

Alabama Commission on Higher Education

PROPOSAL FOR A NEW DEGREE PROGRAM – NEW APPLICATION TOOL

Please check one: Baccalaureate Program Graduate Program

A. General Information

1. Institution: Auburn University
2. Institutional Contact Person: George Flowers
Title: Dean of the Graduate School
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3. Program Identification--
Field of Study/ Program Title: Architecture/ Public Interest Design
Degree: Master of Science in Architecture/ Option in Public Interest Design
CIP Code: 04.0201 Architecture
4. Date of Proposal Submission: 17 February 2017
5. Proposed Program Implementation Date: August 2018
6. Program Administration:
Name of College: College of Architecture, Design and Construction
Name of Dean: Vini Nathan
Name of School: School of Architecture, Planning and Landscape Architecture
Name of School Head: Charlene LeBleu, Interim Head

B. Program Purpose and Description

1. *In no more than one paragraph describe the purpose of the proposed program. Please also include a brief statement regarding how the program's purpose is related to the University's mission and goals.*

Program Purpose. The Master of Science in Architecture program with an option in Public Interest Design is a post-professional degree that will be offered to graduates of professional degree programs in architecture. This degree will be based at Auburn University's Rural Studio program, which has 23 years' experience providing architectural education in community-based design at the at the undergraduate level. The proposed MS degree is design-based, place-based, community-based, and employs the design-build method of architectural education and production. The program will address issues of

architectural design and innovation leadership in the realm of public interest and community service, design tectonics, architectural project documentation and dissemination, and will provide students with advanced skill development in architectural practice leadership within a community context. The MS in Architecture degree is a platform for additional options in the future, with the initial offering being the Option in Public Interest Design.

Relation to University Mission. The proposed program will train architects in areas of expertise related to public interest design, and is thus consistent with Auburn University's land grant mission, which includes "to provide high-quality graduate and professional programs in areas of need and importance to the state and beyond," and "to maintain the strengths of its traditional outreach programs."

2. *Please provide a description of the specific kinds of employment opportunities, post-graduate professional degree programs, and other graduate programs that will be available to the graduates.*

Graduates of the proposed program will be prepared to pursue professional opportunities in private practice, the public sector and academia in a number of fields related to architectural practice. In addition to the basic professional skills that they developed through their undergraduate education, graduates will have expertise in several aspects of community service and community-based design, including community engagement, community development, collaborative practice, and design-build practice. Graduates of Auburn's B.Arch program who participate in the Rural Studio program consistently have a 100% employment rate, and also have access to much broader geographical and professional opportunities for employment than graduates of traditional architecture programs. The same advantages and opportunities for employment will be available to graduates of the proposed advanced-level, post-professional degree in community-based, public interest architectural design and practice.

3. *Succinctly list at least four (4) but no more than seven (7) of the most prominent student learning outcomes of the program. These outcomes should lend themselves to subsequent review and assessment of program accomplishments.*

General outcomes for MS in Architecture

Upon completion of the degree graduates will be able to:

- 1) Fully integrate the required building systems into a comprehensive architectural design proposal;
- 2) Design and manage the processes of architectural project initiation, project development and project completion;
- 3) Perform a wide range of analytics with regard to building performance and integrate these analytics into architectural design workflow;

- 4) Make informed decisions with regard to the utilization of fabrication technologies, material assemblies and engineered systems in a comprehensive architectural design proposal.

Specific outcomes for the Option in Public Interest Design

Upon completion of the MS.Arch degree with the Option in Public Interest design graduates will be able to:

- 5) Engage with the community as a leader in the realm of public interest design advocacy; and
- 6) Utilize and apply advanced design methods in the development of public interest building projects.

C. Need for the Program

1. State need. Briefly describe why the program is specifically needed for the State of Alabama. (State need is considered a priority in the review process.)

Currently Alabama and Mississippi are the only states in the Southeastern region of the United States that do not offer a graduate-level degree in architecture. This is of particular concern in light of the fact that Alabama has one of the highest poverty rates in the United States (19.3% in 2015), and that architecture and community-based public interest design have consistently demonstrated the potential to contribute in a meaningful way to the solution of issues related to rural poverty. Auburn University's Rural Studio program has been widely recognized as a leader in the area of preparing professionals to effectively use architectural design as a catalyst for economic and community development. The proposed MS in Architecture with an Option in Public Interest Design will allow Rural Studio to expand and deepen its positive impact on Alabama's underserved communities.

2. Employment Opportunities. Based on your research on the employment market for graduates of this program, please complete the following table reporting the total projected job openings (including both growth and replacement demands) in your local area, the state, the SREB region, and the nation. These job openings should represent positions that require graduation from a program such as the one proposed.

The projected percentages for employment by state, SREB and national positions are based on the existing data regarding percentages for the employment of graduates of Auburn's Bachelor of Architecture program; we have adjusted the percentages to reflect the national interest in architects with public interest design training, based on the ACSA information concerning current distribution of community design organizations (see below). Also, because most architects in Alabama are employed in cities like Birmingham and Montgomery, and not locally, we have combined the percentages of positions for local and state employment.

Career and College Readiness/Preparation -- Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
State 26%	1.5	1.5	2.1	3.1	3.6	12
SREB 41%	2.5	2.5	3.3	4.9	5.8	19
Nation 33%	2.0	2.0	2.6	4.0	4.6	15
Total	6.0	6.0	8.0	12.0	14.0	46

Please briefly describe your methodology for determining employment opportunities – projected job openings. Be sure to cite any data sources used in formulating these projections. The actual survey instrument, detailed results, and associated data file(s) must be maintained internally by the institution for five years from the implementation date. The survey upon which the proposal is based must be available for ACHE Staff examination upon request for that five-year timeframe. The survey instrument, detailed results, or associated data file(s) should not be included in the proposal.)

The key points for determining employment opportunities for graduates of this program are based on data related to A) the competitiveness of architects with graduate degrees within the discipline, B) the increase of employment opportunities for architects in general, and C) the increase in number of community design organizations nationwide as an indicator of the growing need for architects with expertise in the area of public interest design.

- A. The purpose of a post-professional degree like the one presented in this proposal is not necessarily to fill an unmet need in the profession, but rather to provide its graduates with a competitive edge within the job market for architects. The professional degree required for licensure in architecture is the Bachelor of Architecture (B.Arch); the Master of Science in Architecture (MS.Arch) provides value-added expertise in a specific area. In addition to having a competitive edge within the job market, architects with graduate degrees can earn up to \$10,000 more per year than architects with an undergraduate degree (Georgetown University, "From Hard Times to Better Times," 2015. <http://www.acsa-arch.org/images/default-source/preservation-first-place/acsa-atlas-2015-11.jpg?sfvrsn=0>).
- B. According to the Bureau of Labor Statistics, "the employment of architects is projected to grow 7 percent from 2014 – 2024 (Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016 – 17 Edition*, Architects, <https://www.bls.gov/ooh/architecture-and-engineering/architects.htm>). Architects with a graduate degree will have the competitive edge for these positions.

The proposed program, although it will be open to anyone with a professional degree in architecture, is aimed specifically at graduates of Auburn’s Bachelor of Architecture program (B.Arch). According to the annual exit surveys carried out by Auburn’s School of Architecture, Planning and Landscape Architecture (APLA), between 2013 and 2015 the average employment rate of the graduates of the B.Arch program upon graduation was 93% (92%, 91% and 97%, respectively). Students who have participated in Rural Studio consistently have an employment rate of 100%. On an average, during this period, 33% of Auburn B.Arch graduates found employment in Alabama, 41% in other SREB states (for a total of 74% of positions in SREB states), and 26% in non-SREB states (see table below).

- C. Graduates of the proposed program will have acquired expertise in the area of community-based and public interest design. The Association of Collegiate Schools of Architecture ACSA defines this discipline as the use “of architecture-related expertise to advance the public good,” and reports that between 2000 and 2015 the number of community design organizations in the United States grew more than 300%, from 70 to 228. Of those 228 organizations, 2% (4) are located in Alabama, 26% (59) are located in SREB states, and 72 % (165) are located nationally. Within these organizations, the demand for architects is consistently and considerably greater than the demand for any other professionals. (<http://www.acsa-arch.org/resources/data-resources/community-design> and <http://www.acsa-arch.org/resources/data-resources/community-design/charts>).

To adjust the calculations for potential job openings for graduates of the MS.Arch/ Option in Public Interest Design program we took the existing data for employment opportunities for Auburn’s B.Arch students and inverted the percentages for state and national employment, in order to reflect the fact that, according to ACSA data, this degree will have relatively more demand at the national level than the B.Arch degree.

	% State	% SREB	% Nation
Current job positions Auburn B.Arch graduates	33%	41%	26%
Projected positions MS.Arch graduates (approximate)	26%	41%	33%

3. Student Demand - Enrollment projection. Please briefly describe your methodology for determining enrollment projections. If a survey of student interest was conducted, please briefly describe the survey instrument, number and percentage of respondents, and summary of results.

(The survey instrument, and associated data file(s) need not be included in the proposal. This proposal information should be maintained for ACHE Staff review for five years from the actual implementation date.)

A survey of interest in the proposed program was sent to 152 graduates of and current students in the Auburn University Bachelor of Architecture degree. The response rate was 53.25%. Of the respondents, 65.85% responded that they would definitely be interested in the program, 20.73% responded that they might be interested, and 13.41% indicated that they would not be interested.

In addition to this survey of Auburn architecture students and graduates, another indicator of interest in the proposed program is that the CADC receives an average of 12 – 15 calls per month from architecture graduates from around the nation and the world who are interested in applying to a post-professional degree in architecture at Auburn University's Rural Studio. If this program is approved, we will be able to provide that opportunity.

Regarding the growth of post-professional architecture programs on a national level, the 2015 – 2016 and 2016 – 17 surveys of the Association of Collegiate Schools of Architecture show an increase or level growth in these programs. <http://www.acsa-arch.org/resources/data-resources/budget-and-enrollment-survey/budget-and-enrollment-2015> and (<http://www.acsa-arch.org/images/default-source/resource-images/be07.jpg?sfvrsn=2>).

D. Specific Rationale (Strengths) for Program

What is the specific rationale (strengths) for recommending approval of this proposal? List no fewer than three (3) and no more than five (5) potential program strengths.

1. **Experience.** The existing experience and proven expertise of Rural Studio provide a solid foundation for this program: 23 years in operation with over 200 community-based projects designed and built by Auburn architecture students.
2. **Recognition.** The work of Rural Studio has been recognized nationally and internationally by institutions like the Museum of Modern Art, NY; the Victoria and Albert Museum, England; the Venice Biennale, Italy; the American Academy of Arts and Letters, Washington DC; the American Institute of Architects, Washington DC; *Design Intelligence* (the journal that ranks national design programs); the World Architecture Foundation, Spain; Cite de l'Architecture, France; Zumbotel Award for Architecture, Germany; and the Swedish Assoc. of Architects, as well as numerous institutions in Alabama and the region.
3. **Employment.** Auburn architecture graduates who participated in Rural Studio have a consistent employment rate of 100%.
4. **Success.** Because it is based in Rural Studio, this post-professional degree in public interest design has a stronger likelihood of succeeding than a similar program located at any other school of architecture in the nation.

Please note that letters of support may be included with the proposal.

E. Similar Programs

Using the ACHE Academic Program inventory found at <http://www.ache.state.al.us/Content/Departments/Instruction/StudentInfo.aspx>

List below all programs at the same degree level (by institution) that utilize the same 6-digit CIP code as the one being requested in the program proposal. Also, list any programs at other CIP codes that may be offering similar instruction.

If there are no similar programs place a "0/none" by 1. in the listing directly below.

Note: Institutions should consult with ACHE Staff during the NISP phase of proposal development to determine what existing programs are considered duplicative of the proposed program.

The following institutions offer similar programs at this level:

1. 0/ none

If the program duplicates, closely resembles, or is similar to another program already offered in the State, provide justification for that duplication.

Also, if a graduate program, please identify and list any similar programs at institutions in other SREB states.

The only somewhat similar program in the SREB is offered at Clemson University in South Carolina. Clemson's MS.Arch degree has four different areas, one of which is Community Research and Design. However, the Clemson program is research-based, not design- or place-based, and the hands-on design and construction of community buildings is offered only occasionally, not as an exclusive focus (which is the case in Auburn's proposed program).

In addition to the Clemson program, the following 12 post-professional master's degrees in architecture are offered in SREB states. The majority are research-based, not design-based, and unlike the proposed program, none of them has a single, concentrated focus on public interest design, place-based design, or design-build. None of them is similar to Auburn's proposed MS.Arch.

- Florida: University of Miami, MS in Architecture
- Florida: University of Florida, MS in Architectural Studies
- Georgia: Georgia Institute of Technology, MS in Architecture
- Georgia: Kennesaw State University, MS in Architecture
- Maryland: University of Maryland, MS in Architecture
- Oklahoma: University of Oklahoma, MS in Architecture
- Texas: University of Texas at Austin, Master of Architecture II
- Texas: Texas A&M, MS in Architecture
- Texas: Rice University, MA in Architecture
- Texas: University of Houston, MS in Architecture

- Texas: Texas Tech University, MS in Architecture
- Texas: University of Texas at San Antonio, MS in Architecture
- Virginia: Virginia Tech, MS in Architecture

F. Collaboration With Other Institutions/Agencies

Does the institution plan on collaborating with other institutions in the delivery of this program?

Yes No

If yes, please indicate below which institutions and describe the basis of this collaboration.

If no, please indicate your reasons why.

The program at Auburn University’s Rural Studio is kept at a limited scale with a single focus in order to maintain a long-term, consistent, meaningful and productive relationship with community clients and stakeholders. This necessarily limits the possibility for collaboration with other programs and institutions.

G. Curriculum

1. Program Completion Requirements: (Enter a credit hour value for all applicable components, write N/A if not applicable)

Credit hours required in major courses	18
Credit hours required in minor	N/A
Credit hours in institutional general education or core curriculum	N/A
Credit hours required in support courses	15
Credit hours in required or free electives	N/A
Credit hours for thesis or dissertation	N/A
Total credit hours required for completion	33

2. Will this program be related to other programs at your institution?
No.

If so, which ones and how?
N/A

3. Please identify any existing program, option, concentration or track that this program will replace at your institution.
N/A

4. Is it likely that this program will reduce enrollments in other graduate programs at your institution?
No.

5. If this is a graduate program, please list any existing undergraduate programs at the institution which are directly or indirectly related to the proposed graduate program. If this is a doctoral proposal, also list related master's programs at your institution.

- Bachelor of Architecture
- Bachelor of Interior Architecture

6. Please complete the table below indicating the proposed program's courses. Include the course number, and number of credits. (If feasible/useful, please group courses by sub-headings within the table.)

Course Number and Title	Number of Credit Hours	* If New Course
FOUNDATION COURSES FOR MS IN ARCHITECTURE		
ARCH 7010 Studio I: Project Initiation	6	*
ARCH 7020 Studio II: Project Development	6	*
ARCH 7030 Studio III: Project Completion	6	*
COURSES SPECIFIC TO OPTION IN PUBLIC INTEREST DESIGN		
ARCH 7110 Seminar in Collaborative Design Methods and Process	3	*
ARCH 7120 Seminar in Design Tectonics	3	*
ARCH 7130 Project Communications	3	*
ARCH 7210 Executive Issues I	3	*
ARCH 7220 Executive Issues II	3	*
TOTAL CREDIT HOURS	33	

7. Enumerate and briefly describe any additional requirements such as preliminary qualifying examination, comprehensive examination, thesis, dissertation, practicum or internship, some of which may carry credit hours included in the list above.

N/A

8. Does the program include any options/concentration. If so, please describe the purpose and rationale and list the courses in the option.

The proposed MS in Architecture includes an option in Public Interest Design. The purpose of the courses specific to the Option in Public Interest Design is to complement and support the core studio courses with specific expertise related to public interest design and community-based architectural practice. The studio

courses provide the pedagogical space where the students develop detailed designs for the public interest buildings that they will then build themselves. The courses specific to the Option in Public Interest Design are:

ARCH 7110 Seminar in Collaborative Design Methods and Process	3 CH
ARCH 7120 Seminar in Design Tectonics	3 CH
ARCH 7130 Project Communications	3 CH
ARCH 7210 Executive Issues I	3 CH
ARCH 7220 Executive Issues II	3 CH

9. State and list if the program has any special admission requirements. If none, state: "The program has no special admission requirements".

- Candidates for admission must hold an accredited professional degree in architecture (Bachelor of Architecture or Master of Architecture).
- Candidates for admission must present a portfolio of design work as part of their application, as well as a statement of interest and three letters of recommendation.

H. Program Review and Assessment

In the final analysis, the institution and its governing board are accountable for the quality, utility and productivity of this and all other programs of instruction.

With this in mind, please describe the procedures that will be used in assessing the program's outcomes.

Be sure to include:

1. An assessment process for the student learning outcomes

Baseline abilities will be established at the graduate level by applicants' portfolios and written surveys. Subsequent assessment methods will be based on criteria that will be evaluated primarily through project development and formal presentation and review by A) faculty, B) external professional practitioners, C) external professional consultants, and D) client and community stakeholders.

Formative assessments will be performed continually and consistently throughout each semester and a summative assessment will be performed at the end of each semester. These evaluations will be based on student learning outcomes, as well as specific program outcomes and criteria for evaluation for each project.

2. *A follow-up plan to determine accomplishments of graduates such as obtaining relevant employment or being admitted to a masters or doctoral program (graduate or professional).*

Graduates of the Auburn University's School of Architecture, Planning and Landscape Architecture participate in an exit survey that includes their plans for employment or further study after graduation. The CADC Offices of Communications and Marketing and Development then track the academic and professional careers of graduates.

I. Accreditation

If there is a recognized (USDE or CHEA) or other specialized accreditation agency for this program, please identify the agency and explain why you do or not plan to seek accreditation. If there is no accrediting or similar body for this degree program state as such in your response.

The National Architectural Accrediting Board (NAAB) is the agency responsible for the accreditation of professional degree programs that lead to licensure in architecture. Because this is a post-professional program that does not lead to licensure, NAAB accreditation will not be sought.

J. Instructional Delivery Method

1. *Describe which instructional delivery methods will be utilized in delivering this program.*

This is a studio-based design program. Under faculty supervision, students work closely with community stakeholders, professors and consultants to develop the design for each architectural project, and to subsequently construct the buildings that they have designed. In addition to design studio, students take subject-matter specific seminars, and participate in field studies to complement the studio and classroom experience.

2. *If distance technology is being utilized, indicate an approximate percent of the total program's courses offered that will be provided by distance education*

0 %

3. *If distance education is not being utilized, please explain why not.*

The proposed program is place-based, and the consistent, direct relationship of students and faculty to the community where the program is located (Hale County in West Alabama) is essential for the program's success. The program is also a design-build program, in which students design and then build community and public interest buildings. Because of the intense hands-on nature of this experience, there are no aspects of the program that could be taught through distance education.

K. Resource Requirements

1. Faculty. *Do not attach the curriculum vitae of each existing or additional faculty members to this proposal. (The institution must maintain and have current and additional primary and support faculty curriculum vitae available upon ACHE request for as long as the program is active.) Please do provide a brief summary of Faculty and their qualifications specific to the program proposal.*

The Rural Studio program currently has two full-time faculty and two part-time faculty. Full time faculty must have a professional degree in architecture or an allied profession and demonstrable experience in public interest and community-based architecture, as well as design-build practice.

Of the two part-time faculty, one has a professional degree in architecture and demonstrable expertise in the history of architecture, particularly regional and vernacular architecture; the other has a professional degree in architecture as well as a graduate degree in architectural engineering, and has demonstrable expertise in structural design.

a) Please provide faculty counts for the proposed program:

Status	Faculty Type	
	Primary	Support
Current- Full Time	2	0
Current-Part Time	0	2
Additional-Full Time (to be hired)	1	0
Additional-Part Time (to be hired)	0	0

b) Briefly describe the qualifications of new faculty to be hired.

- Professional degree in architecture
- Demonstrable experience in teaching and practice related to public interest design, community-based design, and design-build practice.

2. Equipment. *Will any special equipment be needed specifically for this program?*

Yes No

The equipment required for the MS in Architecture/ Option in Public Interest Architecture already exists at Rural Studio.

The cost of the new equipment should be included in the table following (Section K.).

N/A

3. Facilities. Will any new facilities be required specifically for the program?

Yes No

The facilities required for the MS in Architecture/ Option in Public Interest Architecture already exist at Rural Studio.

If "Yes", please list. Only new facilities need be listed. Their cost should be included in the table following (Section K.).

N/A

4. Library. Are there sufficient library resources to support the program?

Yes No

Please provide a brief description of the current status of the library collections supporting the proposed program.

If "No", please briefly describe how any deficiencies will be remedied; include the cost in the table following (Section K.).

Auburn University Libraries, member of the Association of Research Libraries (ARL), include Ralph Brown Draughon, the central research library, and two branch libraries, the Library of Architecture, Design, and Construction (LADC) and the Cary Veterinary Medical Library. The LADC primarily serves the students, faculty, and staff in the College of Architecture, Design and Construction (CADC). Its collections, facility, hours, onsite and distance services, staff, and technology are administered by the head librarian at LADC in consultation with the Libraries' administration and with the CADC administration and faculty via representatives from each program.

The Libraries' total operating budget is \$12,096,004 with \$6,286,497 allocated for collections. The LADC provides strong collections support for the study of architecture and already provides distance reference services and electronic research resources (books, periodicals, and databases) for the undergraduate architecture students studying at Rural Studio. The LADC is therefore well positioned to provide these identical services for students enrolled in the proposed MS in Architecture/Option in Public Design. The following table shows the breakdown of annual acquisitions for the College of Architecture, Design and Construction 2011-2016:

EXPENDITURES	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Books (print and electronic)	\$20,508	\$19,010	\$19,688	\$19,109	\$18,786
Periodicals	\$15,134	\$16,594	\$17,077	\$17,565	\$17,452
Databases	\$11,931	\$12,614	\$13,200	\$13,305	\$14,061
Total	\$47,573	\$48,218	\$49,965	\$49,979	\$50,299

The Libraries provide students and faculty with online access to multiple design-related resources including e-books, journals, proceedings, reports, and standards.

Subscriptions to databases relevant to the study of architecture include the following: *Art and Architecture Complete, Avery Index to Architectural Periodicals, Bibliography of the History of Art, BuildingGreen Suite, Greenfile, JSTOR, Material ConneXion, Oxford Art Online, RIBA: British Architectural Library Catalogue, and Urban Land Institute Development Case Studies.* The Libraries also subscribe to several online databases in fields that intersect with architecture: *America History & Life, Ecology Abstracts, Engineering Village, GeoRef, Historical Abstracts, ICONDA, Project Muse, and WorldCat* for access to library collections worldwide. E-books related to architecture and relevant disciplines are available through the Ebrary, EBSCOhost and SpringerLink online platforms. All e-resources are accessible off campus to students, faculty, and staff with university ID authentication. Journal collections (print and electronic) are particularly strong for architecture and related disciplines, with the LADC subscribing to the following architectural periodicals among others: *A+U: Architecture And Urbanism = Kenchiku To Toshi, AA Files, Abitare, Architect, Architectural Design: A.D., Architectural Digest, Architectural Record, Architectural Review, Buildings, Casabella, El Croquis, Design Alabama, Design Intelligence, Domus, Form, GA Document, GA Houses, Grey Room, Harvard Design Magazine, Japan Architect, Journal of Green Building, Log Architectural Journal, Metropolis, MD, Perspecta, Praxis, Quaderns D'arquitectura I Urbanisme, RIBA Journal, Werk, Bauen + Wohnen.*

The Library of Architecture, Design, & Construction (LADC), in support of the MS in Architecture/Option in Public Design students' research needs, will provide online access to a broad range of architecture, design and construction-related resources including e-book collections, e-journals, databases, proceedings, reports, and standards. At Rural Studio, undergraduate architecture students have access to AUBIExpress an electronic delivery service that sends PDFs of print articles and book chapters owned by the Libraries. Interlibrary Loan (ILL) of materials not owned or subscribed to by Auburn University Libraries are available to all students, faculty, and staff. The LADC Librarian provides onsite tailored research sessions covering scholarly resources relevant to their design-build projects and is also able to Skype with distance students regarding research queries. In the librarian's absence, students are able to access an online research guide with links and descriptions for architecture-related books, databases, journals, online tutorials, and more. In addition to the specialized research assistance provided at a distance by the LADC Librarian via phone and email, general library reference services are available virtually through chat and text.

5. Assistantships/Fellowships. *Will you offer any assistantships specifically for this program?*

Yes No

If "Yes", how many assistantships will be offered? Be sure to include the amount in the table following.

Number of assistantships offered

50% of enrolled students will receive an assistantship, for a total of 7 when program reaches full enrollment of 14

Be sure to include the cost of assistantships in the table following (Section K.).

6. Program Budget .

The proposal projected that a total of \$ in estimated new funds will be required to support the proposed program.

A projected total of \$ will be available to support the new program.

L. New Academic Degree Program Proposal Summary Form

- *In the following “NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY” table, please provide a realistic estimate of the costs of the program.*
- *This should only include the additional costs that will be incurred, not current costs.*
- *Indicate the sources and amounts of funds available for the program’s support.*
- *DO NOT LEAVE ANY PORTION/SOURCES OF THE NEW FUNDS OR FUNDS AVAILABLE BLANK. ENTER “\$0” IF THERE ARE NO NEW FUNDS NEEDED OR NO FUNDS AVAILABLE.*
- *THERE MUST BE AN ACTUAL DOLLAR AMOUNT PROVIDED FOR TUITION, SINCE THOSE FIGURES REPRESENT PROJECTED ENROLLED STUDENTS.*
- *If it is stated that new funds are requested or if it is a reallocation of resources, please explain directly below from what source(s) the funds for the proposed new program, (e.g. faculty, equipment, etc.) will be attained.*
- *If tuition is used to support the program, what start-up revenue source will be used to initiate the program.*

Also, include enrollment and completer projections.

- *New enrollment headcounts are defined as **unduplicated** counts across years. For example, if “Student A” would be initially enrolled in the program in year 2, and again is enrolled in the program in years 4 and 5; “Student A” is only counted in the new enrollment headcount in year 2.*
- *Total enrollment headcounts represent the actual number of students enrolled (both part-time and full time each year. This is a **duplicated** count).*

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION Auburn University

PROGRAM Master of Science in Architecture/ Option in Public Interest Design

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
FACULTY	81,840	83,477	85,146	86,849	88,586	425,899
LIBRARY	0	0	0	0	0	0
FACILITIES	0	0	0	0	0	0
EQUIPMENT	0	0	0	0	0	0
STAFF	59,400	60,588	61,800	63,036	64,048	309,120
ASSISTANTSHIPS	30,717	31,024	41,365	62,048	72,390	237,544
OTHER	6,300	0	0	0	0	6,300
TOTAL	178,257	175,089	188,312	211,933	225,272	978,863

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
INTERNAL REALLOCATIONS	37,172	34,004	0	0	0	71,176
EXTRAMURAL	0	0	0	0	0	0
TUITION	102,205	102,205	137,202	207,198	242,195	791,005
TOTAL	178,257	175,089	189,042	284,958	332,915	1,160,261

ENROLLMENT PROJECTIONS AND DEGREE COMPLETION PROJECTIONS

Note: "New Enrollment Headcount" is defined as unduplicated counts across years.

	Year 1	Year 2	Year 3	Year 4	Year 5	<u>5-YEAR AVERAGE</u>
FULL TIME HEADCOUNT	6	6	8	12	14	9.2
PART TIME HEADCOUNT	0	0	0	0	0	0
TOTAL HEADCOUNT	6	6	8	12	14	9.2
NEW ENROLLMENT HEADCOUNT						
DEGREE COMPLETION PROJECTIONS	5	5	7	11	13	<u>8.2</u>