

**NAAB RESPONSE TO UNIVERSITY OF HAWAII MANOA
2011 ANNUAL REPORT**

Date Report Received: November 29, 2011
Year of Next Visit: 2012

**Section One:
Checklist of required elements**

Part I Statistical Report	√Included	Not Included
Part II Narrative Report	√Included	Not Included

**Section Two:
Assessment of Narrative Report**

No annual report was required since the program has a visit scheduled for fall 2012.

DEFICIENCIES

1.4. Financial Resources

CAUSES OF CONCERN

CHANGES TO THE ACCREDITED PROGRAM

None Listed

NAAB RESPONSE TO UNIVERSITY OF HAWAII 2008 ANNUAL REPORT

Rec'd Date: December 5, 2008
Year of Next Visit: 2012

Section One: Checklist of required elements

Part I Statistical Report	√Included	Not Included
Part II Narrative Report	√Included	Not Included

Section Two: Assessment of Narrative Report

DEFICIENCIES

Condition 3: Public Information

The program is requested to continue reporting on efforts to address this condition; in particular, its compliance with the exact language of Appendix A in the program website and catalog. Text from the most recent visiting team is on p. 10-11 of the VTR.

Condition 10: Financial Resources

The program is requested to continue reporting on efforts to address this condition; the program is to be applauded for its efforts, but please continue reporting as you transition to a "4+3" format.

CAUSES OF CONCERN

Fiscal Resources

See condition 10: Financial Resources above.

Costs Associated with Practicum

See condition 10: Financial Resources above.

Transparency and Selection Process for Practicum

The program is requested to continue reporting on efforts to address this cause of concern; in particular, please report on the impact of the changes as outlined in the narrative.

Degree of Change

The program is requested to continue reporting on efforts to address this cause of concern.

Interdisciplinary Concept

The program is requested to continue reporting on efforts to address this cause of concern.

Team Room

Satisfied, no further reporting required.[†] Although satisfied, the program is encouraged to attend the NAAB workshop on Team Room Preparation prior to the next visit.

Research Centers

The program is requested to continue reporting on efforts to address this cause of concern; in particular, please report on the impact of the changes as outlined in the narrative.

Leadership and Collaborative Efforts

The program is requested to continue reporting on efforts to address this cause of concern; in particular, please report on the impact of the changes as outlined in the narrative.

[†] Although an area may be marked "satisfied, no further reporting required," the next visiting team may include in its report its own assessment of the program's response to the deficiency.

Information Resources

Satisfied, no further reporting required.[†]

CHANGES TO THE ACCREDITED PROGRAM

The program reports a new D. Arch curriculum starting in fall 2008 that partitions the degree into a four year pre-professional B. of Environmental Design followed by the three year segment.

[†] Although an area may be marked "satisfied, no further reporting required," the next visiting team may include in its report its own assessment of the program's response to the deficiency.

NAAB Annual Report – PART II NARRATIVE REPORT

Section 1 – Program’s Response to the most recent Visiting Team Report (VTR) addressing Section 1.4 Conditions Not Met and Section 1.5 Causes of Concern of the VTR.

The last VTR was dated 3-7 November 2007. VTR Section 1.4 Conditions Not Met cited two conditions as Not Met: 3. Public Information, and 10. Financial Resources.

A. Public Information

Section 1.4 states as Not Met: 3. Public Information. The VTR contains no additional narrative.

Program Response

In response to the NAAB’s request for a change in the degree title, the school sought and obtained University approval to change the degree title from Architecture Doctorate (Arch.D.) to Doctor of Architecture (D.Arch.). The D.Arch. degree title is now included in all school publications, promotional materials, website, and the University Catalog. In addition, the required NAAB statement is also included in all school publications, promotional materials, website, and the University Catalog. Beginning in May, 2007 all professional degrees granted by the School of Architecture are titled *Doctor of Architecture*.

B. Financial Resources

Section 2.9 Financial Resources states:

Previous Team Report (2001): *“Financial resources are sufficient for the program in its current configuration. However, the team notes several concerns that could become serious issues in the future if they are not addressed.*

“The school has explored a financial model for the single seven-year program, including increases in tuition and endowment funding. They believe that the change will place the program on stronger financial footing. The team heard about and saw aspects of the plan. We recognize the importance of establishing greater independence, autonomy, and support through this process. Nonetheless, if the current financial support structure is not improved, it is difficult to see how the increasing ambitions of a seven-year program can be absorbed without some negative impact to the existing core program. For example, the Team notes with concern the challenge of funding students from modest financial backgrounds with the significant added costs of the Practicum program. All students must have access to this innovative model of practice-education, and it is not clear that the current resources will sufficiently cover these costs. More specifically, there is concern that a program with a clear regional mission (providing professional education to students from the State of Hawaii) may inadvertently close out access for its own population if the issue of student finances within an extended-duration program is not addressed.

“Practicum faculty (office principals) during the visit suggested the value of the school adding a stipend for each office to support travel for practicum students during their time alongside a firm principal.”

The 2007 Team found this Condition remains “Not Met.” See the Team’s comments in “10. Financial Resources.”

Related to the above Financial Resources that was Not Met, the VTR stated the following Causes of Concern in Section 2.5: **Fiscal resources:** *With the hiring of a new Dean there is a specific need to resolve the issues related to the current budget deficit and the processes for fiscal management. The primary budget items affecting the deficit are the one-time costs associated with the Dean’s search, and current faculty sabbatical leaves. During discussions with the University Chancellor regarding the Team’s concern over the SoA’s current budget deficit, she indicated she was aware of the situation and would assist the SoA in any manner necessary to resolve the issue. For additional information see the Team’s comments in “Condition 10. – Financial Resources.”*

VTR section 2.5 cited another issue related to Financial Resources as one of the Causes of Concern, which states, *Costs Associated with the Practicum: The Practicum Studio places a heavy financial burden on students who are required to make their own arrangements for transportation and housing costs. Currently students participating in the Practicum Studio earn IDP credits but are not permitted to earn an income for the two semester period. The Team feels strongly that for the Practicum Studio to continue to be effective and attract student's participation the program must find ways to assist students with this financial burden.*

Program Response

As indicated to the Visiting Team, the Chancellor did provide additional funding within AY 07-08 to meet all reductions and deficits incurred as created by the Dean's search, sabbatical leaves and other prior fiscal commitments. The amount restored to the budget exceeded \$250,000.

With the current global financial crisis, budget restraints are being considered University wide. The School of Architecture is expected to bear its fair share of fiscal budget cuts. However, a number of entrepreneurial endeavors are expected to address these new challenges. The program has enacted a number of measures since the VTR to increase fiscal strength, and has a number of initiatives planned or underway that will further bolster the school's financial resources.

Seven Year Program

The school is making a transition to a "4+3" program. Authorization from the University to offer a pre-professional four-year Bachelor of Environmental Design degree program is currently in progress and is expected to be approved in time to admit students for the fall 2009 semester. When the degree is approved, the D. Arch. program will become a three to three and one-half year graduate-level program open to holders of a bachelor or higher degree in any field or holders of a pre-professional degree in architecture or environmental design. The school is confident that with the clarity of the degree nomenclature and defined entry and exit points that a larger number of qualified applicants will enroll in the programs. Increased enrollment will allow for increased revenue through tuition and the professional fee which is assessed for all declared school majors.

Service to Hawaii and Out of State Students

The school maintains a strong commitment to provide professional architecture education for the residents of Hawaii and to support the local architectural profession with qualified graduates able to enter the workforce. At the same time, it is understood that the school is part of the larger global community, and it is our belief that we can better serve our local students and our profession by providing a larger global learning arena. Increasing the School's number of non-resident students will add social diversity and increased financial resources.

The school recently changed the seven-year curriculum into a four year segment followed by a three year segment. This partitioning was done in anticipation of reformulating the seven year program into the four year Bachelor of Environmental Design and the three year Doctor of Architecture. Since completing this partitioning, and with only modest advertising of the program, the school has seen an increase in out of state and international applicants for the three year segment of the D.Arch. program. The school expects this trend to continue and that the school will have a much higher percentage of students from outside Hawaii. The higher tuition paid by non-resident students will allow greater investment in the program, thus providing a higher quality program for residents.

Separate Tuition Schedule for the D.Arch. Program

The majority of professional schools at the University - including Business, Law, and Medicine - maintain their own tuition schedule which is higher than the tuition charged to other students. These other programs are at the graduate level. When the transition to the "4+3" program is complete, the school will explore the impact of creating a separate tuition schedule for the graduate-level D. Arch. program.

Off-Campus Programs

The school has begun to offer a number of programs off-campus, including courses at the newly-created Community Design and Research Program facility in downtown Honolulu, and courses offered at international locations. Students in off-campus programs register and pay tuition through the University's Outreach College. Through this arrangement, the School collects a much higher percentage of tuition through Outreach College registration than through normal (or "day school") registration. The school plans to increase the number of students registering through Outreach College in the coming years. Since the school started the off-campus programs last fall, revenue has increased substantially (\$200,000+/-), and has been a major factor in increasing the school's financial resources.

An additional benefit to shifting a number of students off-campus is the school's ability to better utilize limited physical space resources.

Sponsored Studios

The school has begun offering sponsored studios, and plans to increase such offerings in the future. The sponsored studios have already had the effect of decreasing faculty salary costs, providing students with additional resources, and providing students travel opportunities at no expense to the school. Sponsored studios help to connect the school to industry and the profession, and to thereby increase the number of 'friends of the school'.

Gensler/London is offering a spring, 2008 studio. All costs of the globally focused design studio (travel, housing, staffing, and publishing) are being paid by Gensler/London.

Development and Fundraising

General Activities

The school was able to hire a half-time development officer starting in the fall 2007 semester, and is therefore more able to plan events, track donors, and initiate new contacts. In addition, the school has created a new Director of Communications position. The Director has already begun implementation of a number of events, publications, and other activities that promise to more closely link the school to individuals and entities that will provide donations, in-kind gifts, and other means of support.

Advisory Council

The school is in the process of forming an advisory council. The criteria used for the selection of the members will be their ability to provide advice on improving the program and to raise funds through direct or indirect means. The first meeting is scheduled for February, 2008.

Practicum Studio Scholarship Fund

Through a generous donation from the former Director of the Practicum Studio, the school has been able to create a scholarship fund to help defray expenses for travel, living, and other related costs for students enrolled off-campus during the Practicum Studio. In addition, the new curriculum requires only one, instead of the previous two semesters of Practicum Studio. This changed requirement lessens the financial burden for those students that can not afford to undertake two semesters away from Hawaii. In addition, the new curriculum allows students to enroll in a Community Design Studio or an Alternative Studio in lieu of Practicum Studio. Both of these options may be enrolled at an off-campus Honolulu location.

C. Other Causes For Concern

The VTR Section 2.5 Causes of Concern lists the following: Fiscal Resources, Costs Associated with Practicum, Transparency and Selection Process for Practicum, Degree of Change, Interdisciplinary Concept, Team Room, Research Centers, Leadership and Collaborative Efforts, and Information Resources. Of these Concerns, the following have been addressed in parts A. and B. above: Fiscal Resources, and Costs Associated with Practicum.

1. The VTR States, Transparency and Selection Process for Practicum:

In addition, preparation for the Practicum experience suffers due to students being informed very late in the process concerning Practicum assignments and the various legal requirements, i.e. a "visa." There is also a lack of transparency in the office assignments students receive, no clear linkage between the experience a particular student seeks and the office to which they are assigned. The Practicum Studio was initially developed approximately 10 years ago and the Team feels it is appropriate for a review of the program, including concerns from students who have participated. The Team feels that the result will be processes and procedures that better prepare students for realities of the Practicum experience.

Program Response

A number of changes were made to the Practicum Studio this fall 2008 semester as a result of extensive meetings and workshops held with students, faculty and Practicum faculty. The schedule for the Practicum Studio has been changed to allow students the needed lead time for planning which may include saving money, arranging financial aid, arranging living space, and obtaining a visa. The process of placing students in Practicum firms has been changed. In the current placement method, students submit tailored proposals to each of their top five Practicum firm choices. The firms review the proposals and decide whether or not they will accept the student. Students that are not accepted will have the opportunity to take one of the other two Professional Studio options (Community Design or Alternative). This new placement system allows the Practicum firm to have a say in which students are placed with the firm and promises to provide a better fit between student and firm. This placement system is more transparent than the prior system in which a faculty committee made the sole determination on placement. Students can now see more directly how the quality of their work and proposals affect their ability to be placed in their preferred firm.

2. The VTR States, Degree of Change:

The Team feels the SoA needs to develop a planned approach for implementing the many proposed changes in the program's requirements and its planned growth. With a new Dean in place, obviously changes will be inevitable. Whatever the results, any changes should be planned and implemented in a careful manner that is not disruptive to a solidly grounded program. It is also obvious that changes will require adequate resources to support program and student expansion, i.e. facilities, funding, faculty, and community support.

Program Response

Since the time of the Team Visit, the University has put additional restrictions on the implementation of new programs due to their potential impact on resources in a challenging economic climate. This may have an effect on the rapid rate of change in the school that was communicated to the Visiting Team. The school has begun a new strategic plan which will help ensure managed growth.

3. The VTR States, Interdisciplinary Concept:

While the SoA's APR presented interdisciplinary opportunities as a strength of the program, the Team found little evidence of these opportunities in either the student work or discussion with the students. If present they appear to be opaque and underdeveloped, a particular concern given the proposed increase in emphasis on an interdisciplinary degree as an entry point to the professional program.

Program Response

The new "4+3" curriculum structures-in interdisciplinary studies at the core of the program. The four year segment of the seven year program is, as mentioned above, planned to be converted to a Bachelor of Environmental Design degree program. This program combines General Education University Core requirements which provide an initial breath of education in the liberal arts and sciences. In addition, a breath of studies in environmental design disciplines is offered.

The school has recently changed the policy with regard to committee composition for the capstone Doctorate Project to allow committee members from other University departments and qualified individuals outside the university to serve on the committee. Since this change, a high percentage of

students have elected to select committee members from other disciplines. Recent committee members have included people from disciplines including structural and mechanical engineering, psychology, hydrology, theater, and art.

Recent studios have begun to involve students and/or professors or outside experts in other disciplines. For example a recent studio involved a Zen Master who taught the students Zen principles, philosophy and movement. Another studio collaborated with students from the theater department. A studio planned for this coming spring semester will have instructors from the London office of Gensler teaching with faculty from the University's School of Ocean and Earth Science and Technology.

4. The VTR States, *Team room:*

While the information contained in the Team Room was adequate to evaluate the program, the Team felt the volume and depth of work presented was not reflective of size, or duration, of the program. Additionally, the information was not presented in a manner that the team felt was clear and afforded the ease of review that is typical of most successful team room layouts. As future accreditation visits are planned it would be appropriate for the SoA to participate in the team room development sessions sponsored by the NAAB.

Program Response

The school has developed an organized and systematic method to collect and file student work examples each semester. This will ensure that a "broad and deep" representation of student work will be displayed in the Team Room during the next Team Visit.

5. The VTR States, *Research Centers:*

The SoA's three research centers were not evident in the course and studio work. The centers provide meaningful information to the community. They can also afford the students access to real world data as well as opportunities for work experience. The Team felt this was a missed opportunity to effectively integrate the centers into the D. Arch. program.

Program Response

The research labs or "centers" provide information and service to the community. The Heritage Center and the Environmental Design Research Lab both employ a number student research assistants each semester, and provide information resources to students including books, literature, and material/product samples.

The Heritage Center supports course work in the resources of the conservation equipment (microscope, Munsell colors system, material sample testing, and historic material samples). The Center also provides real world experiences with paid work experience positions funded by grants. Since the last Team Visit, ten paid Graduate Research Assistants have worked in the Center. Providing funded Graduate Assistantships is a primary goal of the Center.

The Construction Process Innovations Lab provides material samples and literature to students. The Lab purchased a CNC Milling Machine which is available for student use.

The Environmental Design Research Lab provides students with a number of resources including environmental analysis equipment (e.g., light meters, wind gauges, thermometers, sensors, data loggers, heliodon, etc.), environmental analysis software, sustainable material and systems samples, books, and other literature. The Lab provides a number of undergraduate and graduate students the opportunity to work on service and funded research projects each semester. Students are introduced to the Lab early in the curriculum in ARCH 321. Associate Professor Stephen Meder is the Director of the Lab and the instructor for ARCH 321.

6. The VTR States, *Leadership and Collaborative Efforts:*

As noted in the 2001 VTR and still evident in 2007, there is a need to explore areas of leadership and collaborative roles including teaching assistantships and research assistantships. In addition, further

attention is needed to identify opportunities for students to pursue personal interests with regard to their career options in architecture and beyond through elective course work in related disciplines. Given the program's stated intent to develop leaders of the profession, some coursework addressing the characteristics, elements and styles of leadership would be of great value to students attempting to learn about that role in the profession.

Program Response

As described in the APR, the school provides a number of opportunities for students to assume leadership and collaborative roles which include the A.I.A.S., Gamma Mu honor society, teaching and research assistantships, Professional Studio, group studio projects, and studio projects involving the community. As discussed in item 5 above the research centers are active and provide research opportunities for a relatively high percentage of our students. Starting this fall, the school implemented a new teaching method for first year studio which now utilizes four graduate level teaching assistants that actively participate in actual teaching activities. Other courses use teaching assistants, such as ARCH 100, ARCH 271, ARCH 272, ARCH 132, ARCH 235, ARCH 322, and ARCH 433.

With the new partitioning of the seven-year program, and the transition to the "4+3" program, students are given wide latitude in the four year program segment to pursue particular personal interests and explore future career options. This is due to the interdisciplinary nature of the program and the number of available electives. Additional discussion on this program is described in item 3 above. The three year segment of the program is unable to provide extensive electives given the need to fulfill NAAB requirements. However, students are able – in addition to elective courses - to pursue a specific research agenda through a sequence of courses that includes Research Methods, Doctorate Project I, Professional Studio, and Doctorate Project II. This concluding sequence provides a sustained and rigorous exploration that is tied directly to the student's personal interest and allows each to develop leadership qualities. This comes about through the necessity for students to further understand themselves, define what is important to them and the world, and to provide eloquent and persuasive argument for change.

7. The VTR States, Information Resources:

Access to printed information is not particularly easy with Hamilton Library located across campus from the School of Architecture building. Additionally, the team found that the composition of the collection may lack current resources. The lack of a member of the architectural faculty on Hamilton Library's committee limits the program's ability to influence acquisitions. The process for students, in particular, and faculty to request particular acquisitions could become more transparent to all. When new additions to the collections arrive there is no apparent notification process to alert the students or faculty.

Program Response

All departments on campus are roughly within 400 yards of Hamilton Library. Business, Engineering, History, Ocean and Earth Sciences, Philosophy, and Religion are some of the other departments approximately the same distance to the library. The campus was established with a centralized library system - the most efficient and cost effective way of providing the services and operations of a library to all departments on campus. Many universities much larger than the University of Hawaii have centralized library services. It is a matter of University and State funding. Most departments cannot afford to establish and operate separate libraries. Unlike two other UH professional schools – Law and Medicine - The school has not had the space or financial resources to create its own *bona fide* specialized library. To make up in part for this lack, the school has created the John and Maria Lynn Reading Room which is described in the last APR. The Reading Room collection focuses on publications dealing with Asia-Pacific issues and on subscriptions of the most significant architectural periodicals; the subscriptions are updated regularly and new subscriptions are added whenever the financial means allow. While the location of Hamilton Library is not as convenient to the school as an in-house facility would be, it is also not particularly inconvenient to access. Hamilton Library is reached from the school in a 5 -10 minute walk under benign climatic conditions.

Hamilton Library's art and architecture collection is comparable in scope and quality to peer institutions. The Library has purchased almost all books and periodicals requested by the school that were fiscally

possible. Specifics as to the scope and quality are difficult to address without knowing some examples of current resources that the library lacks or the standard upon which the collection was measured. There have been severe budget cuts to the approval plan and to selector discretionary funding over the years. These cuts naturally reduce the number of books purchased in all subject areas. In addition to Hamilton Library materials, all UH students and faculty have free access to the interlibrary loans which provide them with the services of all major libraries across the world.

However, support for acquiring resources of interest and benefit to architecture come from many areas of library services. The library has (a) a collection development policy for architecture, (b) a purchasing approval plan profile specifically for architecture, (c) the specialized Asia, Hawaiian, Pacific Collections acquisitions efforts, (d) the collection efforts in related areas of art and design, engineering, historic preservation, and urban and regional planning, (e) the multitude of online and digital periodicals and books, and (f) the discretionary selection efforts of the librarian.

Hamilton Library has always had a flexible request policy - students/faculty can request through the school's liaison (Asst. Professor Sarvimaki) or directly to the selector in the Library. It should be noted that this is the system used for selecting new library materials for purchase. There is no "Hamilton Library committee" for an architecture faculty to serve on. The only limit on the "program's ability to influence acquisitions" is money. Architecture faculty have always been able to submit purchase requests to the library selector for architecture. The librarian has always purchased all faculty requests, if there was enough money and if the type of material was within the scope of what the library collects. The process has been simple and clear for decades at the University. There also has been a "Purchase Suggestions" link for years on the library's homepage for anyone to submit a request. This link is heavily used by students and faculty. Besides the books and periodicals included in the Hamilton Library collection which are specifically categorized as architecture, it is important to note that there are extensive materials dealing with Asia and the Pacific Region (including architecture of these geographic areas).

All UH students and faculty have free access to various online index/databases through the Hamilton Library's E-Resources, including but not limited to Electronic Journals, Academic Premier, Avery Index, Art Abstracts, Citation Index (Web of Science), etc., available either in the Hamilton Library databases or in the World Wide Web.

Students may be informed of new Library acquisitions through the online Hawaii Voyager Catalog which has a link on the homepage titled "New Books and Media List." It has several features for filtering and sorting by collection, call number, and time period. Also since the Library acquires many of its journal articles through online vendors, students and faculty can keep current by setting up personal profiles to automatically send themselves email alerts when new articles become available. In the future, a similar "push" technology for new books will also be available.

It is important to note during the last several years the Library has been impacted by material cuts, budget cuts, and the effects of inflation, as well as the extensive recovery efforts and reconstruction needed after the 2004 flood. However, despite these challenges, the support for the school has been quite good.

Section II - Program Changes Since Submission of the Last AR

The school implemented a new D.Arch. curriculum starting in the fall 2008 semester. The new curriculum partitions the seven-year D.Arch program into a four year segment followed by a three year segment. The partition was done to anticipate creation of a four year pre-professional Bachelor of Environmental Design (BEnvD) degree program. The curriculum in the current four year segment of the D.Arch. program is identical to the anticipated BEnvD program. The school is currently seeking authorization from the University to offer this degree, and hopes to have approval in time to admit the first students into the program starting in the fall 2009 semester.

The proposed BEnvD program is a 126-credit undergraduate "pre-professional" baccalaureate degree program having a focus in architecture and environmental design. The program contains coursework to fulfill University General Education requirements and is formulated to provide general education in fields of study

pertaining to the design and construction of the built environment. In addition to providing a general overview of the environmental design disciplines, the program contains concentrations that allow the student to obtain a focus in one of the following environmental design disciplines: (a) Construction Management, (b) Historic Preservation, (c) Interior Design, (d) Landscape Design, (e) Urban Design, and (f) Architecture Design.

The objectives of the proposed BEnvD program are: (a) provide ease of access to architectural education for individuals in Hawaii and beyond; such accessibility would include articulation agreements with the UH system community colleges, (b) provide a solid educational foundation in the liberal arts and sciences and in architecture, (c) provide an undergraduate degree “exit path” for students desiring to enter the job market, (d) provide an undergraduate degree that gives qualification to enter graduate studies in architecture or related fields (e.g., Landscape, Interior Architecture, Construction and Project Management) and, (e) educate and train graduates who will lead in making positive change in the built and natural environment.

The proposed BEnvD program is designed to be linked to the DArch program, essentially creating a “4+3” program for students that wish to remain at the school and complete a professional degree. The “4+3” program is designed to comply with the NAAB ruling which states, “Accredited degree programs awarding the D. Arch. degree must require either an undergraduate baccalaureate degree or a minimum of 120 hours undergraduate semester credit hours and a minimum of 90 graduate-level semester credit hours in academic coursework in professional studies and electives.”

Students entering the seven year DArch program that do not hold a bachelor or higher degree will be given the option to remain in the seven year program, or to transfer to the BEnvD program once it is available. At such point in time when students are first admitted to the BEnvD program, and after all current students have graduated from the seven year DArch program, the DArch program will become a three to three and on-half year graduate level professional degree program open only to students holding a bachelor or higher degree.

The curriculum chart for the “4 + 3” program is shown below:

University of Hawai'i at Mānoa School of Architecture E3x4x = Elective 3xx-4xx
D. ARCH. PROGRAM CHART PART 1 OF 2 AE5x6x = Architecture Elective 5xx-6xx Revised: 12 Nov 08

		ARCHITECTURE PROGRAM COURSEWORK					UNIVERSITY COURSEWORK					GEN ED Requirement ()		CREDITS
YR	SEM	DESIGN	TECHNOLOGY	HIST/THEORY	CONCENTRATION	ART 1XX [3]	ENG 100 [3]	HIST 151 [3]						
1	F	ARCH 101 [4] Basic Arch Studio [DA]	ARCH 100 [3] Intro to the Built Environment [DS]				ART 1XX [3] Freshman Drawing or Similar	ENG 100 [3] Expository Writing [W Core]	HIST 151 [3] World Civilization I [P/G Core]					16
	S	ARCH 102 [4] Design Communication [DA]	E3x4x				ELECT 3XX [3] Hawaiian Focus [H Focus Core]	MATH 140 [3] Trigonometry & Analytic Geo. [FS Core]	HIST 152 [3] World Civilization II [P/G Core]			ELECT 2XX [3] Oral Core [O Focus Core]		
2	F	ARCH 201 [3] Arch Studio [DA]	ARCH 200 [3] Professional Prac of Architecture [DH] [W Focus]		ARCH 271 [3] World Arch and Urbanism A [DH Core]			PHYS 151 [4] College Physics [DP + DY Core]				LANG 101 [4] Language Elective [L Core]	18	
	S	ARCH 234 [4] Computer App in Arch [DA]	102	ARCH 320 [3] Intro to Arch Systems A	ARCH 272 [3] World Arch and Urbanism B [DH Core]				ELECT 1xx/2xx [3] Concentration Req or Elec			LANG 102 [4] Language Elective [L Core]		17
Declare Architecture Studies Concentration in Fall of Third Year														
3	F	ARCH 341 [4] Intermediate Arch Studio A [W Focus]	ARCH 433 [3] Prof Practices, Law & Ethics [E Focus]	ARCH 321 [3] Intro to Arch Systems B	ARCH 371 [3] Design Theory							*LANG 201 [3] Language Elective [L Core]	16	
	S	ARCH 342 [4] Intermediate Arch Studio B [W Focus]	201	ARCH 322 [3] Sustainable Systems		ARCH 3xx4xx [3] Concentration Req or Elec [W Focus]			BIO SCI [3] Bio Sci Core [DB Core]			*LANG 202 [3] Language Elective [L Core]		16
Application for Early Conditional Acceptance Into D. Arch. Program														
4	F	ARCH 415 [6] Concentration Arch Studio 301 + E3x4x		ARCH 3xx4xx [3] Concentration Req or Elec AE3x4x	ARCH 3xx4xx [3] Concentration Req or Elec E3x4x	ARCH 4xx [3] Concentration Req or Elec [W Focus] E5x6x		ELECT 3xx4xx [3] Concentration Req or Elec [W Focus] E5x6x	ELECT 3xx4xx [3] Concentration Req or Elec Asah 312					12
	S							ELECT 3xx4xx [3] Social Science Core [E, DS Core] E5x6x	ELECT 3xx4xx [3] Concentration Req or Elec E5x6x					
												Total for 4 year equivalent	17	

* Culture studies in lieu of LANG OR Study Abroad for 6 Credits (pending)

UH Manoa Core Requirements
 Foundation Requirements: 12 credits, to be completed in the first year at UHM (or prior to completing 25 credits)
 Written Communication [FW]: 3 credits Symbolic Reasoning [FS]: 3 credits Global and Multicultural Perspectives [FG]: 2 courses, 6 credits
 Focus Requirements:
 Hawaiian, Asian, and Pacific Issues [H], Contemporary Ethical Issues [E], Oral Communication [O]: One course each
 Writing Intensive [W]: Five courses (at least two "W" courses must be numbered at the 300- or 400-level)
 Diversification Requirements: 19 credits
 DA-Arts, DH-Humanities, DL-Literatures: 8 credits DS-Biological Science, DP-Physical Science, DY-Laboratory (science): 7 credits DS-Social Science: 6 credits

D. ARCH. PROGRAM CHART

PART 2 OF 2

AE5x6x = Architecture Elective 5xx-6xx

BACCALAUREATE DEGREE REQUIRED FOR ENTRY

ARCHITECTURE PROGRAM COURSEWORK									
YR	SEM	DESIGN	TECHNOLOGY	HIST/THEORY	CONCENTRATION				CR
	Summer	ARCH 540 [6] Architecture Studio I: Intro to Design	ARCH 601 [3] Adv Design Communication I	ARCH 522 [3] Architecture Systems I: Intro to Systems	ARCH 511 [3] Architecture History				15
[Summer coursework required for incoming students having insufficient prior architecture coursework]									
	F	ARCH 541 [6] Architecture Studio II 401+AE5x6x	ARCH 333 [3] Adv Design Communication II 431+L	ARCH 523 [3] Architecture Systems II Wood & Steel 317	ARCH 575 [3] Asia-Pacific Arch History & Theory 573			505	16
	S	ARCH 542 [6] Architecture Studio III 501		ARCH 524 [3] Architecture Systems III: Conc. & Masonry 517	ARCH 576 [3] Arch & Urban Design Theory 559			505	16
	F	ARCH 543 [6] Architecture Studio IV: Urban Design 402+AE5x6x	ARCH 545 [3] Advanced Practice 534	ARCH 525 [3] Architecture Systems IV: Sustainability 318	ARCH 539 [3] Research Methods Seminar 600			505	16
	S	ARCH 544 [6] Architecture Studio V: Comprehensive 502	ARCH 546 [3] Doctorate Project I 507	ARCH 526 [3] Architecture Systems V: Integration 518			ARCH 5xx6x[3] Arch Elective 505		15
	F	ARCH 547 [12] 549 [12], 550 [12] Professional Studio	ARCH 554 [3] Professional Studio Topics 535						15
	S	ARCH 548 [9] Doctorate Project II 508					ARCH 5xx6x[9] Arch Elective 505		12
		46	9	12	12	6	505	3	90
									total 5 year segments 216
									total of 216 does not include summer school

- * ARCH 547 Professional Studio: Community Design
- * ARCH 549 Professional Studio: Practicum
- * ARCH 550 Professional Studio: Alternative