒	No ☐
	If "Yes," explain: *With no existing programs like the UED, the demand for a graduate degree in urban design is high.*		

(5)	Will there be collaboration between the proposed program and existing programs? *(150 word limit)*	Yes ☒	No ☐

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[20] Please contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for help with this question.

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	If "yes," explain the collaborative arrangements with existing programs. If "no," explain why there is no collaboration with existing programs.		
	Preliminary discussions with faculty and administrators in the MUP program at the University of Louisville have shown potential for collaboration. Additionally, the College of Design at the University of Kentucky will be offering a design studio, graduate seminar, and elective course in Louisville starting in Fall 2017.		
13k*	Are there similar programs in other [Southern Regional Education Board (SREB)](#) states in the nation?	Yes ☒	No ☐
	If "Yes," please answer the questions below to demonstrate why this proposed program is needed in addition to the one(s) currently in existence.		
13k. i*	Identify similar programs in other SREB states and in the nation.		
	SREB States: University of Texas at Austin: Master of Science in Urban Design University of Oklahoma: Master of Science in Architectural Urban Studies University of Georgia: Master of Environmental Planning and Design Georgia Tech: Master of Science in Urban Design Savannah College of Art and Design: Master of Urban Design University of Miami: Master of Urban Design University of South Florida: Master of Urban and Community Design Clemson University: Master of Resilient Urban Design University of North Carolina at Charlotte: Master of Urban Design National: Harvard University: Master of Architecture in Urban Design Columbia University: Master of Science in Architecture and Urban Design Washington University in St. Louis: Master of Urban Design University of Notre Dame: Master of Architectural Design and Urbanism University of California, Berkeley: Master of Urban Design Pratt Institute: Master of Science in Architecture and Urban Design University of Michigan: Master of Urban Design Arizona State University: Master of Urban Design Ball State University: Master of Urban Design		
13k.ii*	Does the program differ from existing programs in terms of curriculum, focus, objectives, etc.?	Yes ☒	No ☐
	If "Yes," explain. *(300 word limit)*		
	Currently, there is no graduate program devoted to urban and environmental design. Therefore, its curriculum, focus, and objectives are unique.		
13k.iii*	Does the proposed program serve a different student population (e.g., students in a different geographic area and non-traditional students) from existing programs?	Yes ☒	No ☐
	If "Yes," explain. *(300 word limit)*		
	The UED program serves students that wish to pursue careers in urban design at multiple scales. As an interdisciplinary field, urban design requires a broad understanding of the forces that affect the built environment as well as a specific knowledge base that involves technical training in unique design methods.		
13k.iv*	Is access to existing programs limited?	Yes ☒	No ☐
	If "Yes," explain. *(300 word limit)*		
	The Commonwealth of Kentucky does not offer a graduate degree in urban and environmental design.		
13k.v*	Is there excess demand for existing similar programs?	Yes ☒	No ☐

	If "Yes," explain. *(300 word limit)*		
	Because there are no similar options in the Commonwealth of Kentucky, the demand from both students and professionals justify the introduction of the UED program to the current list of graduate degree offerings in the state.		
13k.vi*	Will there be collaboration between the proposed program and existing programs?	Yes ☒	No ☐
	If "No," explain. *(300 word limit)*		
	In the College of Design, the School of Architecture, School of Interiors, and Department of Historic Preservation will be the main collaborators with the UED program. The Department of Landscape Architecture in the College of Agriculture, Food, and Environment and the Department of Geography in the College of Arts and Sciences will also be collaborating partners by offering advising and elective courses.		
13l	Would your institution like to make this program available through the [Academic Common Market](#)[21]?	Yes ☒	No ☐
13m	Clearly describe evidence of employer demand. Such evidence may include employer surveys, current labor market analyses, and future human resources projections. Where appropriate, evidence should demonstrate employers' preferences for graduates of the proposed program over persons having alternative existing credentials and employers' willingness to pay higher salaries to graduates of the proposed program. *(300 word limit)*		
	In addition to the projected growth in jobs related to urban and environmental design, employer surveys throughout the state reflect demand for graduates with this expertise. For example, city and county planning departments have increasingly included urban designers among their staff, and in Kentucky, both Louisville Metro Department of Planning and Design Services and Lexington Fayette Urban County Division of Planning have expressed interest in the UED program. Design firms specializing in architecture and landscape architecture continue to pursue projects at the urban scale, and many professional offices in Kentucky, such as the Lexington Downtown Development Authority, have supported the idea of the UED program in order to expand the knowledge and training of future employees on urban issues. Moreover, the UED program prioritizes community interests and trains students to be effective liaisons that understand what it means to create meaningful engagement in design.		
13n*	Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs at the regional, state, and national levels.		
	Based on statistical data from the Department of Labor, the following table outlines the range of jobs available for UED graduates with the anticipated number of annual openings from 2014-2024:		

Job	Salary	Annual Openings in KY	Annual Openings in US
Urban and Regional Planner	*$68,200.00*	*20 (14% increase)*	*940 (6% increase)*
Postsecondary Architecture Teachers	*$73,900.00*	*0 (23% increase)*	*250 (9% increase)*
Landscape Architects	*$63,800.00*	*10 (13% increase)*	*490 (6% increase)*
Architects	*$76,100.00*	*60 (24% increase)*	*2,630 (7% increase)*
Designers	*$53,300.00*	*N/A*	*270 (6% increase)*

14. Assessment and Oversight

14a*	Describe how each program-level student learning outcome will be assessed and how assessment results will be used to improve the program. *(250 word limit)*
	The assessment plan for the UED program is based on the model used by the School of Architecture. Data from each course in the UED program will be collected and assessed prior to the beginning of the fall semester. Faculty in the College of Design will constitute the assessment group, and assessment oversight will be the responsibility of the UED program director. The College of Design curriculum committee will be responsible for reviewing the assessments of the UED program and making recommendations for improvement.

14b*	Describe *program* evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission. *(300 word limit)*
	Program assessment will be based on student evaluations, retention rates, financial sustainability, graduate employment, and semiannual reviews. Benchmarks for the UED program include: • *Student evaluations of the program meet or exceed the averages of other graduate programs in the College of Design* • *Student retention rate meets or exceeds the averages of other graduate programs in the College of Design* • *Program is financially sustainable* • *Graduates seeking employment find jobs in one of the many design disciplines* • *Graduates wishing to continue academic work find positions in doctoral programs* • *Semiannual reviews of student work demonstrate success in meeting student learning outcomes* *In the event the UED program does not meet its objectives, the curriculum committee will make recommendations for improvement to the administration and faculty in the College of Design.*

14c	Identify both the direct and indirect methods by which the intended student learning outcomes (SLOs) will be assessed. *(300 word limit)*

Direct methods for assessing the student learning outcomes include a review of student performance in each course. Indirect methods include course evaluations and a graduate survey. For each course, students will be assessed according to how well they satisfied the intended student learning outcomes. Faculty will use the following rubric to complete the assessment:

Student Learning Outcome	Emergent	Competent	Mastering	Total
SLO 1	# of students	# of students	# of students	# of students
SLO 2	# of students	# of students	# of students	# of students
SLO 3	# of students	# of students	# of students	# of students
SLO 4	# of students	# of students	# of students	# of students
SLO 5	# of students	# of students	# of students	# of students
SLO 6	# of students	# of students	# of students	# of students
SLO 7	# of students	# of students	# of students	# of students

Averages of these assessments will be used to determine the success of the program based on the intended student learning outcomes. Additional data will be collected from recent graduates to document their opinions of the UED program. The following rubric will be used to assess the preparation of recent graduates according to the intended student learning outcome:

Student Learning Outcome	Well Prepared	Mostly Prepared	Partially Prepared	Not Prepared
SLO 1	# of students	# of students	# of students	# of students
SLO 2	# of students	# of students	# of students	# of students
SLO 3	# of students	# of students	# of students	# of students
SLO 4	# of students	# of students	# of students	# of students
SLO 5	# of students	# of students	# of students	# of students
SLO 6	# of students	# of students	# of students	# of students
SLO 7	# of students	# of students	# of students	# of students

14d	**Procedures for Course Mapping of SLOs** *(related to question 5b)*
14d.i	Which components will be evaluated, i.e. course mapping? *(300 word limit)*
	Student learning outcomes include: • *SLO 1: Demonstrate fluency in multiple urban and environmental design methods* • *SLO 2: Implement urban and environmental design at local, regional, and global scales* • *SLO 3: Engage with community members and interview stakeholders about needs* • *SLO 4: Create artifacts that outline the implementation strategy of urban and environmental design* • *SLO 5: Explain the value of urban and environmental design*

	• *SLO 6: Explain the different histories and theories of urban design in local, regional, and global contexts* • *SLO 7: Communicate design ideas to both professionals and nonprofessionals using different media and methods.*
14d.ii	When will components be evaluated? *(150 word limit)*
	The student learning outcomes will be evaluated prior to the start of the fall semester each year for the first five years, at which point the evaluations will be conducted every three years.
14d.iii	When will the data be collected? *(150 word limit)*
	Data will be collected at the conclusion of each course and compiled before the beginning of the fall semester.
14d.iv	How will the data be collected? *(150 word limit)*
	Data will be collected through student evaluations, student retention rate, financial records, program graduate surveys, and student work archived on a secure server managed by the College of Design.
14d.v	What will be the benchmarks and/or targets to be achieved? *(150 word limit)*
	Benchmarks for the UED program include: • *Student evaluations of the program meet or exceed the averages of other graduate programs in the College of Design* • *Student retention rate meets or exceeds the averages of other graduate programs in the College of Design* • *Program is financially sustainable* • *Graduates seeking employment find jobs in one of the many design disciplines* • *Graduates wishing to continue academic work find positions in doctoral programs* • *Semiannual reviews of student work demonstrate success in meeting student learning outcomes*
14d.vi	What individuals or groups will be responsible for data collection? *(150 word limit)*
	Student services, administrative staff, and the associate dean for student engagement in the College of Design will be responsible for data collection.
14d.vii	How will the data and findings be shared with faculty? *(150 word limit)*
	Each year, the data and findings will be shared with faculty through the College of Design curriculum committee, which will report to the full faculty.
14d.viii	How will the data be used for making programmatic improvements? *(150 word limit)*
	In the event the UED program does not meet its objectives, the curriculum committee will make recommendations for improvement to the administration and faculty in the College of Design.
14d.ix	What are the measures of teaching effectiveness? *(150 word limit)*
	Teaching effectiveness will be measured through both student evaluations and student success in meeting the intended learning outcomes and program objectives. It will also be measured in the annual faculty performance reviews conducted by the College of Design.
14d.x	What efforts to improve teaching effectiveness will be pursued based on these measures? *(150 word limit)*
	Improvements in teaching effectiveness will be suggested by the program director. Additionally, utilization of existing resources at the University of Kentucky will be encouraged in the event of underperforming teaching effectiveness.
14d.xi	What are the plans to evaluate students' post-graduate success? *(150 word limit)*
	As part of a new strategy for alumni tracking, the College of Design will maintain contact with graduates of the UED program through its Office of Philanthropy and Alumni Relations. Through this office, graduates

	will be asked to take a survey that will help evaluate the success of the program as well as the success of the graduate.

15. Cost and Funding of the Proposed Program[22]

15a	Will this program require additional resources?	Yes ☒ No ☐
	If "Yes," please provide a brief summary of additional resources that will be needed to implement this program over the next five years. *(300 word limit)*	
	New faculty will be phased in during the first five years of the program. During that time, the UED curriculum will be cross-listed with existing courses in the College of Design until sufficient student enrollment is reached. In Fall 2018, the first full-time faculty will be hired to begin teaching, , recruit students, and seek external funding. This hire, to be made in 2017-2018, will also be the program director. In 2018-2019, the second full-time faculty will be hired to teach the first full cohort of UED students. As the program grows, additional full-time faculty will be hired to accommodate additional students. Since the program is studio-based, the ratio used for calculating appropriate faculty resources for the UED reflects the ratio used in the Master of Architecture program. Part-time faculty will be hired as they relate to specific design studio projects, which mirrors current practices in the School of Architecture. The UED program will require classroom space, studio space, computer lab, library facilities, printing and plotting capabilities, and staff support. The scale of these requirements will grow with increased enrollment	
15b	Will this program impact existing programs and/or organizational units within your institution? *(300 word limit)*	Yes ☒ No ☐
	If "Yes, briefly describe.	
	Within the College of Design, the School of Architecture, School of Interiors, and Department of Historic Preservation will provide a combination of teaching and advising. In the College of Agriculture, Food, and Environment, the Department of Landscape will offer faculty support in the form of student advising, and within the College of Arts and Sciences, the Department of Geography will provide electives for each concentration. Representatives from these departments will also serve as members of an advisory board, and will be asked to participate in periodic reviews of student work.	
15c	Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program. *(300 word limit)*	
	The UED offers a new program of study for the Commonwealth of Kentucky in a field that has been growing at both the state and national level. The program will generate sufficient funding through student tuition, allocated resources, and external grants to be financially sustainable.	

16.* Budget Funding Sources, by Year of Program

All the fields in number 16 are required for the CPE's pre-proposal form. Estimate the level of new and existing resources that will be required to implement and sustain the program using the spreadsheet below. Please answer in terms of dollar amounts. All narratives have a 100-word limit.

Total Resources Available from Federal Sources (Federal sources include grants, earmarks, etc.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	*0*	*0*	*0*	*0*	*0*
Existing	*0*	*0*	*0*	*0*	*0*
Narrative/Explanation:	*N/A*				

Total Resources Available from Other Non-State Sources (Non-	1st Year	2nd Year	3rd Year	4th Year	5th Year

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[22] For questions about cost and funding of the program, please contact your department chair, business officer, or associate dean for academic affairs.

state sources include philanthropies, foundations, individual donors, etc.)					
New	*0*	*0*	*0*	*0*	*0*
Existing	*0*	*0*	*0*	*0*	*0*
Narrative/Explanation:	*N/A*				
`					

State Resources (State sources include general fund revenue, grants, pass-thru funds, etc.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	*100000*	*50000*	*0*	*100000*	*0*
Existing	*264960*	*414960*	*414960*	*514960*	*514960*
Narrative/Explanation:	*These funds reflect a new commitment from the provost for the UED program, and a refocusing of responsibilities of existing faculty to teach core courses.*				

Internal (The source and process of allocation and reallocation should be detailed, including an analysis of the impact of the reduction on existing programs and/or organization units.)[23]:	1st Year	2nd Year	3rd Year	4th Year	5th Year
(New) Allocated Resources	*0*	*0*	*0*	*0*	*0*
(Existing) Reallocated Resources	*0*	*0*	*0*	*0*	*0*
Narrative/Explanation:	*N/A*				

Student Tuition (Describe the impact of this program on enrollment, tuition, and fees.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	*43892*	*81344*	*118776*	*156208*	*193640*
Existing	*0*	*0*	*0*	*0*	*0*
Narrative/Explanation:	*Expected enrollment in the first year is 2 new graduate students and 4 dual-degree students. New graduate students would pay $6,118.00 per semester and an average of $2,916.00 per summer intercession for a total of $15,152.00. Dual-degree students would pay, on average, an additional $3,240.00 per summer intercession to complete the program. Enrollment is expected to grow by 2 new graduate students and 2 dual-degree students each year for a total of 22 students in the fifth year.*				

Total Funding Sources	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total New	*143892*	*131344*	*118776*	*256208*	*193640*
Total Existing	*264960*	*414960*	*414960*	*514960*	*514960*
TOTAL FUNDING SOURCES	408852	546304	533736	771168	708600

17. Breakdown of Program Expenses/Requirements[4]

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[23] The source and process of allocation and reallocation should be detailed, including an analysis of the impact of the reduction on existing programs and/or organizational units.

(Please note – all the fields in number 17 are required for the CPE's pre-proposal form.)					
Staff: Executive, Administrative & Managerial (Include salaries and whether new hires will be part time or full time.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative/Explanation[24]:	N/A				
Other Professional (Include salaries.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative/Explanation:	N/A				
Faculty (Include salaries and whether new hires will be part time or full time.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	100000	50000	0	100000	0
Existing	232692	332692	382692	482692	482692
Narrative/Explanation[25]:	Existing resources reflect the portion of salary for existing faculty teaching core courses in the UED program.				
Graduate Assistants (Include salaries and/or stipends.)[26]	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	24479	24479	24479	24479	24479
Narrative Explanation/Justification:	Funds reflect stipends for research and teaching assistants.				
Student Employees (Include salaries and/or stipends.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification:	N/A				
Equipment and Instructional Materials	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	0	0	0	0	0

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[24] Discuss whether new hires will be full-time or part-time.
[25] If new hires are involved, explain whether new hires will be full-time or part-time.
[26] Identify the number of assistantships/stipends to be provided; Include the level of support for each.

	Narrative Explanation/Justification:	N/A				
Library (Include new journal subscriptions, collections, and electronic access.)		1st Year	2nd Year	3rd Year	4th Year	5th Year
	New	0	0	0	0	0
	Existing	0	0	0	0	0
	Narrative Explanation/Justification:	N/A				
Contractual Services		1st Year	2nd Year	3rd Year	4th Year	5th Year
	New	0	0	0	0	0
	Existing	0	0	0	0	0
	Narrative Explanation/Justification:	N/A				
Academic and/or Student Services		1st Year	2nd Year	3rd Year	4th Year	5th Year
	New	0	0	0	0	0
	Existing	2124	3540	4956	6372	7788
	Narrative Explanation/Justification:	Cost of advising is $354 per student.				
Other Support Services		1st Year	2nd Year	3rd Year	4th Year	5th Year
	New	0	0	0	0	0
	Existing	0	0	0	0	0
	Narrative Explanation/Justification:	N/A				
Faculty Development (Include travel, conference fees, consultants, etc.)		1st Year	2nd Year	3rd Year	4th Year	5th Year
	New	0	0	0	0	0
	Existing	0	0	0	0	0
	Narrative Explanation/Justification:	N/A				
Assessment (Include personnel, software tools, data collection tools, survey administration, outside consulting services, etc.)		1st Year	2nd Year	3rd Year	4th Year	5th Year
	New	0	0	0	0	0
	Existing	0	0	0	0	0

Student Space and Equipment	1st Year	2nd Year	3rd Year	4th Year	5th Year
Narrative Explanation/Justification:	*N/A*				

Student Space and Equipment	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	*0*	*0*	*0*	*0*	*0*
Existing	*0*	*0*	*0*	*0*	*0*
Narrative Explanation/Justification:	*N/A*				

Other	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	*0*	*0*	*0*	*0*	*0*
Existing	*0*	*0*	*0*	*0*	*0*
Narrative Explanation/Justification:	*N/A*				

Total Expenses/Requirements	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	*100000*	*50000*	*0*	*100000*	*0*
Existing	*259295*	*360711*	*412127*	*513543*	*514959*
TOTAL Program Budgeted Expenses/Requirements:	*514959*				

GRAND TOTAL	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Funding Sources	*408852*	*546304*	*533736*	*771168*	*514960*
Total Expenses/Requirements	*359295*	*410711*	*412127*	*613543*	*514959*
TOTAL NET COST:	*49557*	*135593*	*121609*	*157625*	*193641*

18. Course Descriptions

18a Program Core Courses (includes pre-major and pre-professional courses)

Prefix & Number	Course Description (from the Bulletin or the most recent new/change course form)
UED 501	*Introduces the concept of urban and environmental design through a series of case studies that seek to outline the contours of the field. Students will learn key principles and techniques used in urban and environmental design.*
UED 511	*Introduces the practice of urban and environmental design through a preliminary design project that seeks to implement ideas through guided exercises. In collaboration with local community groups, the studio will propose design alternatives for a collectively defined set of urban and environmental challenges. A significant portion of this course will be dedicated to learning software commonly used in the field.*
UED 601	*Investigates the relationship between form and function in urban environments. In this studio, students will develop proposals for phased interventions that respond to both empirical and theoretical problems in urban and environmental design. Close engagement with established community groups will help define the goals of the design studio project.*
UED 602	*Examines issues of mobility and access at different scales in urban environments. Working with established community groups, students will develop proposals for phased interventions in response to the specific studio prompt. Particular attention will be devoted to community outreach.*

UED 611	*Offers technical instruction on prevailing methods of visualization and representation in urban and environmental design. Students will use material from previous or existing courses to create new visual representations. This course is delivered in a studio setting.*
UED 612	*Outlines the framework for research in urban and environmental design through a series of case studies that seek to illustrate methodological diversity. Students will develop a research proposal for completing their project or thesis. This course is delivered in a studio setting.*
UED 651	*Defines the field of urban and environmental design through a survey of notable histories and theories. This course offers diverse perspectives from allied fields such as architecture, landscape architecture, heritage conservation, planning, geography, and others.*
UED 701	*Identifies an empirical problem in urban and environmental design that derives from independent student research. Working closely with a faculty advisor, specific requirements will be tailored to meet the project demands. Both visual and verbal arguments are expected, but visual content takes priority in the urban and environmental design project.*
UED 711	*Identifies a theoretical problem in urban and environmental design that derives from independent student research. Working closely with a faculty advisor, specific requirements will be tailored to meet the thesis demands. Both visual and verbal arguments are expected, but verbal content takes priority in the urban and environmental design thesis.*
HP 602	*The goal of this course is to assist non-lawyers in understanding laws, policies, and procedures and how they impact your professional practice as preservationists, planners, archaeologists, and in other conservation related fields. Preservation law encompasses a number of practice areas including, but not limited to land use and zoning, real property, local government, constitutional, administrative, and environmental law as well as the conservation of archaeological resources. Prereq: HP 601 or consent of instructor.*

18b	Program Guided Electives Courses (for the major)	
Prefix & Number	Course Description (from the Bulletin or the most recent new/change course form)	
	N/A	

18c	Program Free Electives Courses	
Prefix & Number	Course Description (from the Bulletin or the most recent new/change course form)	
	Included in Appendix G	

18d	**Courses for a Track.** (If multiple tracks are available, click HERE for a template for additional tracks. Append a PDF to the end of this form with each track's courses and descriptions.	
Prefix & Number	**Course Type**	**Course Description (from the Bulletin or the most recent new/change course form)**
	☐ Track Core ☐ Track Elective	*Included in Appendix H*
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	

19. Specific faculty involved in the degree program.

(similar to question 4d) Fill out the SACS[27]-required faculty roster below, for full-time and part-time faculty teaching in the program. Abbreviations for the NAME and COURSES TAUGHT columns are below the table. *Please contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for help with this question.*

NAME List name & Identify faculty member as F or P.	COURSES TAUGHT Include term; course prefix, number and title; & credit hours. (D, UN, UT, G)	ACADEMIC DEGREES AND COURSEWORK List relevant courses taught, including institution and major. List specific graduate coursework, if needed	OTHER QUALIFICATIONS AND COMMENTS Note qualifications and comments as they pertain to course taught.	NEW COURSES Include course prefix, number, and title.
Appler, Doug (F)	*Fall, HP 501: Selected Topics in Historic Preservation (3) (G); Fall, HP 601: Introduction to Historic Preservation (3) (G); HP 602: Historic Preservation Law (3) (G); HP 609: Urban Revitalization in the United States: History, Concepts, and Techniques (3) (G); Fall, HP 615: American Settlement Patterns (3) (G); Fall, HP 616: Historic Preservation and Design (3) (G); Spring, HP 617: Historic Preservation Planning (3) (G); Spring, HP 772: Seminar in Historic*	*Ph.D., City and Regional Planning, Cornell University; Master of Urban and Regional Planning, Virginia Polytechnic Institute and State University*	*Certified Planner by the American Institute of Certified Planners; Director of Planning and Zoning for the Madison County Board of Commissioners in Danielsville, Georgia*	

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[27] Southern Association of Colleges and Schools Commission on Colleges (SACS).

	Preservation (3) (G); Fall, HP 785: In			
Johnson, Jeffrey (F)	*Spring, ARC 515: History and Theory Seminar: Urban Forms (3) (G)*	*Master of Architecture, Ball State University*	*Director of the School of Architecture at the University of Kentucky; Director of Studio-X Beijing at Columbia University; Founding Director of the Asia Megacities Lab at Columbia University; Registered Architect in New York State*	
Leckner, Jill (F)	*ARC 599: Topics in Architecture (3) (G)*	*Master of Architecture, Columbia University*	*Registered Architect in New York State*	
Lucas, Patrick Lee (F)	*Spring, ID 559: Special Topics in Interiors (3) (G); Fall, ID 650: Survey of Current Literature and Methodologies (3) (G)*	*Ph.D., American Studies, Michigan State University; Master of Arts, Interior Design, University of Kentucky*	*Director of the School of Interiors at the University of Kentucky; National Council for Interior Design Qualification*	
Luhan, Greg (F)	*Fall, ARC 354: Design Studio IV (6) (UN); Spring, ARC 355: Design Studio V (6) (UN); Fall, ARC 513: History and Theory Seminar: Contemporary (3) (G); ARC 599: Topics in Architecture (3) (G)*	*Ph.D., Architecture, Texas A&M University; Master of Architecture, Princeton University*	*Associate Dean for Administration in the College of Design at the University of Kentucky; Registered Architect in the Commonwealth of Kentucky and New York State*	

Manson, Andrew (F)	*ARC 512: History and Theory Seminar: Modern (3) (G); ARC 514: History and Theory Seminar: Theory and Criticism (3) (G)*	*Ph.D., Architectural History, Columbia University; Master of Philosophy, Columbia University; Master of Arts, Columbia University; Master of Arts, Classics, University College London*		
Radtke, Rebekah (F)	*Spring, ID 559: Special Topics in Interiors (3) (G); Spring ID 655: Creative and Theoretical Design Processes (3) (G); Fall, ARC 354: Design Studio IV (6) (UN)*	*Master of Architecture, School of the Art Institute of Chicago*		
Rohrbacher, Gary (F)	*Spring, ARC 435: Materials and Methods of Construction (3) (UN); Fall, ARC 456: Design Studio VI (6) (UN); ARC 457: Design Studio VII (6) (UN); Fall, ARC 658: Design Studio VIII (6) (G); Spring, ARC 659: Design Studio IV (6) (G); ARC 759: Master's Project in Building Design (9) (G)*	*Master of Science in Architecture Studies, MIT; Master of Architecture, Columbia University*	*University Research Professor; Registered Architect in the Commonwealth of Kentucky and New York State*	
Sturlaugson, Brent (F)	*Fall, ARC 354: Design Studio IV (6) (UN); Spring, ARC 355: Design Studio V (6) (UN); Fall, ARC 456: Design Studio VI (6) (UN); ARC 514: History and Theory Seminar: Theory and Criticism (3) (G)*	*Master of Environmental Design, Yale University*	*Registered Architect in the State of Oregon*	
Summers, Marty (F)	*Fall, ARC 354: Design Studio IV (6) (UN); Spring, ARC 355: Design Studio V (6) (UN);*	*Master of Architecture, UCLA*		

	Fall, ARC 456: Design Studio VI (6) (UN); ARC 457: Design Studio VII (6) (UN); ARC 599: Topics in Architecture (3) (G); ARC 632: Special Topics in Environmental Controls (3) (G); Fall, ARC 658: Design Studio VIII (6) (G); Spring, ARC 659: Design Studio IV (6) (G); Fall, ARC 759: Design Studio X (6) (G); ARC 759: Master's Project in Building Design (9) (G)			
FT = full time PT= part time	D = developmental UN = undergraduate nontransferable		UT = undergraduate transferable G = graduate	

Sturlaugson, Brent <bst252@g.uky.edu>

MUED Curriculum Approval
1 message

Fay, Lindsey L <lindsey.fay@uky.edu>   Fri, Feb 24, 2017 at 12:08 PM
To: "Sturlaugson, Brent" <brent.sturlaugson@uky.edu>
Cc: "Brewer, Sabrina N" <sabrina.brewer@uky.edu>, "Rohrbacher, Gary P" <gary.rohrbacher@uky.edu>, m2
<m2@iglou.com>, "Vernon, Mitzi" <vernon@uky.edu>, "Riesenweber, Julie A" <jriesenweber@uky.edu>

Brent,
Thank you for meeting with the committee today to discuss the MUED program. During the meeting, Patrick Lee
Lucas moved to accept the proposal with the note to make minor adjustments as outlined below. Julie Riesenweber
seconds the motion. Gary Rohrbacher and Mark O'Bryan electronically approve through email correspondence.

Minor Adjustments:
Add ID 655 to Concentration 2 and 3
Revise studio courses (UED 601, 602) to 5 credit hours
Revise thesis course (UED 711) to 5 credit hours
Revise project course (UED 701) to 5 credit hours
Special topics courses (UED 551 and 561) move to elective core and only one elective is taken.

Thank you for your efforts in developing this very important program.

Lindsey Fay, Assistant Professor
 University of Kentucky
 College of Design
 School of Interiors
 859.257.2286
 38°84° the power of place™<https://www.uky.edu/design/>

☐ **winmail.dat**
 13K

TO: Katherine McCormick, Chair and Sheila Brothers, Coordinator

FROM: Brian Jackson, Chair and Roshan Nikou, Coordinator
         Graduate Council

The Graduate Council approved the following proposals and is now forwarding them to the Senate Council to approve. The courses listed below, are all accessible via Curriculog. Though, all the attached programs have been approved by the Graduate Council; the two MBA program proposals are not signed due to the pdf restrictions on the certified documents.

Programs (attached)
      Master of Public Policy
      Master of Library Science
      Master of Urban and Environmental Design
      One Year MBA Program
      Professional Evening MBA Program

Courses (available through Curriculog)
      ART 604 Curatorial Practice
      ART 748 Independent Thesis Research
      ART 768 Thesis Preparation and Presentation
      TA 584 Asian Theatre
      TA 587 Gender and Performance

University of Kentucky
The Graduate School

Roshan Nikou, MA
Graduate Council Coordinator
101 Ezra Gillis Building | Lexington, KY 40506-0033
(859)257-1457 | www.gradschool.uky.edu
roshan.nikou@uky.edu

Sturlaugson, Brent <bst252@g.uky.edu>

Notification of Intent (NOI) has been submitted: Master of Urban and Environmental Design (04.0301)
1 message

Alexander-Snow, Mia <mia.alexander-snow@uky.edu>   Tue, Feb 7, 2017 at 10:26 AM
To: "Sturlaugson, Brent" <brent.sturlaugson@uky.edu>

Hello Brent:

On Monday, February 6, 2017, the Office of Planning & Institutional Effectiveness submitted to the CPE a "Notification of Intent" (NOI) for the proposed **Master of Urban and Environmental Design (04.0301).** Once the CPE accepts the NOI, the Office of Planning and Institutional effectiveness will send you an email with next steps.

Please note: CPE Pre-proposals can only be submitted after the "Notification of Intent" and vetting by CCAO (vetting is usually completed when the program proposal has been listed on 2 CCAO agendas). Once

Should you have questions about the CPE approval process and/or the proposed program proposal, please let me know.

Regards,

Mia

Mia Alexander-Snow, PhD

Director, Planning and Institutional Effectiveness

Phone: 859-257-2873

Fax: 859-323-3999

Visit the Institutional Effectiveness Website: http://www.uky.edu/ie

University of Kentucky
College of Design
Office of the Dean
112 Pence Hall
Lexington, KY 40506
P: 859-257-7619
F: 859-323-1990
www.uky.edu

01 March 2017

RE: Master of Urban & Environmental Design

To whom it may concern:

I am pleased to offer my enthusiastic support for the College of Design's proposal for a new graduate degree, Master of Urban and Environmental Design. This proposal is one part of a larger, progressive vision for the College of Design as we embark on the work of actualizing our new strategic plan. We are expanding the definition and range of design disciplines to reflect both the needs and situation of the Commonwealth, which is endowed with a diverse range of urbanization from small town revitalization to adaptive reuse in deindustrialized districts. An extended view of the future thinking of the College includes other components of an urban design focus:

- an Urban and Environmental Design Center
- an Undergraduate Certificate in Urban and Environmental Design
- a Graduate Certificate in Urban and Environmental Design

The current proposed Master of Urban and Environmental Design is a starting point for this expansion and simultaneous to the revamping and modernization of the Historic Preservation program. We are currently interviewing candidates for a new Director, planning a re-titling of the program, inviting new visiting scholars, and in the midst of launching a full online master's degree program for historic preservation. The Urban and Environmental Design program will eventually live in a School for both of these programs and will be able to **share resources in faculty, research and the development of a Center**, which is destined, in the spirit of cooperative extension, as outreach and education for both the rural and urban population of Kentucky.

The University of Kentucky is uniquely capable of offering instruction across the topics of contemporary urbanization. Many departments offer courses related to urban phenomena, but **a degree in urban design and a central hub dedicated to interdisciplinary discussion of all issues of urbanism has never existed in the Commonwealth**. While the University of Louisville offers a program in Urban Planning, it does not include design, and

they are eager to participate in this new program focusing on design with the added bonus of other UK constituencies, including historic preservation, geography, landscape architecture, forestry, et al.

Kentucky has longstanding issues in the full range of rural- to urban-scape, and opportunities to improve economic and social services access. This new program could not only produce graduates to support agencies such as the Louisville and Lexington planning divisions but also architecture and design offices and the broader extension services across the Commonwealth.

From the dean's office I offer my commitment to supporting the infrastructure of this new degree, including but not limited to: **studio space, workshop facilities, faculty lines and graduate student teaching/research appointments** as outlined in the proposal.

I am excited about this needed, well-considered and thoughtful new program. It not only begins to add detail to the expansive potential of **design** for the Commonwealth but it offers new opportunity for real interdisciplinary problem-solving. Please do not hesitate to contact me should you need additional detail for this proposal.

Sincerely,

Mitzi R. Vernon
Professor & Dean

November 1, 2017

Dear Brent:

The School of Architecture endorses the establishment of the proposed Master of Urban and Environmental Design. The program is essential for broadening our understanding of design of the built environment and how the multiple disciplines at the College of Design shape it. It will enable the College to expand its expertise and knowledge in the field of design through research, experimentation and speculation at the urban scale. The curriculum proposed for the MUED program ensures a cross-disciplinary approach that utilizes the existing expertise of our faculty and their research across the College and the University. The School of Architecture has approved to provide the following two courses for the MUED program:

ARC 515: History and Theory Seminar: Urban Forms
ARC 761: Special Problems in Town Design

The School of Architecture faculty met to review and discuss the above on October 30, 2017. The faculty voted in support of sharing the courses with the proposed MUED program.

Sincerely

Jeffrey Johnson

Director

see blue.

Department of Geography
College of Arts & Sciences
817 Patterson Office Tower
Lexington, KY 40506-0027
(859) 257-2931 / 257-2932
Fax: (859) 257-6277
http://geography.as.uky.edu

October 19, 2017

Professor Brent Sturlaugson
School of Architecture
University of Kentucky

Subject: Approval of courses for the MUED

Dear Dr. Sturlaugson,

Thank you for contacting me regarding the proposed addition of courses from the Department of Geography as options within the newly created MUED. I have had the opportunity to review the courses and consulted with the instructors of these courses (GEO 509, GEO 531, GEO 714, and GEO 717) during our faculty meeting on October 11, 2017. There was unanimous agreement to the proposed course additions. The department approves adding those courses to MUED curriculum.

Sincerely,

Patricia Ehrkamp
Associate Professor and Chair

Urban Design Letter

Vivian, Daniel <Daniel.Vivian@uky.edu>   Fri, Oct 20, 2017 at 2:46 PM
To: "Sturlaugson, Brent" <brent.sturlaugson@uky.edu>
Cc: "White, Allison" <Allison.White@uky.edu>

Brent,

I'm afraid I am somewhat belatedly getting to your request about the MUED proposal. I have asked the Department of Historic Preservation faculty by email, and none has objections to the MUED borrowing our courses. In fact, most members of the department voiced strong support for the proposal.

I hope this email will satisfy the Senate Council. If you have any questions or need anything else, don't hesitate to ask.

Dan

[cid:image001.png@01D349B2.44015260]

Daniel Vivian
Associate Professor and Chair
Department of Historic Preservation
College of Design
University of Kentucky
Lexington, KY 40506-0041
daniel.vivian@uky.edu │ 859.323.6392

38˚84˚ the power of place™<https://www.uky.edu/design/>

From: "White, Allison" <Allison.White@uky.edu>
Date: Friday, October 6, 2017 at 9:30 PM
To: "Vivian, Daniel" <Daniel.Vivian@uky.edu>
Subject: Fwd: Urban Design Letter

Dan,
Would you like to send an email out to the faculty and ask everyone if they object to the Urban Design Master's students taking our Courses? Either you or Ivan send the email to Brent. He probably came tome because I wrote the original letter of support.

Let me know if you are willing to do this.

Sent from my iPad

Begin forwarded message:
From: "Sturlaugson, Brent" <bst252@g.uky.edu<mailto:bst252@g.uky.edu>>
Date: October 6, 2017 at 1:13:19 PM EDT
To: "White, Allison C" <hedcarll@uky.edu<mailto:hedcarll@uky.edu>>
Subject: Urban Design Letter
[Quoted text hidden]
brent.sturlaugson@uky.edu<mailto:brent.sturlaugson@uky.edu>

12 October 2017

Graduate Council
University Senate
University of Kentucky
Lexington, KY 40506

LETTER OF SUPPORT FOR MUED
Masters of Urban and Environmental Design

Gentlemen/women:

The School of Interiors enthusiastically endorses the establishment of the Masters of Urban and Environmental Design. As designers work across scale from product to interior to building to landscape, having a degree that focuses on the urban and regional scales helps enrich the College of Design. Moreover, the development of such a program helps the College to address the needs of communities in the Commonwealth of Kentucky. The School of Interiors remains at the ready to provide an elective on Creativity and Design (ID655) for the program and we look forward to the future collaborations and course offerings we may contribute upon approval of the MUED.

This matter was discussed at a gathering of faculty on 11 October 2017. A formal vote of support was taken on this matter at that meeting and the endorsement of the program and the commitment to teach the ID655 was approved unanimously by vote of the faculty.

Sincerely,

Patrick Lee Lucas, Director
and Associate Professor

MUED CURRICULUM MAP

5B. BASED ON THE STUDENT LEARNING OUTCOMES, INCLUDE A CURRICULUM MAP OF THE PROGRAM
The MUED program consists of design studios, history and theory seminars, technical training, community outreach, and independent research.

Core courses include:
- UED 501: Introduction to Urban and Environmental Design*
- UED 511: Urban and Environmental Design Studio Primer*
- UED 601: Urban and Environmental Design Studio I
- UED 602: Urban and Environmental Design Studio II
- UED 611: Visualization and Representation
- UED 612: Research Design and Methods in Urban and Environmental Design
- UED 651: History and Theory of Urban and Environmental Design
- UED 701: Urban and Environmental Design Project
- UED 711: Urban and Environmental Design Thesis
- HP 602: Historic Preservation Law

* Core courses for students with a non-design background

Elective courses include:
- UED 551: Special Topics in Urban and Environmental Design I
- UED 561: Special Topics in Urban and Environmental Design II
- ARC 515: History and Theory Seminar: Urban Forms
- ARC 761: Special Problems in Town Design
- HP 615: American Settlement Patterns: History of Land Development
- HP 617: Historic Preservation Planning
- HP 723: Topical Seminar in Kentucky Architecture and Cultural Landscapes
- ID 655: Creative and Theoretical Design Processes
- GEO 509: Community Mapshop
- GEO 531: Landscape Ecology
- GEO 714: Political Geography
- GEO 717: Urban Geography

Student learning outcomes include:
- SLO 1: Demonstrate fluency in multiple urban and environmental design methods
- SLO 2: Implement urban and environmental design at local, regional, and global scales
- SLO 3: Engage with community members and interview stakeholders about needs
- SLO 4: Create artifacts that outline the implementation strategy of urban and environmental design
- SLO 5: Explain the value of urban and environmental design
- SLO 6: Understand the different histories and theories of urban design in local, regional, and global contexts
- SLO 7: Communicate design ideas to both professionals and nonprofessionals using different media and methods.

The following table shows how each core and elective course addresses the student learning outcomes:

Course Prefix and Number	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7
UED 501	Introduced				Introduced	Introduced	
UED 511	Introduced	Introduced		Introduced			Introduced
UED 601	Developed	Developed	Developed	Developed	Introduced		Developed
UED 611	Introduced			Introduced			Introduced
UED 651					Developed	Mastered	
UED 602	Developed	Developed	Developed	Developed	Introduced		Developed
UED 612	Developed		Introduced				Introduced
UED 701	Mastered	Mastered	Mastered	Mastered			Mastered
UED 711	Mastered	Mastered			Mastered	Mastered	Mastered
HP 602		Developed				Developed	
UED 551					Introduced	Developed	
UED 561					Introduced	Developed	
ARC 761				Developed			
HP 615						Developed	
HP 617			Developed				
HP 723						Developed	
ID 655							Developed
GEO 509							Developed
GEO 531				Developed			
GEO 714						Developed	
GEO 717					Developed		

After consulting with faculty advisors, students will select two electives from a list of courses within their chosen concentration. Students have the option to pursue a thesis or project as their final product. The requirements include in-depth research and design guided by close supervision of a faculty advisor. Thesis students will develop a substantial verbal component in addition to visual material. Project students will develop a substantial visual component in addition to verbal material.

MUED ASSESSMENT PLAN

5C. BASED ON THE STUDENT LEARNING OUTCOMES, INCLUDE AN ASSESSMENT PLAN
The assessment plan for the MUED program is based on the model used by the School of Architecture. Data from each course in the MUED program will be collected and assessed prior to the beginning of the fall semester. Faculty in the College of Design will constitute the assessment group, and assessment oversight will be the responsibility of the MUED program director. The College of Design curriculum committee will be responsible for reviewing the assessments of the MUED program and making recommendations for improvement.

Core courses include:
- UED 501: Introduction to Urban and Environmental Design*
- UED 511: Urban and Environmental Design Studio Primer*
- UED 601: Urban and Environmental Design Studio I
- UED 602: Urban and Environmental Design Studio II
- UED 611: Visualization and Representation
- UED 612: Research Design and Methods in Urban and Environmental Design
- UED 651: History and Theory of Urban and Environmental Design
- UED 701: Urban and Environmental Design Project
- UED 711: Urban and Environmental Design Thesis
- HP 602: Historic Preservation Law

* Core courses for students with a non-design background

Student learning outcomes include:
- SLO 1: Demonstrate fluency in multiple urban and environmental design methods
- SLO 2: Implement urban and environmental design at local, regional, and global scales
- SLO 3: Engage with community members and interview stakeholders about needs
- SLO 4: Create artifacts that outline the implementation strategy of urban and environmental design
- SLO 5: Explain the value of urban and environmental design
- SLO 6: Understand the different histories and theories of urban design in local, regional, and global contexts
- SLO 7: Communicate design ideas to both professionals and nonprofessionals using different media and methods.

The following table shows how each core course addresses the student learning outcomes:

Course Prefix and Number	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7
UED 501	Introduced				Introduced	Introduced	
UED 511	Introduced	Introduced		Introduced			Introduced
UED 601	Developed	Developed	Developed	Developed	Introduced		Developed
UED 611	Introduced			Introduced			Introduced
UED 651					Developed	Mastered	
UED 602	Developed	Developed	Developed	Developed	Introduced		Developed
UED 612	Developed		Introduced				Introduced
UED 701	Mastered	Mastered	Mastered	Mastered			Mastered
UED 711	Mastered	Mastered			Mastered	Mastered	Mastered
HP 602		Developed				Developed	

For each course, students will be assessed according to how well they satisfied the intended student learning outcomes. Faculty will use the following rubric to complete the assessment:

Student Learning Outcome	Emerging	Competent	Mastering	Total
SLO 1				
SLO 2				
SLO 3				
SLO 4				
SLO 5				
SLO 6				
SLO 7				

Averages of these assessments will be used to determine the success of the program based on the intended student learning outcomes. Additional data will be collected from recent graduates to document their opinions of the MUED program. As part of a new strategy for alumni tracking, the College of Design will maintain contact with graduates of the MUED program through its Office of Philanthropy and Alumni Relations. Through this office, graduates will be asked to take a survey that will help evaluate the success of the program as well as the success of the graduate. The following rubric will be used to assess the preparation of recent graduates according to the intended student learning outcome:

Student Learning Outcome	Well Prepared	Mostly Prepared	Partially Prepared	Not Prepared
SLO 1				
SLO 2				
SLO 3				
SLO 4				
SLO 5				
SLO 6				
SLO 7				

In the first five years of the MUED program, each student learning outcome will be assessed each year. Following this, the student learning outcomes will be evaluated every three years alongside the graduate program in School of Architecture.

MUED CONCENTRATIONS

7M. CONCENTRATION 1

Town Design, Main Streets, and Rural Communities
- UED 501: Introduction to Urban and Environmental Design*; Prerequisite; 3; New
- UED 511: Urban and Environmental Design Studio Primer*; Prerequisite; 5; New
- UED 601: Urban and Environmental Design Studio I; Core; 5; New
- UED 602: Urban and Environmental Design Studio II; Core; 5; New
- UED 611: Visualization and Representation; Core; 1; New
- UED 612: Research Design and Methods in Urban and Environmental Design; Core; 1; New
- UED 651: History and Theory of Urban and Environmental Design; Core; 3; New
- UED 701: Urban and Environmental Design Project; Core; 3; New
- UED 711: Urban and Environmental Design Thesis; Core; 5; New
- HP 602: Historic Preservation Law; Core; 3; No Change
- UED 551: Special Topics in Urban and Environmental Design I; Elective; 3; New
- UED 561: Special Topics in Urban and Environmental Design II; Elective; 3; New
- ARC 761: Special Problems in Town Design; Elective; 3; No Change
- HP 615: American Settlement Patterns: History of Land Development; Elective; 3; No Change
- HP 723: Topical Seminar in Kentucky Architecture and Cultural Landscapes; Elective; 3; No Change
- ID 655: Creative and Theoretical Design Processes; Elective; 3; No Change

* Core courses for students with a non-design background
Total Credit Hours, Concentration 1: 29

7M. CONCENTRATION 2
Sustainability, Adaptability, and Resilience
- UED 501: Introduction to Urban and Environmental Design*; Prerequisite; 3; New
- UED 511: Urban and Environmental Design Studio Primer*; Prerequisite; 5; New
- UED 601: Urban and Environmental Design Studio I; Core; 5; New
- UED 602: Urban and Environmental Design Studio II; Core; 5; New
- UED 611: Visualization and Representation; Core; 1; New
- UED 612: Research Design and Methods in Urban and Environmental Design; Core; 1; New
- UED 651: History and Theory of Urban and Environmental Design; Core; 3; New
- UED 701: Urban and Environmental Design Project; Core; 5; New
- UED 711: Urban and Environmental Design Thesis; Core; 5; New
- HP 602: Historic Preservation Law; Core; 3; No Change
- UED 551: Special Topics in Urban and Environmental Design I; Elective; 3; New
- UED 561: Special Topics in Urban and Environmental Design II; Elective; 3; New
- ARC 515: History and Theory Seminar: Urban Forms; Elective; 3; No Change
- HP 617: Historic Preservation Planning; Elective; 3; No Change
- GEO 531: Landscape Ecology; Elective; 3; No Change
- GEO 717: Urban Geography; Elective; 3; No Change
- ID 655: Creative and Theoretical Design Processes; Elective; 3; No Change

* Core courses for students with a non-design background
Total Credit Hours, Concentration 2: 29

7M. CONCENTRATION 3
Urban Ecology, Data Analytics, and Infrastructure Design

- UED 501: Introduction to Urban and Environmental Design*; Prerequisite; 3; New
- UED 511: Urban and Environmental Design Studio Primer*; Prerequisite; 5; New
- UED 601: Urban and Environmental Design Studio I; Core; 5; New
- UED 602: Urban and Environmental Design Studio II; Core; 5; New
- UED 611: Visualization and Representation; Core; 1; New
- UED 612: Research Design and Methods in Urban and Environmental Design; Core; 1; New
- UED 651: History and Theory of Urban and Environmental Design; Core; 3; New
- UED 701: Urban and Environmental Design Project; Core; 5; New
- UED 711: Urban and Environmental Design Thesis; Core; 5; New
- HP 602: Historic Preservation Law; Core; 3; No Change
- UED 551: Special Topics in Urban and Environmental Design I; Elective; 3; New
- UED 561: Special Topics in Urban and Environmental Design II; Elective; 3; New
- ARC 515: History and Theory Seminar: Urban Forms; Elective; 3; No Change
- GEO 509: Community Mapshop; Elective; 3; No Change
- GEO 531: Landscape Ecology; Elective; 3; No Change
- GEO 714: Political Geography; Elective; 3; No Change
- ID 655: Creative and Theoretical Design Processes; Elective; 3; No Change

* Core courses for students with a non-design background
Total Credit Hours, Concentration 3: 29

MUED DEGREE PLAN

8A. CREATE A DEGREE PLAN FOR THE PROPOSED PROGRAM BY LISTING IN THE TABLE BELOW THE COURSES THAT A TYPICAL STUDENT WOULD TAKE EACH SEMESTER

Concentration 1: Town Design, Main Streets, and Rural Communities

	Course	Credits	Notes
Year 1: Summer	UED 501: Introduction to Urban and Environmental Design	3	Only for students entering with a non-design degree
	UED 511: Urban and Environmental Design Studio Primer	5	
Year 1: Fall	UED 601: Urban and Environmental Design Studio I	5	Core courses
	UED 611: Visualization and Representation	1	
	UED 651: History and Theory of Urban and Environmental Design	3	
	UED 551: Special Topics in Urban and Environmental Design I	3	Electives, select one
	ID 655: Creative and Theoretical Design Processes	3	
	ARC 515: History and Theory Seminar: Urban Forms	3	
	ARC 761: Special Problems in Town Design	3	
	HP 615: American Settlement Patterns: History of Land Development	3	
	HP 723: Topical Seminar in Kentucky Architecture and Cultural Landscapes	3	
Year 1: Spring	UED 602: Urban and Environmental Design Studio II	5	Core courses
	UED 612: Research Design and Methods in Urban and Environmental Design	1	
	HP 602: Historic Preservation Law	3	
	UED 561: Special Topics in Urban and Environmental Design II	3	Electives, select one
	ID 655: Creative and Theoretical Design Processes	3	
	ARC 515: History and Theory Seminar: Urban Forms	3	
	ARC 761: Special Problems in Town Design	3	
	HP 615: American Settlement Patterns: History of Land Development	3	
	HP 723: Topical Seminar in Kentucky Architecture and Cultural Landscapes	3	
Year 2: Summer	UED 701: Urban and Environmental Design Project	5	Select one
	UED 711: Urban and Environmental Design Thesis	5	
Total Credits		37	For non-design background
Total Credits		**29**	For design background

Concentration 2: Sustainability, Adaptability, and Resilience

	Course	Credits	Notes
Year 1: Summer	UED 501: Introduction to Urban and Environmental Design	3	Only for students entering with a non-design degree
	UED 511: Urban and Environmental Design Studio Primer	5	
Year 1: Fall	UED 601: Urban and Environmental Design Studio I	5	Core courses
	UED 611: Visualization and Representation	1	
	UED 651: History and Theory of Urban and Environmental Design	3	
	UED 551: Special Topics in Urban and Environmental Design I	3	Electives, select one
	ID 655: Creative and Theoretical Design Processes	3	
	ARC 515: History and Theory Seminar: Urban Forms	3	
	HP 617: Historic Preservation Planning	3	
	GEO 531: Landscape Ecology	3	
	GEO 717: Urban Geography	3	
Year 1: Spring	UED 602: Urban and Environmental Design Studio II	5	Core courses
	UED 612: Research Design and Methods in Urban and Environmental Design	1	
	HP 602: Historic Preservation Law	3	
	UED 561: Special Topics in Urban and Environmental Design II	3	Electives, select one
	ID 655: Creative and Theoretical Design Processes	3	
	ARC 515: History and Theory Seminar: Urban Forms	3	
	HP 617: Historic Preservation Planning	3	
	GEO 531: Landscape Ecology	3	
	GEO 717: Urban Geography	3	
Year 2: Summer	UED 701: Urban and Environmental Design Project	5	Select one
	UED 711: Urban and Environmental Design Thesis	5	
Total Credits		37	For non-design background
Total Credits		**29**	For design background

Concentration 3: Urban Ecology, Data Analytics, and Infrastructure Design

	Course	Credits	Notes
Year 1: Summer	UED 501: Introduction to Urban and Environmental Design	3	Only for students entering with a non-design degree
	UED 511: Urban and Environmental Design Studio Primer	5	
Year 1: Fall	UED 601: Urban and Environmental Design Studio I	5	Core courses
	UED 611: Visualization and Representation	1	
	UED 651: History and Theory of Urban and Environmental Design	3	
	UED 551: Special Topics in Urban and Environmental Design I	3	Electives, select one
	ID 655: Creative and Theoretical Design Processes	3	
	ARC 515: History and Theory Seminar: Urban Forms	3	
	GEO 509: Community Mapshop	3	
	GEO 531: Landscape Ecology	3	
	GEO 714: Political Geography	3	
Year 1: Spring	UED 602: Urban and Environmental Design Studio II	5	Core courses
	UED 612: Research Design and Methods in Urban and Environmental Design	1	
	HP 602: Historic Preservation Law	3	
	UED 561: Special Topics in Urban and Environmental Design II	3	Electives, select one
	ID 655: Creative and Theoretical Design Processes	3	
	ARC 515: History and Theory Seminar: Urban Forms	3	
	GEO 509: Community Mapshop	3	
	GEO 531: Landscape Ecology	3	
	GEO 714: Political Geography	3	
Year 2: Summer	UED 701: Urban and Environmental Design Project	5	Select one
	UED 711: Urban and Environmental Design Thesis	5	
Total Credits		37	For non-design background
Total Credits		**29**	For design background

MUED ELECTIVES

18C. PROGRAM FREE ELECTIVES COURSES

UED 551: Special Topics in Urban and Environmental Design I

- Examines emergent themes in urban and environmental design and links these themes with historical precedents. Students will develop both visual and verbal arguments in relation to the course topic. Subtitle required.

UED 561: Special Topics in Urban and Environmental Design II

- Explores additional themes in urban and environmental design through historical and theoretical analysis. This is a required course for students planning to complete the project option. Students will develop both visual and verbal arguments in relation to the course topic. Subtitle required.

ARC 515: History and Theory Seminar: Urban Forms

- One of a series of graduate seminars devoted to investigations and analyses of urban forms. Subtitle required. May be repeated to a total of 6 credit hours under different subtitles. Prereq: Junior or Senior standing with six credit hours of architecture history or art history at the 200 level or above, graduate standing, or consent of instructor.

ARC 761: Special Problems in Town Design

- Students explore various topics related to the theory and practice of existing, emerging and new strategies for city and town development, revitalization, and long-term sustainability. Subtitle required. Prereq: Admission to the Master of Architecture program.

HP 615: American Settlement Patterns: History of Land Development

- A graduate seminar that explores the traditions, policies, practices and regulations that dictate the form of the built environment in the United States, from colonial times to the present, in rural, suburban, and urban contexts. Prereq: Enrollment in program or consent of instructor.

HP 617: Historic Preservation Planning

- An introduction to historic preservation planning. Projects will introduce students to a variety of preservation planning tools, including neighborhood historic resource surveys, the creation of historic districts, the development of design guidelines, and the mapping of historic resources among others. The course will focus on historic sites and structures within Kentucky. Individual and team projects will involve interaction with local government, planning and preservation groups. Class meets for three (3) hours per week. Prereq: Enrollment in program or consent of instructor. Prereq: Enrollment in program or consent of instructor.

HP 723: Topical Seminar in Kentucky Architecture and Cultural Landscapes

- This course is a topical seminar with a subtitle each time it is offered. It emphasizes an understanding of how the built and physical landscapes combine to generate locally characteristic cultural landscapes. Class readings and discussions will provide background, contextual and comparative information for class investigation of a research, design or policy problem concerning Kentucky architecture and cultural landscapes. Students will each research an aspect of the topic problem, and present their findings both orally and in written form. Prereq: Consent of instructor.

ID 655: Creative and Theoretical Design Processes

- This course will focus on creativity and the design process with emphasis on investigation of current topics in interior design and the built environment. Theoretical frameworks will be explored to advance understanding of creativity and help students form a knowledge base for developing an in-depth research topic. Prereq: Graduate standing.

GEO 509: Community Mapshop

- This course focuses on the development of applied GIS skills and follows a participatory workshop model with intensive, hands-on collaboration with community partners. The course covers a full range of collaborative GIS: working with team members and project partners to identify project goals, acquiring and preparing spatial data for GIS analyses, communicating with clients to assess progress, managing spatial data, and producing necessary maps and analyses. Prereq: GEO 309 or GEO 609 or consent of instructor.

GEO 531: Landscape Ecology
- This course explores the field of landscape ecology – the causes, development, importance of ecological processes, and the interactions of dynamic processes over broad spatial scales that can serve as foundation for decision-making and problem solving. Prereq: Six hours of physical geography or biology.

GEO 714: Political Geography
- A seminar in political geography, including, for example, electoral systems; state theory; post-Cold War democratization; the geography of revolutionary change; critical geopolitics; political economy of environmental movements; political economy of globalization discourses and practices. May be repeated to a maximum of nine credits under different subtitles.

GEO 717: Urban Geography
- Seminar in urban geography, including, for example, urban morphology; urban systems; the local state; urban social fragmentation; conflicts over urban growth and development; urban transportation planning; urban historical geography; gender and urban space; race and urban space; urban landscapes. May be repeated to a maximum of nine credits under different subtitles. Prereq: Consent of instructor.

MUED TRACKS

Concentration 1: Town Design, Main Streets, and Rural Communities
- UED 501: Introduction to Urban and Environmental Design*; Prerequisite; 3; New
- UED 511: Urban and Environmental Design Studio Primer*; Prerequisite; 5; New
- UED 601: Urban and Environmental Design Studio I; Core; 5; New
- UED 602: Urban and Environmental Design Studio II; Core; 5; New
- UED 611: Visualization and Representation; Core; 1; New
- UED 612: Research Design and Methods in Urban and Environmental Design; Core; 1; New
- UED 651: History and Theory of Urban and Environmental Design; Core; 3; New
- UED 701: Urban and Environmental Design Project; Core; 5; New
- UED 711: Urban and Environmental Design Thesis; Core; 5; New
- HP 602: Historic Preservation Law; Core; 3; No Change
- UED 551: Special Topics in Urban and Environmental Design I; Elective; 3; New
- UED 561: Special Topics in Urban and Environmental Design II; Elective; 3; New
- ARC 761: Special Problems in Town Design; Elective; 3; No Change
- HP 615: American Settlement Patterns: History of Land Development; Elective; 3; No Change
- HP 723: Topical Seminar in Kentucky Architecture and Cultural Landscapes; Elective; 3; No Change
- ID 655: Creative and Theoretical Design Processes; Elective; 3; No Change

* Core courses for students with a non-design background
Total Credit Hours, Concentration 1: 29

Concentration 2: Sustainability, Adaptability, and Resilience
- UED 501: Introduction to Urban and Environmental Design*; Prerequisite; 3; New
- UED 511: Urban and Environmental Design Studio Primer*; Prerequisite; 5; New
- UED 601: Urban and Environmental Design Studio I; Core; 5; New
- UED 602: Urban and Environmental Design Studio II; Core; 5; New
- UED 611: Visualization and Representation; Core; 1; New
- UED 612: Research Design and Methods in Urban and Environmental Design; Core; 1; New
- UED 651: History and Theory of Urban and Environmental Design; Core; 3; New
- UED 701: Urban and Environmental Design Project; Core; 5; New
- UED 711: Urban and Environmental Design Thesis; Core; 5; New
- HP 602: Historic Preservation Law; Core; 3; No Change
- UED 551: Special Topics in Urban and Environmental Design I; Elective; 3; New
- UED 561: Special Topics in Urban and Environmental Design II; Elective; 3; New
- ARC 515: History and Theory Seminar: Urban Forms; Elective; 3; No Change
- HP 617: Historic Preservation Planning; Elective; 3; No Change
- GEO 531: Landscape Ecology; Elective; 3; No Change
- GEO 717: Urban Geography; Elective; 3; No Change
- ID 655: Creative and Theoretical Design Processes; Elective; 3; No Change

* Core courses for students with a non-design background
Total Credit Hours, Concentration 2: 29

Concentration 3: Urban Ecology, Data Analytics, and Infrastructure Design
- UED 501: Introduction to Urban and Environmental Design*; Prerequisite; 3; New

- UED 511: Urban and Environmental Design Studio Primer*; Prerequisite; 5; New
- UED 601: Urban and Environmental Design Studio I; Core; 5; New
- UED 602: Urban and Environmental Design Studio II; Core; 5; New
- UED 611: Visualization and Representation; Core; 1; New
- UED 612: Research Design and Methods in Urban and Environmental Design; Core; 1; New
- UED 651: History and Theory of Urban and Environmental Design; Core; 3; New
- UED 701: Urban and Environmental Design Project; Core; 5; New
- UED 711: Urban and Environmental Design Thesis; Core; 5; New
- HP 602: Historic Preservation Law; Core; 3; No Change
- UED 551: Special Topics in Urban and Environmental Design I; Elective; 3; New
- UED 561: Special Topics in Urban and Environmental Design II; Elective; 3; New
- ARC 515: History and Theory Seminar: Urban Forms; Elective; 3; No Change
- GEO 509: Community Mapshop; Elective; 3; No Change
- GEO 531: Landscape Ecology; Elective; 3; No Change
- GEO 714: Political Geography; Elective; 3; No Change
- ID 655: Creative and Theoretical Design Processes; Elective; 3; No Change

* Core courses for students with a non-design background

Total Credit Hours, Concentration 3: 29

01 March 2017

RE: Master of Urban & Environmental Design

To whom it may concern:

I am pleased to offer my enthusiastic support for the College of Design's proposal for a new graduate degree, Master of Urban and Environmental Design. This proposal is one part of a larger, progressive vision for the College of Design as we embark on the work of actualizing our new strategic plan. We are expanding the definition and range of design disciplines to reflect both the needs and situation of the Commonwealth, which is endowed with a diverse range of urbanization from small town revitalization to adaptive reuse in deindustrialized districts. An extended view of the future thinking of the College includes other components of an urban design focus:

- an Urban and Environmental Design Center
- an Undergraduate Certificate in Urban and Environmental Design
- a Graduate Certificate in Urban and Environmental Design

The current proposed Master of Urban and Environmental Design is a starting point for this expansion and simultaneous to the revamping and modernization of the Historic Preservation program. We are currently interviewing candidates for a new Director, planning a re-titling of the program, inviting new visiting scholars, and in the midst of launching a full online master's degree program for historic preservation. The Urban and Environmental Design program will eventually live in a School for both of these programs and will be able to **share resources in faculty, research and the development of a Center**, which is destined, in the spirit of cooperative extension, as outreach and education for both the rural and urban population of Kentucky.

The University of Kentucky is uniquely capable of offering instruction across the topics of contemporary urbanization. Many departments offer courses related to urban phenomena, but **a degree in urban design and a central hub dedicated to interdisciplinary discussion of all issues of urbanism has never existed in the Commonwealth**. While the University of Louisville offers a program in Urban Planning, it does not include design, and

see blue.

they are eager to participate in this new program focusing on design with the added bonus of other UK constituencies, including historic preservation, geography, landscape architecture, forestry, et al.

Kentucky has longstanding issues in the full range of rural- to urban-scape, and opportunities to improve economic and social services access. This new program could not only produce graduates to support agencies such as the Louisville and Lexington planning divisions but also architecture and design offices and the broader extension services across the Commonwealth.

From the dean's office I offer my commitment to supporting the infrastructure of this new degree, including but not limited to: **studio space, workshop facilities, faculty lines and graduate student teaching/research appointments** as outlined in the proposal.

I am excited about this needed, well-considered and thoughtful new program. It not only begins to add detail to the expansive potential of **design** for the Commonwealth but it offers new opportunity for real interdisciplinary problem-solving. Please do not hesitate to contact me should you need additional detail for this proposal.

Sincerely,

Mitzi R. Vernon
Professor & Dean

March 5, 2017

RE: Master of Urban and Environmental Design

To Whom It May Concern,

I am writing to express my strong support for the Master of Urban and Environmental Design (MUED) program being proposed by the College of Design. I am the Director of the School of Architecture at the College of Design, with over twenty-five years of professional architectural and urban design experience, spanning multiple continents. I have more than ten years of teaching and research experience at Columbia University that focused on urban issues prior to joining University of Kentucky. I am also on the editorial board for the international Journal of Contemporary Urban Affairs. In my opinion, the proposed MUED program is necessary for broadening our understanding of design of the built environment and how our multiple disciplines shape it. It will enable the College to expand its expertise and knowledge in the field of design through research, experimentation and speculation at the urban scale.

The addition of the Masters of Urban and Environmental Design program to the College is, in my opinion, a necessary step in the evolution of the College of Design. For the first time in our planet's history there are more people living in cities than not. It is paramount that we introduce students of Design to the complexities of cities and make them aware that design decisions that we make have implications beyond just the local context. Additionally, with more and more people living in cities, it is important that we educate our future designers on the challenges cities face in accommodating growing and diverse populations, and how this might be accomplished in a socially and ecologically sustainable way. Importantly, we need to impart on our students that design can have a positive impact on the quality of life in cities in the future.

Being the flagship university for the Commonwealth, it is incumbent of us to be the thought leaders on topics related to the design and the well-being of Kentucky's cities, towns and their populations. Additionally, many of what may seem like issues related specifically to Kentucky, may have broader relevance that extends to the region, nation and the world.

The curriculum proposed for the MUED program ensures a cross-disciplinary approach that utilizes the existing expertise of our faculty and their research across the College and the University. As the Director of the School of Architecture, I strongly believe that this program will attract a number of students who are studying architecture. I also believe that the program will appeal to a diverse group of graduate students from both inside and outside the University of Kentucky and that state. The Commonwealth will greatly benefit from making this program a part of the University of Kentucky's College of Design.

Sincerely,

Jeffrey Johnson, RA, AIA
Director
Associate Professor

see blue.

01 March 2017

Graduate Council
University Senate
University of Kentucky
Lexington, KY 40506

LETTER OF SUPPORT FOR MUED : Masters of Urban and Environmental Design

Gentlemen/women:

The School of Interiors enthusiastically endorses the establishment of the Masters of Urban and Environmental Design. As designers work across scale from product to interior to building to landscape, having a degree that focuses on the urban and regional scales helps enrich the College of Design. Moreover, the development of such a program helps the College to address the needs of communities in the Commonwealth of Kentucky.

The School of Interiors remains at the ready to provide an elective on Creativity and Design (ID655) for the program and we look forward to the future collaborations and course offerings we may contribute upon approval of the MUED.

Sincerely,

Patrick Lee Lucas, Director
 and Associate Professor

March 1, 2017

To Whom It May Concern:

As Chair of the Department of Historic Preservation, I have reviewed the proposal put forward through the College of Design to create a Master of Urban and Environmental Design (MUED) degree. The students enrolled in the proposed program of study will take one of our courses, HP 602 or Preservation Law, as a core course requirement, and we would welcome their participation. Several additional courses within the Department of Historic Preservation's curriculum can serve as MUED electives. In turn, courses offered within the MUED program can be used as electives for students enrolled in the MHP degree.

I see the proposed program of study as being complimentary to the current MHP degree, and it will serve to promote synergy within the College of Design. Both Historic Preservation and MUED address urban and small town environments, but at differing scales and from different points of view. In short, the Department of Historic Preservation is in full support of the college's initiative to create a Master of Urban and Environmental Design (MUED) degree. Further, it fills a need within the Commonwealth.

Please feel free to contact me if you should have additional questions.

Best regards,

Allison Carll White, Ph.D.
Chair and Clay Lancaster Endowed Professor
Department of Historic Preservation

March 3, 2017

Brent Sturlaugson
Architecture, College of Design
UK Campus

Dear Brent,

Please use this letter to assure all relevant decision making bodies (including the Faculty Senate and the Council on Postsecondary Education) going forward that the Geography Department supports the College of Design proposal for the "Master Degree of Urban and Environmental Design" and the inclusion of Geography courses in that proposed degree. We are grateful that you asked our input and editorial advice on earlier drafts of the proposal and are excited to see it come to fruition. It promises cross-disciplinary and inter-college collaborations that will benefit us all. Please let me know if I can offer any further assistance in seeing this proposal through.

Best Regards,

Richard H. Schein
Professor and Chair

College of Agriculture, Food and Environment
Department of Landscape Architecture

Ned M. Crankshaw
Professor & Chair
S305 Agriculture Science Bldg
1100 S Limestone
Lexington KY 40546-0091
Phone: 859-257-4691
Email: Ned.Crankshaw@uky.edu
www.uky.edu/Ag/LA

To: Graduate Council, University of Kentucky

From: Ned Crankshaw

Date: February 28, 2017

Re: Master of Urban and Environmental Design program proposal
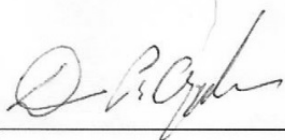
The Department of Landscape Architecture and I support the College of Design's proposal for a Master of Urban and Environmental Design. The program adds a much-needed urban design degree not currently available in the Commonwealth of Kentucky and which would be a viable and useful option for graduate education for graduates of UK's Bachelor of Science in Landscape Architecture. Our department would be pleased to advise and otherwise work with students in the proposed program.

March 2, 2017

To whom it may concern,

I am writing to enthusiastically and wholeheartedly support the establishment of the MUED program in the College of Design at the University of Kentucky. The proposal is noteworthy for many reasons, not the least of which is that it recognizes the contributions historic preservation can make to urban design education. I look forward to welcoming Urban Design students into the Historic Preservation courses that have been integrated into the MUED curriculum, including those that I currently teach, HP 615: American Settlement Patterns and HP 617: Historic Preservation Planning. I will gladly assist other Historic Preservation, Architecture, Interiors, Landscape Architecture, Geography, and UED faculty (when hired) to develop and fine-tune new courses as the program launches. Please feel free to contact me with any questions you may have.

Sincerely,

Douglas R. Appler, Ph.D., AICP
Assistant Professor
Department of Historic Preservation
University of Kentucky, College of Design

February 28th, 2017

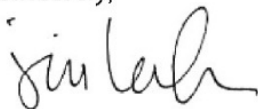RE: Master of Urban and Environmental Design

To Whom It May Concern,

I am writing to express my support for the Master of Urban and Environmental Design (MUED) program being developed by the College of Design. Currently I am a Lecturer in the College of Design with a dual appointment in the School of Interior Design and School of Architecture. I have twenty-three years of professional architectural experience and am a co-founder of SLAB Architecture PLLC where our practice has focused on urban design projects and issues over the last six years. The proposed MUED program will allow our College to expand its field of design knowledge and expertise to include research and investigations of the built environment at the macro scale of the city.

Expanding the College of Design to include the Masters of Urban and Environmental Design program is a natural evolution of a design department and is necessary in order to address an increasing urban population worldwide. The concentrations of study in the MUED program allow for cross-disciplinary research across the College and the University and address regional and global design problems unique to each area of knowledge.

I strongly believe that this program will attract a diverse range of graduate students from both inside and outside the University of Kentucky and state. Kentucky will greatly benefit from housing this program at the University of Kentucky's College of Design.

Sincerely,

Jill Leckner, RA, Leed AP
Lecturer, College of Design, University of Kentucky
Principal, SLAB Architecture PLLC

25 February 2017

Katherine M. McCormick, Chair
        Cc: Sheila Brothers
University Senate
203E Main Building
Lexington, KY 40506-0032

Re: UED 561: Special Topics in Urban and Environmental Design II, Letter of Commitment

Chair McCormick:

My name is Gregory Luhan, PhD. I am a full professor in the College of Design, School of Architecture and the John Russell Groves Endowed Professor Architecture. I enthusiastically write in support of the College of Design's proposed Masters of Urban and Environmental Design program.

With reference to the proposed College of Design's Masters of Urban and Environmental Design program, please accept this letter of commitment to teach the UED 561: Special Topics in Urban and Environmental Design II. In this course, students who are completing the project option of the Master's degree, will develop both visual and verbal arguments that explore themes in urban and environmental design through historical and theoretical analysis. The UED 561 course will be offered each spring semester.

Sincerely,

Gregory A. Luhan, PhD, AIA
Associate Dean for Administration
The John Russell Groves Endowed Professor of Architecture

March 6, 2017

RE: Master of Urban and Environmental Design (MUED) Program Proposal

To Whom It May Concern:

As an Assistant Professor in the School of Architecture I am writing to express my support for the establishment of a Master of Urban and Environmental Design (MUED) program within the College of Design. This would be a unique interdisciplinary program of advanced study in the Commonwealth of Kentucky in which emerging architects, landscape architects, geographers, designers, and others can join in a rigorous learning experience to gain expertise in design across a range of scales. There is a need for urban designers and associated professionals to tackle issues arising from changing growth and land use patterns, and to design places that will foster urban development and reuse that sustains and supports communities, and that understands the interdependencies of buildings and landscapes. Such an understanding requires many skills that the various colleges and departments involved in this effort will be able to provide. Assuming the program receives the full support of the University to hire faculty in areas in which we currently lack expertise, I am pleased to participate in this program. The MUED will address the need for professionals who will advance the research program of the University while dealing creatively with the diverse urban and environmental design issues that face both the Commonwealth and the world at large.

Sincerely,

Andrew J. Manson, PhD
Assistant Professor
School of Architecture
College of Design
University of Kentucky

March 1, 2017

To Whom It May Concern:

I am Rebekah Radtke, an assistant professor in the School of Interiors in the College of Design and I teach a graduate course that will support the new Master of Urban and Environmental Design program. I am willing to allow the new program to cross list ID 655: Issues In Creativity And The Design Process for UED 561: Special Topics in Urban and Environmental Design II, as I believe that this will enhance the course by creating a more diverse and engaging learning environment. Students enrolled will learn to actively engage with design research and understand how to apply new methodologies that explore social impacts of design in the built environment. Please do not hesitate to contact me if you have any questions concerning the course.

Thank you for your consideration.
Sincerely,

Rebekah Radtke

Digitally signed by Rebekah Radtke
DN: cn=Rebekah Radtke, o, ou,
email=rebekahradtke@gmail.com, c=US
Date: 2017.03.01 14:21:42 -05'00'

Rebekah Radtke
rebekah.radtke@uky.edu

February 27 2017

To Whom it May Concern:

I'm writing in strong support of establishing an Urban Design Program in the College of Design. I believe the issues and topics considered would be extremely beneficial to students, and ultimately to the Commonwealth. The establishment of such a program would serve to fill a significant gap in design education presently available to Kentucky's students.

Over the past eight years, I've taught several design studios that would have been right at home in an Urban Design curriculum. Primarily focused on the city of Paducah, the studios sought to understand the dynamics of large towns and small cities. I'd be most happy to have these types of studios included in the Urban Design Curriculum in the future.

If I may be of any further assistance, please do not hesitate to ask.

Most Sincerely,

Gary P. Rohrbacher

University Professor, Associate Professor
College of Design
School of Architecture
gary.rohrbacher@uky.edu

March 3, 2017

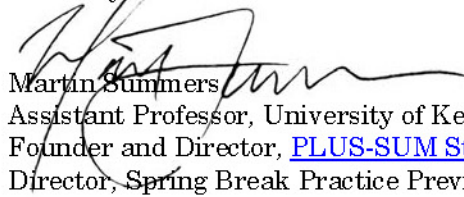Re: Master of Urban and Environmental Design Letter of Support

To Whom It May Concern:

I am writing to express my support for the Master of Urban and Environmental Design program being developed by the College of Design. I am an Assistant Professor of Architecture who received my undergraduate education at UK in what was then the College of Architecture and went on to receive my Master of Architecture at UCLA in the Architecture + Urban Design program. The program at UCLA allowed me to expand my own interests in cities and their organization to approach problems across all scales and to apply my architectural thinking at scales where the problems are in many cases not fully comprehensible, nor are solutions complete. Projects like these require extended teams of experts and provide opportunities to shape the future of the urban environment, civic engagement, social welfare and sustainability. I now teach my studios at UK with a similar focus where projects are typically at the scale of a portion of the city and where these projects attempt to address issues of globalization, sustainability, culture, and infrastructure within the context of the Commonwealth of Kentucky and beyond. In fact, this semester I was invited to develop a studio to address the future of urbanization broadly while within the specific context of new city development in Malaysia for the Malaysia Biennial, 100 Year City that will open in August. A project like this could be an amazing opportunity to engage students with urbanization as a focus to address these problems in a multi-disciplinary team. It is at this scale, the scale of the city, where design will address the most important issues of our times as more people move to cities and resources are consumed at an ever more rapid pace. If we can address these problems, we address the planets problems and we as a university can make a lasting impact for future generations. This program couldn't be proposed at a more critical moment in our history and it has my full support.

The MUED program also comes at a critical time in the college's evolution as we look to expand and grow the multi-disciplinary opportunities by expanding what is encompassed under the term "design." By leveraging the expertise of faculty already in the college and augmenting them with specific expertise at the urban scale, we have the opportunity to generate new collaborations both internally and across the campus with sociology, geography, sustainability and other disciplines who are already approaching problems at this scale and can engage municipalities both large and small in projects that make a difference in the lives of Kentuckians. In many ways, we already do this in the college through community outreach projects such as the River Cities Projects, HBEER and the West Liberty Project and this program would further strengthen the outcomes and impacts. It is also through these projects that our students are beginning to engage design issues at the urban scale and many are now seeking this as a career trajectory. If we are able to produce a program with urban design as a specific focus, we will produce graduates who are ready to apply their knowledge and generate lasting solutions across the state and beyond.

I am excited by the potential of this program to make a lasting impact on the research we can do at UK and the potential that focused, urban research will have on the shape of our state to come. I fully support this endeavor and look forward to when these efforts will come to fruition.

Sincerely,

Martin Summers
Assistant Professor, University of Kentucky College of Design
Founder and Director, PLUS-SUM Studio
Director, Spring Break Practice Previews Program

see blue.

March 3, 2017

Brent Sturlaugson
Architecture, College of Design
UK Campus

Dear Brent,

Please use this letter to assure all relevant decision making bodies (including the Faculty Senate and the Council on Postsecondary Education) going forward that the Geography Department supports the College of Design proposal for the "Master Degree of Urban and Environmental Design" and the inclusion of Geography courses in that proposed degree. We are grateful that you asked our input and editorial advice on earlier drafts of the proposal and are excited to see it come to fruition. It promises cross-disciplinary and inter-college collaborations that will benefit us all. Please let me know if I can offer any further assistance in seeing this proposal through.

Best Regards,

Richard H. Schein
Professor and Chair

MUED

University of Kentucky
College of Design
Master of Urban and Environmental Design Degree Proposal

The Master of Urban and Environmental Design (MUED) is a new program in the College of Design that offers a graduate degree to students pursuing both academic and professional careers in urbanism. The MUED program consists of design studios, history and theory seminars, technical training, community outreach, and independent research. The objectives of the program are three-fold. First, it promotes meaningful engagement from diverse communities in the urban design process. Second, it aims to inspire visions of social, economic, and environmental sustainability at multiple scales. Third, it seeks to enact progressive change in the built environment through specialized education in both theory and practice of urban design. Graduates will be able to demonstrate fluency in multiple urban and environmental design methods; implement urban and environmental design at local, regional, and global scales; engage with community members and interview stakeholders about needs; create artifacts that outline the implementation strategy of urban and environmental design; explain the value of urban and environmental design; understand the different histories and theories of urban design in local, regional, and global contexts; and, communicate design ideas to both professionals and nonprofessionals using different media and methods. The MUED program aligns with the University of Kentucky Strategic Plan by fulfilling the goal of strengthening the quality and distinction of graduate programs, and it advances the College of Design Strategic Plan by creating synergy between existing and proposed programs. The program also contributes to achieving the Kentucky Council on Postsecondary Education Strategic Agenda by improving career readiness of graduates, increasing innovative research and design opportunities, and strengthening ties with community partners to identify design challenges.

13N. DESCRIBE THE TYPES OF JOBS AVAILABLE FOR GRADUATES, AVERAGE WAGES FOR THESE JOBS, AND THE NUMBER OF ANTICIPATED OPENINGS FOR EACH TYPE OF JOB AT THE REGIONAL, STATE, AND NATIONAL LEVELS

Based on statistical data from the Department of Labor, the following table outlines the range of jobs available for MUED graduates with the anticipated number of annual openings from 2014-2024:

Job	Salary	Annual Openings in KY	Annual Openings in US
Urban and Regional Planner	$68,200.00	20 (14% increase)	940 (6% increase)
Postsecondary Architecture Teachers	$73,900.00	0 (23% increase)	250 (9% increase)
Landscape Architects	$63,800.00	10 (13% increase)	490 (6% increase)
Architects	$76,100.00	60 (24% increase)	2,630 (7% increase)
Designers	$53,300.00	N/A	270 (6% increase)

14. ASSESSMENT AND OVERSIGHT

14A. DESCRIBE HOW EACH PROGRAM-LEVEL STUDENT LEARNING OUTCOME WILL BE ASSESSED AND HOW ASSESSMENT RESULTS WILL BE USED TO IMPROVE THE PROGRAM.

The assessment plan for the MUED program is based on the model used by the School of Architecture. Data from each course in the MUED program will be collected and assessed prior to the beginning of the fall semester. Faculty in the College of Design will constitute the assessment group, and assessment oversight will be the responsibility of the MUED program director. The College of Design curriculum committee will be responsible for reviewing the assessments of the MUED program and making recommendations for improvement.

14B. DESCRIBE PROGRAM EVALUATION PROCEDURES FOR THE PROPOSED PROGRAM

Program assessment will be based on student evaluations, retention rates, financial sustainability, graduate employment, and semiannual reviews. Benchmarks for the MUED program include:

- Student evaluations of the program meet or exceed the averages of other graduate programs in the College of Design
- Student retention rate meets or exceeds the averages of other graduate programs in the College of Design
- Program is financially sustainable
- Graduates seeking employment find jobs in one of the many design disciplines
- Graduates wishing to continue academic work find positions in doctoral programs
- Semiannual reviews of student work demonstrate success in meeting student learning outcomes

In the event the MUED program does not meet its objectives, the curriculum committee will make recommendations for improvement to the administration and faculty in the College of Design.

14C. IDENTIFY BOTH THE DIRECT AND INDIRECT METHODS BY WHICH THE INTENDED STUDENT LEARNING OUTCOMES WILL BE ASSESSED

Direct methods for assessing the student learning outcomes include a review of student performance in each course. Indirect methods include course evaluations and a graduate survey. For each course, students will be assessed according to how well they satisfied the intended student learning outcomes. Faculty will use the following rubric to complete the assessment:

Student Learning Outcome	Emerging	Competent	Mastering	Total
SLO 1				
SLO 2				
SLO 3				
SLO 4				
SLO 5				
SLO 6				
SLO 7				

Averages of these assessments will be used to determine the success of the program based on the intended student learning outcomes. Additional data will be collected from recent graduates to document their opinions of the MUED program. The following rubric will be used to assess the preparation of recent graduates according to the intended student learning outcome:

Student Learning Outcome	Well Prepared	Mostly Prepared	Partially Prepared	Not Prepared
SLO 1				
SLO 2				
SLO 3				
SLO 4				
SLO 5				
SLO 6				
SLO 7				

In the first five years of the MUED program, each student learning outcome will be assessed each year.

14D. PROCEDURES FOR COURSE MAPPING OF STUDENT LEARNING OUTCOMES
14D.I. WHICH COMPONENTS WILL BE EVALUATED?
Student learning outcomes include:
- SLO 1: Demonstrate fluency in multiple urban and environmental design methods
- SLO 2: Implement urban and environmental design at local, regional, and global scales
- SLO 3: Engage with community members and interview stakeholders about needs
- SLO 4: Create artifacts that outline the implementation strategy of urban and environmental design
- SLO 5: Explain the value of urban and environmental design
- SLO 6: Understand the different histories and theories of urban design in local, regional, and global contexts
- SLO 7: Communicate design ideas to both professionals and nonprofessionals using different media and methods.

14D.II. WHEN WILL COMPONENTS BE EVALUATED?
The student learning outcomes will be evaluated prior to the start of the fall semester each year for the first five years, at which point the evaluations will be conducted every three years.

14D.III. WHEN WILL THE DATA BE COLLECTED?
Data will be collected at the conclusion of each course and compiled before the beginning of the fall semester.

14D.IV. HOW WILL THE DATA BE COLLECTED?
Data will be collected through student evaluations, student retention rate, financial records, program graduate surveys, and student work archived on a secure server managed by the College of Design.

14D.V. WHAT WILL BE THE BENCHMARKS AND/OR TARGETS TO BE ACHIEVED?
Benchmarks for the MUED program include:
- Student evaluations of the program meet or exceed the averages of other graduate programs in the College of Design
- Student retention rate meets or exceeds the averages of other graduate programs in the College of Design
- Program is financially sustainable
- Graduates seeking employment find jobs in one of the many design disciplines
- Graduates wishing to continue academic work find positions in doctoral programs
- Semiannual reviews of student work demonstrate success in meeting student learning outcomes

14D.VI. WHAT INDIVIDUALS OR GROUPS WILL BE RESPONSIBLE FOR DATA COLLECTION?
Student services, administrative staff, and the associate dean for student engagement in the College of Design will be responsible for data collection.

14D.VII. HOW WILL THE DATA AND FINDINGS BE SHARED WITH FACULTY?
Each year, the data and findings will be shared with faculty through the College of Design curriculum committee, which will report to the full faculty.

14D.VIII. HOW WILL THE DATA BE USED FOR MAKING PROGRAMMATIC IMPROVEMENTS?
In the event the MUED program does not meet its objectives, the curriculum committee will make recommendations for improvement to the administration and faculty in the College of Design.

14D.IX. WHAT ARE THE MEASURES OF TEACHING EFFECTIVENESS?
Teaching effectiveness will be measured through both student evaluations and student success in meeting the intended learning outcomes and program objectives. It will also be measured in the annual faculty performance reviews conducted by the College of Design.

14D.X. WHAT EFFORTS TO IMPROVE TEACHING EFFECTIVENESS WILL BE PURSUED BASED ON THESE MEASURES?
Improvements in teaching effectiveness will be suggested by the program director. Additionally, utilization of existing resources at the University of Kentucky will be encouraged in the event of underperforming teaching effectiveness.

14D.XI. WHAT ARE THE PLANS TO EVALUATE STUDENTS' POST-GRADUATE SUCCESS?
As part of a new strategy for alumni tracking, the College of Design will maintain contact with graduates of the MUED program through its Office of Philanthropy and Alumni Relations. Through this office, graduates will be asked to take a survey that will help evaluate the success of the program as well as the success of the graduate.

15. COST AND FUNDING OF THE PROPOSED PROGRAM

15A. WILL THIS PROGRAM REQUIRE ADDITIONAL RESOURCES?
Yes
New faculty will be phased in during the first five years of the program. During that time, the MUED curriculum will be cross-listed with existing courses in the College of Design until sufficient student enrollment is reached. In Fall 2018, the first full-time faculty will be hired to begin teaching, , recruit students, and seek external funding. This hire, to be made in 2017-2018, will also be the program director. In 2018-2019, the second full-time faculty will be hired to teach the first full cohort of MUED students. As the program grows, additional full-time faculty will be hired to accommodate additional students. Since the program is studio-based, the ratio used for calculating appropriate faculty resources for the MUED reflects the ratio used in the Master of Architecture program. Part-time faculty will be hired as they relate to specific design studio projects, which mirrors current practices in the School of