

2025-26 CBE UNDERGRADUATE CURRICULAR REFRESH

05.22.2026

Introduction

The college comprises five departments: Architecture, Construction Management, Landscape Architecture, Real Estate, and Urban Design and Planning. Until recently, Architecture and Construction Management have been the primary undergraduate curricula. Landscape Architecture and Urban Design and Planning have had intentionally small undergraduate degree programs based in part on resources and on disciplinary traditions that favored graduate degrees. Landscape has just initiated a second undergraduate degree program, and Urban Design and Planning are currently in the process of composing a second program as well. The Department of Real Estate is a relatively recent addition to the college as of 2017; their undergraduate major is still in its first few years.

The following report responds to the first four questions posed by the Undergraduate Curricular Charge Letter of October 9, 2025.

1. Course retirement: out of use and / or low enrollment courses

ARCH courses deleted in SUM 25 – old courses no longer in use:

210, 211, 303, 304, 305, 310, 311, 312, 323, 324, 331, 360, 453, 455, 457, 458, 459

The Department of Urban Design and Planning has recently converted its major courses from the URBDP prefix to the URBAN prefix in and expanded undergraduate course offerings.

Courses deleted in AUT 25 and WIN 26: (this data is from the College Curriculum Committee)

ARCH 323	CM 482 –	L ARCH 200	R E 542
ARCH 458	CM 550 –	L ARCH 310	R E 553
ARCH 434	CM 340 –	L ARCH 311	R E 555
ARCH 478	CM 433 –	L ARCH 323	R E 556
ARCH 534	CM 432 –	L ARCH 324	R E 558
ARCH 556	CM 430 –	L ARCH 325	R E 560
ARCH 251	CM 425 –	L ARCH 425	R E 569
ARCH 403	CM 483 –	L ARCH 450	R E 570
ARCH 426	CM 330 –	L ARCH 451	R E 590
ARCH 455	CM 428 –	L ARCH 463	
ARCH 458	CM 311 –	L ARCH 470	
ARCH 459	CM 450 –	L ARCH 477	
ARCH 475	CM 584 –	L ARCH 481	
ARCH 484	CM 545 –	L ARCH 482	
	CM 332 –	L ARCH 562	
	CM 334	L ARCH 564	
	CM 590		

2. Degree pathways; Streamlining degree requirements; consider retiring degree programs with low enrollments

2a ARCHITECTURE

The Department of Architecture has been focused on reducing electives for two years now. The primary objective was instructional efficiency: pushing the average class size for electives from about 16 to 25. This is intended to reduce dependence on part-time faculty and reduce the average workload for full-time faculty to bring it into alignment with those in other CBE departments. It also recognized that some students were having a hard time getting certain categories of elective requirements, because they were low enrollment and they had significant schedule overlaps.

The Department of Architecture is considering an elimination of required electives within a chosen “area of concentration” in the Architectural Studies program. Otherwise, the degree requirements are all available as each cohort moves through. Most pre-requisites and some of the major requirements are shared by both programs.

2b CONSTRUCTION MANAGEMENT

In advance of our re-accreditation visit in Autumn 2024, the Department of Construction Management recently completed a comprehensive revision of its degree pathways, undertaken in response to barriers identified through program review, student and faculty feedback, and the department's ACCE accreditation work. The revision consolidated admissions into four clearly defined pathways — Freshman Direct, Early Admission (Business and STEM tracks), Upper-Division, and Transfer — designed to broaden access while maintaining academic preparation. Degree requirements have been cross-checked in DARS against DawgPath to ensure consistency across both the BS and Dual-degree options. As an ACCE-accredited program, the curriculum is significantly prescribed: the BS degree allows only six elective credits in the major, and ACCE standards additionally require a minimum of 18 quarter credits in business and management topics taught outside the degree program. Recent revisions to the accounting prerequisite — consolidating from two required courses to a choice between ACCTG 215 and ACCTG 219 — have reduced transfer friction and illustrate the ongoing prerequisite streamlining the department continues to pursue where opportunities arise.

The revised pathways have produced the intended outcomes: with the Class of 2027, the department achieved its targeted 90-student cohort for the first time, and a significantly larger share of admits now enter through Freshman Direct, enabling earlier stabilization of enrollment management and more reliable multi-year cohort projection.

Program retirement is not under consideration, given the growing demand for this major. The department continues to align prerequisites and reduce redundancy where opportunities arise. The CM major is capacity-constrained, and current efforts are focused on identifying the resources and conditions needed to sustain the 90-student cohort over time — addressed further in the instructional resources section below.

2c LANDSCAPE ARCHITECTURE

The new Environmental Design and Sustainability major was launched in autumn 2025. The curriculum is heavily built around existing non-professional courses with many of the 300 and 400 level courses also fulfilling requirements for the BLA which allows the LA Dept greater efficiencies in teaching. All courses required for the EDS major are open to non-majors and the lower level courses (200 level) are designed as large lecture courses that fulfill gen ed and diversity requirements to both encourage higher enrollment and essentially be feeder courses for both of our ug majors. Courses in the EDS major also non-sequential so enrollment in courses will not be dependent on enrollment in earlier courses (with the exception of the ED studio courses).

2d REAL ESTATE

The undergraduate real estate curricula are among the newest programs in the college and have recently transitioned from its initial growth period into a stable stage of development. The Runstad Department of Real Estate has completed a review of degree requirements and enrollment, and all programs demonstrate robust enrollment and a stable curricular structure that does not require modification at this time.

2e URBAN DESIGN AND PLANNING

Urban Design and Planning has historically been regarded as a primarily graduate-level discipline, in a similar framework as Public Affairs and Public Health. Therefore the department's current undergraduate program, a major called Community, Environment, and Planning, has been a purposefully limited and finely tuned curriculum. It is capacity-constrained so that its unique pedagogy can be delivered to each cohort with exactly the same instructional and physical resources every year. There is one open-enrollment course, CEP 200, that serves as a foundation for those who join the major and also allows others to explore it as a possible major, and some to just take it as a GenEd elective. The required core courses are fully streamed, while 50% of the credits are purposely found in other disciplines.

Interested students that do not get admitted to the program (on average, 6-10) are encouraged to take the Urban Design and Planning minor. The Department of Urban Design and Planning is currently exploring the initiation of a new undergraduate B.A. in Urban Planning with new, larger, 200- and 300- level courses.

2f CBE SUMMARY

Overall, there are no undergraduate majors in the college for which we are considering retirement. Rather, we are engaging in growth for undergraduate opportunities. In addition to two new programs (B.A. in Environmental Design and Sustainability and B.S. in Real Estate), we have dramatically increased enrollments in the open access courses ARCH 150 and 151, Appreciation of Architecture I and II, RE 101 Introduction to the Home Buying Process, and RE 250 Introduction to Real Estate.

3. Review of pre-requisites for possible sharing across programs:

3a ARCHITECTURE –pre-requisites for BA AD and BA AS

ARCH 200 and 201—foundations of design –open enrollment up to 185

ARCH 231 -- open enrollment up to 150, pre-req for Architectural Studies majors

ARCH 350, 351, and 352—architectural history sequence—open enrollment up to 200

3b CONSTRUCTION MANAGEMENT—pre-requisites for BS CM

The CM major requires a substantial set of prerequisites reflecting ACCE accreditation standards, which mandate a minimum of 18 quarter credits in business and management topics taught outside the degree program. The full prerequisite structure varies by admission pathway. Freshman Direct students enter without prerequisites, and Early Admission (Business and STEM tracks) requires only a focused subset including calculus, physics or economics, English composition, and MGMT 200; however, the department’s registration group policy explicitly requires all students in both pathways to complete the same prerequisites as Upper-Division and transfer applicants before advancing to the junior-year cohort sequence. Upper-Division and transfer applicants must complete the full set at the point of admission (Note: the registration group policy allows an exception IF a student has a written plan for completion and/or verification of current or planned course registration): calculus (MATH 112 or 124), two physics sequences with labs (PHYS 114/117 and 115/118 or equivalents), ECON 200, ACCTG 215 or 219, English composition, MGMT 200, statistics (QMETH 201, STAT 220, or STAT 311), ESS 101, CM 260, and CM 220 or COM 220.

The business and management prerequisites — ACCTG 215/219, ECON 200, MGMT 200, and MGMT 300 — present the most persistent access challenges, as these courses are controlled by other units and enroll large numbers of non-CM students. Issues include seat availability, scheduling conflicts with science prerequisites, and inconsistent transfer equivalencies across community colleges. MGMT 300, required in the junior year, is particularly challenging to coordinate: CM students begin their intensive upper-division cohort sequence at that point, requiring ongoing coordination with the Foster School to secure sections compatible with the CM schedule, and individual intervention for students on non-standard programs of study. The recent revision of the accounting requirement — from ACCTG 215 plus ACCTG 225 to ACCTG 215 or 219 — has reduced transfer friction and is a concrete example of prerequisite streamlining already achieved.

Three CM courses serve the broader CBE and university community as open-enrollment courses fulfilling UW general education requirements: CM 220 (collaborative communication for built environment professions, counts toward SSc), CM 250 (Construction and Culture — the evolution of building construction through history, cultures, economies, and institutions — counts toward A&H), and CM 260 (digital tools, counts toward NSc). These courses are available to any UW student and naturally support cross-college access without requiring formal inter-departmental agreements. When submitting time schedule requests, the department sizes sections based on projected CM student need and pedagogical design; however, the department monitors demand and adjusts offerings reactively for subsequent quarters or academic years when excess demand is observed. For example, CM 250 was expanded from two quarterly offerings to three in the current academic year, and CM 260 grew from two or three offerings per year to six in AY 2025–26 in response to sustained demand. CM 260 sections are currently capped at 32 due to the seating capacity of GLD 007; however, if the relevant software could be installed in Mary Gates Hall

computer labs, section capacity could expand to 45, meaningfully increasing access without additional scheduling constraint.

3c LANDSCAPE ARCHITECTURE—pre-requisites for BLA and BA EDS

L ARCH 300 – Introduction to landscape architecture / environmental design is the only pre-req for the Bachelor of Landscape Architecture degree and is a required course for the new Bachelor of Arts in Environmental Design and Sustainability degree, which does not have any pre-req's.

3d REAL ESTATE –pre-requisites for BS RE

R E 250 – a required intro course with open enrollment

3f URBAN DESIGN AND PLANNING—pre-requisites for BA CEP

CEP 200 - a required intro course with open enrollment

3g CBE SUMMARY

The Department of Architecture initiated the Architectural Studies major in 2016 to increase access to the discipline while living with the constraints of the Architectural Design major. Efficiencies from shared coursework in pre-requisites were inherent to the plan. These included pre-requisites as well as two required courses in the junior year. The pre-requisite courses are not restricted to majors.

The department is currently considering converting the 350 / 351/ 352 sequence from three quarters at 3 credits each into two quarters at 5 credits each. This may attract a wider enrollment from across campus as an elective.

The Department of Landscape Architecture has one pre-requisite course for the BLA degree – L ARCH 300. This course is also a required course for the new BA Environmental Design and Sustainability degree. The course is prioritized for BA EDS and prospective BLA students but is open to all students. LA offers a number of open enrollment lower level courses. Students that enroll in the BLA or BA EDS or Urban Ecological Design minor must take a minimum number of credits in these lower level L ARCH courses.

Construction Management, Real Estate, and Urban Design and Planning all have a large lecture introductory course as a pre-requisite or required course. There would be no benefit to sharing most of these courses as they are designed to situate a particular discipline for majors, but are also available to others in the college as an elective.

The college is pursuing a different path to interdisciplinary learning through the development of a Built Environments curriculum using the B E prefix. Once there are some stable courses with robust interdisciplinary pedagogies, departments will be encouraged to require one or more in their degree programs.

4. Instructional resources (space, FTE, ASE) of undergraduate (required / core) courses. Identify bottlenecks, and opportunities to increase capacity in specific courses.

4a Department of Architecture: Architectural Design and Architectural Studies majors				
<i>Course numbers</i>	<i>Average enrollment</i>	<i>Instructional resources</i>	<i>Space resources</i>	<i>Notes</i>
ARCH				
150 / 151	1500 each	.5 FTE each 15 ASE each	Online	
200 / 201*	105 each	.5 FTE , 4 ASE each	Studio space	
231	150	.5 FTE, 4 ASE	Fabrication lab	
300 / 301 / 302	52 each	2.0 FTE each	Studio space	AD Majors only
320 / 321/ 322	80 / 50 / 50	1 FTE, 1 ASE ea.	Sm lecture / classroom	Shared w/CM
332	28	.33 FTE	Fabrication lab	Majors only
350 / 351 / 352	140 avg each	.5 FTE+ 3 ASE ea	Lecture hall	
361	30 max	.33 FTE, 1 ASE	Classroom	AS Majors only
362	85	.5 FTE	Sm lecture / classroom	Majors only
380 / 381	27	.33 FTE ea.	Computer lab	Majors only
400 / 401 / 402	50 each	2.0 FTE each	Varies	AD Majors only
431	82	.5 FTE, 1 ASE	Sm lecture / classroom	
468 / 469	25 each	.5 FTE, 1 ASE ea	Classroom	AS Majors only
487	30	.33 FTE	Online	
<i>Observations / analysis:</i>				
<p>The pre-requisites and the required sequences of courses have healthy enrollments; the two programs share a number of courses. Inefficiencies and/or inadequacies (from a student perspective—not enough access) are found in the elective requirements and special topics seminars.</p> <p>The department has recognized that there are too many courses, aside from studios, that enroll between 10 and 20. There is greater effort in understanding how many seats are needed to fulfill each cohorts' requirements, and simultaneously reducing the number of electives offered, and increasing their enrollments.</p>				

4b Department of Construction Management: Construction Management major				
<i>Course numbers</i>	<i>Average enrollment</i>	<i>Instructional resources</i>	<i>Space resources</i>	<i>Notes</i>
CM				
220	60	.3 FTE	Sm lecture / classroom on main campus	CM 220 or COM 220 are required for admission, but not counted toward the minimum 95 major credits; offered in winter
250	70	.3 FTE	Sm lecture on main campus	Soft prerequisite (recommended toward A&H); offered in AuWiSp
260	60	.6 FTE	Computer lab on main campus	CM 260 are required for admission, but not counted toward the minimum 95 major credits. It is counted toward NSc; offered in AuWiSp (2 sections per quarter)
301	32 /50	.3 FTE	Computer lab on main campus	Offered in Au (2 sections) and SP (1 section)
310	85	.3 FTE	Sm lecture on main campus	Offered in Autumn; when a Panopto classroom is provided, we use the recording to allow dual degree in Rome to take it.
312	60	.3 FTE	Sand Point	Senior class usually at CERC, but since we do not have a 90 seat classroom at CERC and due to budget/staffing uncertainty, we are moving back this to campus for next year.
313	130	.6 FTE	Lecture on main campus	
314	130 in 4 lab sections	.6 FTE	Sand Point	
320	52	.6 FTE	Classroom on main campus	
323 lecture	90	.3 FTE	Sm lecture on main campus	
323 lab	90	.5 FTE	3 or 4 lab sessions at Sand Point	
331	90	1 FTE	3 Classrooms on main campus	
333	90	.6 FTE	Lecture / classroom on main campus	
335	99	.3 FTE	Lecture hall on main campus	
343	90	.3 FTE / 2 ASE	Sm lecture / classroom on main campus	
410	56	.6 FTE	Sand Point	
411		.3 FTE	On main campus	Grad students + CM minor
412	60	.6 FTE	Sand Point	Since we do not have a 90 seat classroom at CERC and due to budget/staffing uncertainty, we may

				need to move back this to campus for next year.
413	40	.3 FTE	Sand Point or campus	
414 lecture (2 contact hours)	60	.3 FTE	Sand Point	Since we do not have a 90 seat classroom at CERC and due to budget/staffing uncertainty, we are moving back this to campus for next year.
414 lab (2 contact hours)	Students in lecture are broken down into two lab sections	2 ASE	Sand Point	
416	30	.3 FTE	Sand Point	
418	60	.3 FTE	Sand Point	Since we do not have a 90 seat classroom at CERC and due to budget/staffing uncertainty, we are moving back this to campus for next year.
420	80	.3 FTE	Sm Lecture on main campus	Junior class on main campus
421	60	.6 FTE	Sand Point	Spring offering for grad students + CM minor
423	60	.3 FTE	Sand Point	Since we do not have a 90 seat classroom at CERC and due to budget/staffing uncertainty, we are moving back this to campus for next year.
424	60	.6 FTE	Sand Point	
426	40	.3 FTE	Sand Point	
427	60	.3 FTE	Sand Point	
429	60	.3 FTE	Sand Point	
431	70	.66 FTE	Sand Point	
434	60	.3 FTE	Sand Point	Since we do not have a 90 seat classroom at CERC and due to budget/staffing uncertainty, we are moving back this to campus for next year.
449	20	.3 FTE	Classroom	Grad students + CM minor

Observations / analysis:

The CM undergraduate curriculum is delivered through a cohort-based sequential structure in which most courses are offered once per year, with students advancing together through a tightly integrated two-year upper-division sequence. This structure is not incidental — it is engineered to meet ACCE Student Learning Outcome requirements, five of which must be assessed at the Create level, requiring production-based, integrative work under close faculty supervision. Two additional SLOs must be assessed at the Analyze level and two at the Apply level. Because Create-level assessment requires iterative faculty evaluation and documented outcomes, scaling cannot occur through larger lecture sections; growth requires duplication of supervised instructional units.

Space resources are divided between the main campus and the Center for Education and Research in Construction (CERC) at Sand Point. Junior-year lab sessions for CM 313/314 and CM 323 are delivered at CERC, where the department controls the schedule and can accommodate

additional sections. However, lab session size is capped at approximately 30 students for safety reasons, with OSHA 30-certified instruction required; when enrollment in a section exceeds 24, a second OSHA 30-certified in-class resource is secured. Senior-year courses are delivered at CERC in a classroom accommodating up to 77 students. The general rule is that 300-level courses are junior-year and 400-level courses are senior-year, with two exceptions: CM 312 is a senior-year course despite its 300-level designation, and CM 420 is a junior-year course despite its 400-level designation. With the current 90-student cohort, the department is implementing a split senior schedule for AY 2026–27 in which students attend campus for full-cohort instruction and CERC for courses delivered in half or third-cohort sections. This arrangement is a contingency response to budgetary uncertainty around part-time faculty hiring: if funding for additional sections were confirmed, the department could keep seniors consolidated at CERC by splitting the cohort into two parallel sections delivered across CERC’s three classrooms — seating 77, 45, and 38 students respectively — and a 45-seat laptop computer lab, without requiring any return to the main campus. The split schedule, while functional as a near-term stopgap, is not sustainable and introduces several compounding risks. First, it disrupts the compact senior-year schedule the department has designed to allow students to pursue part-time employment in the construction industry — a distinguishing feature of the program that enables many students to graduate debt-free and enter the workforce with meaningful practicum experience. Second, returning seniors to the main campus reintroduces the logistical constraints the program had previously resolved by consolidating instruction at CERC: securing appropriate classroom space for a pedagogically specialized curriculum at the right time and place, and ensuring that back-to-back class transitions remain within the ten-minute scheduling window built into the university’s timetable. This arrangement therefore represents the practical limit of the current space configuration and is not a viable long-term model for sustaining the 90-student cohort.

The program entered AY 2025–26 at its 90-student enrollment ceiling, calibrated to a continuing faculty base of 12.6 FTE. Two unexpected departures since the October 2024 accreditation visit — the retirement of a teaching track faculty member who served as capstone coordinator and the resignation of an assistant professor teaching two required methods and materials courses — reduced faculty capacity by two FTE, forcing increased reliance on temporary appointments, which now account for 47% of credits delivered in AY 2025–26. A Temporary Lecturer has been hired for immediate coverage. A replacement search request for the teaching track position was initially denied; a revised request was resubmitted this year and was recently approved by the Provost. The search will be carried out next year with an expected start date of Autumn 2027. A search for up to two part-time lecturers is also underway.

Staffing constraints are spread across the curriculum. The department currently faces over-reliance on part-time and temporary faculty, insufficient ASE support for lab-intensive courses, and faculty FTE stretched across too many courses simultaneously. The current undergraduate advisor is also at full utilization, with recruitment, pre-major advising, and post-admission advising functions consolidated into a single position. Beyond personnel, software licensing and classroom technology constraints limit capacity in digitally intensive courses: CM 260, for example, is currently capped at 32 students per section due to the seating capacity of GLD 007, and expansion to larger venues such as Mary Gates Hall is contingent on software installation in those facilities. Resolving this constraint would increase section capacity to 45 and reduce the number of sections required to meet demand.

Under present staffing, 90 students represents the sustainable upper limit consistent with accreditation integrity and instructional quality. Two planning scenarios have been presented to the Dean. Stabilization at 90 requires restoration of the two lost faculty lines and reorganization of advising functions. Strategic growth to 135 students — enabled by recent CERC facility upgrades that created a modular 45-student expansion model — would additionally require two to three new

faculty lines, a second undergraduate advisor, and expanded lab support. Absent this investment, further enrollment expansion would risk diluting academic rigor, causing faculty overload, and jeopardizing accreditation. The program has been rebuilt successfully, secured accreditation through 2032, and removed prior facility constraints. Personnel capacity now defines the ceiling, personnel hiring and space constraints create uncertainty.

Note on TA:

We hire PhD students as TA or predoctoral instructor only in self-contained classes that those ASE teaches (e.g., CM 260 and some non recurrent electives) or as lab instructors in classes that have an attached lab (e.g., CM 314, CM 323, CM 343, CM 414).

Department of Landscape Architecture: Landscape Architecture and Environmental Design and Sustainability majors

<i>Course numbers</i>	<i>Average enrollment</i>	<i>Instructional resources</i>	<i>Space resources</i>	<i>Notes</i>
L ARCH				
210	100	.4 FTE / 1 ASE	lecture	
211	32	.3 FTE	Sm lecture	Anticipate higher enrollment; working on gen ed designation
212	75	.3 FTE / 1 ASE	Lecture	
300	30	.5 FTE	Studio	Open enrollment
301 / 302 / 303	30 ea	.5 FTE ea	studio	EDS Majors only
322	85	.4 FTE / 1 ASE	Sm lecture	
341	80	.4 FTE / 1 ASE	Sm lecture	
342	30?	.3 FTE	classroom	New AY26-27
352 / 353	50 / 60	.3 FTE ea / 1 ASE (353)	Sm lecture	353 is vertically taught with 553 for a total of 80 students
361	110	.4 FTE / 1 ASE	Lecture	
362				Not currently taught
363	65	.3 FTE	Lecture	
370	30?	.3 FTE	classroom	New AY26-27
401/402/403	15/15/15	.5 FTE ea	Studio	
404	15	.5 FTE	Studio	BLA Majors only
411	40	.3 FTE	Classroom	BLA + MLA Majors only
412	30	.3 FTE	classroom	New AY26-27
423	50	.3 FTE	Classroom	
424	40	.3 FTE	classroom	BLA + MLA Majors only
431	40	.3 FTE	Classroom	BLA + MLA Majors only
432	35	.3 FTE	Classroom	BLA + MLA Majors only
433	35	.3 FTE	Classroom	BLA + MLA Majors only
434	30	.3 FTE	Classroom	
435	30?	.3 FTE	Classroom	New AY26-27
440	35	.3 FTE	Computer lab	BLA + MLA Majors only
441	40	.3 FTE	Computer lab	BLA + MLA Majors only
454	25	.3 FTE	classroom	
465	25	.3 FTE	classroom	New AY26-27 but taught as 498 for 2 years
473	35	.3 FTE	Classroom	BLA + MLA Majors only
474	20	.5 FTE	Studio	BLA Majors only
475	20	.3 FTE / 1 ASE	Off-site	BLA Majors only

Observations / analysis:

Several courses in the professional sequence are required for both the BLA and MLA degrees so are vertical courses but restricted to only BLA and MLA. The majority (all?) of the directed elective courses for the BLA are open to non-majors as are some of the non-professional sequence required courses. We are introducing 7 new courses in AY26-27 as part of the new BA EDS major. Required courses for each of the three concentrations are open to non-majors but will be prioritized for EDS majors (and BLA majors if appropriate). We have focused on building our courses around our majors and aim to keep non-professional courses open to non-majors.

Potential room issues may arise with the new EDS studios (301, 302, 303) although no more than 1 of those courses will be taught per quarter and we anticipate the need for a slow build up of those courses. Additionally, we anticipate the need to offer LA 300 in autumn (currently offered winter and summer) which may also put pressure on limited studio spaces.

In order to build enrollment for non-professional courses, we are working so all courses fulfill gen ed, diversity and/or community engagement requirements. We have also had discussions with Architecture to strategize how our respective pre-req design studios can count as a pre-req for both LA and Arch majors.

In an effort to cut costs we didn't hire TA's for most courses this year but did hire RG's. the plan/hope would be that this courses grow enrollment as the BA EDS grows and the courses will support TAs. I added ASE for the courses we anticipate being able to support them.

UG and grad studios both use 401, 402, 403 as course numbers. BLA should have 15 each quarter.

The following courses are in the professional sequence and are for both BLA and MLA students. They are all restricted to majors. Going forward, we are aiming for 15 students for BLA cohorts. 411, 424, 431, 432, 433, 434, 440, 441, 473.

These are new courses that will taught for the first time in AY2026-27 for the new major.
301, 302, 303, 342

Department of Real Estate: Undergraduate Courses				
<i>Course numbers</i>	<i>Average enrollment</i>	<i>Instructional resources</i>	<i>Space resources</i>	<i>Notes</i>
RE				
101	500	0.6 FTE / 3 ASE	Online	3 courses offered per AY
250	250	0.5 FTE / 2 ASE	Online and Classroom	9 courses offered per AY
361	100	0.4 FTE / 1 ASE	Online	3 courses offered per AY
363	35	0.3 FTE	Classroom	4 courses offered per AY
397	70	0.5 FTE / 1 ASE	Classroom	3 courses offered per AY
400	35	0.4 FTE	Classroom	2 courses offered per AY
408	35	0.3 FTE	Classroom	3 courses offered per AY
409	35	0.3 FTE	Classroom	1 course offered per AY
411	50	0.4 FTE / 1 ASE	Classroom	5 courses offered per AY
413	50	0.5 FTE / 1 ASE	Classroom	5 courses offered per AY
415	35	0.3 FTE	Classroom	1 course offered per AY
416	50	0.5 FTE / 1 ASE	Classroom	5 courses offered per AY
418	20	0.3 FTE	Classroom	1 course offered per AY
459	35	0.3 FTE	Classroom	1 course offered per AY
462	35	0.5 FTE	Classroom	1 course offered per AY
463	50	0.4 FTE	Classroom	3 courses offered per AY
464	20	0.4 FTE	Classroom	2 courses offered per AY
465	25	0.4 FTE	Classroom	1 course offered per AY
480	75	0.3 FTE / 1 ASE	Classroom	2 courses offered per AY
497	25	0.4 FTE	Classroom	3 courses offered per AY
498	35	0.3 FTE	Classroom	1 course offered per AY
<i>Observations / analysis:</i>				
<p>The Real Estate Department reviewed all courses offered more than once each quarter (RE 250, 363, 411, 413, 416) to determine whether course format and materials could be revised to support larger enrollments and allow each course to be offered once per quarter. Based on this analysis, the department will proceed with revising RE 250 and will complete this work during AY 26–27 for a revised launch in AY 27–28. The Department will pause changes to the remaining courses at this time because upper-division undergraduate classes require low student-to-instructor ratios to ensure direct engagement and applied learning. In addition, 411, 413, and 416 core classes in the Real Estate Major are currently offered at the classroom size limit of GLD 110 and GLD 114. The format and class size offering of these courses will be reconsidered after the revised RE 250 model is implemented and evaluated.</p>				

Department of Urban Design and Planning: Community Environment and Planning major				
<i>Course numbers</i>	<i>Average enrollment</i>	<i>Instructional resources</i>	<i>Space resources</i>	<i>Notes</i>
CEP				
200	40	.3 FTE	Classroom	
300	75	.3 FTE	Off campus	
301	40	.3 FTE	Classroom	
302	35	.3 FTE	Classroom	
303	35	.3 FTE	Classroom	
400	60	.3 FTE / 1 ASE	Classroom	
460	40	.3 FTE	Classroom	
461	35	.3 FTE	Classroom	
462	38	.3 FTE	Classroom	
473	30	.3 FTE	Computer lab	
490 / 491	35 /35	.3 FTE ea	Classroom	
URBAN				
200	40	.3 FTE	Classroom	
300	80	.4 FTE / 1ASE	Sm lecture	
370	40	.3 FTE	Classroom	
404	22	1 FTE	Classroom and computer lab	
407	20	.5 FTE	Studio	
422	4	1 FTE	Computer lab	Parallel course
423	10	1 FTE	Classroom	
424	15	.5 FTE	Studio?	Parallel course
435	20	.3 FTE	Classroom	
466	3	.3 FTE	Classroom	Parallel course
480	30	.3 FTE	Classroom	
<p><i>Observations / analysis:</i></p> <p>CEP 200 is the only pre-requisite to the major, and it functions as a gateway rather than a barrier. Though the major is capacity constrained, the applicant rate does not exceed capacity by very much. The cohort moves efficiently through the core required course sequence, with 35-40 students in every course: 4 @ 300-level and 6 @ the 400-level.</p> <p>The department is studying the possible addition of a second undergraduate major to increase efficiency of 400-level URBAN courses, to provide additional revenue, and to potentially encourage continuation on into the Masters in Urban Planning program for some students.</p>				

Overall summary

The College of Built Environments has been building capacity in undergraduate studies over the past ten years. Every department now offers a minor so that students in the college have the opportunity to explore built environments from more than one disciplinary framework.

The Department of Architecture was unable to expand its highly sought-after Architectural Design program due to space constraints. After considering an undergraduate degree in Architectural History, they instead initiated an Architectural Studies program that provides a firm foundation for students to enter into graduate design programs or to pursue a graduate degree in any allied discipline.

Similarly, the accredited Bachelor of Landscape Architecture was limited, and so the department has recently launched a BA in Environmental Design and Sustainability, which has an open enrollment.

The accredited BS in Construction Management is also space constrained, but the new BS in Real Estate is an open major.

Lastly, the Department of Urban Design and Planning has long had a BA in Community, Environment, and Planning that is something of a “boutique” program with a unique pedagogical model. It is small by design, but it does not have a demand that exceeds capacity by very much. The faculty of UDP is now undertaking the design of a more conventional undergraduate curriculum in Urban Planning. Once completed and implemented, they will, at a minimum, double the opportunities for undergrade study of towns and cities.