CPA Academic Handbook | 2026

"How Can We Help?"

the Classic Planning Academy

of the Classic Planning Institute

A 501(c)(3) nonprofit, EIN: 86-3428097

Following the Standards for Accreditation

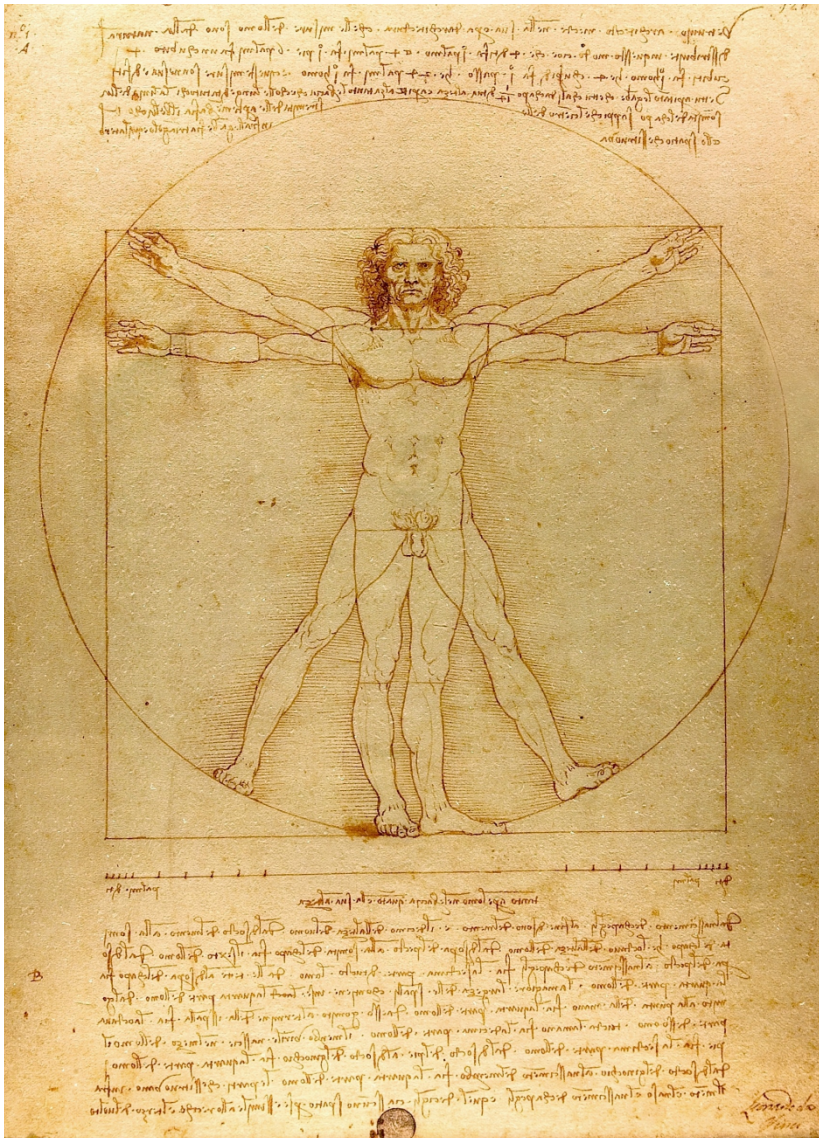
of the

New England Commission

of Higher Education (NECHE)

Submitted November 5, 2025

Scarborough Maine



Frontispiece *Far more than a study of human proportions inspired by the writings of the Roman architect Vitruvius, Leonardo da Vinci's Vitruvian Man (c. 1490) is in fact both Vitruvius's mnemonic for the proportions of buildings, and a reminder of the holistic knowledgebases underpinning the classical method which seeks to build pleasing human environments by means of traditional architectural styles. When we do not mindlessly accept the idea that "newer is better," nothing in that method is "old fashioned."*

Uniquely, the mission of the Classic Planning Institute is to steward the cycle of architects' and urbanists' knowledge—the classical method and its knowledgebases. It is to help prepare individuals for leadership in the associated fields of Traditional Architectural Expertise, Classic Planning and Urbanism, Urban Landscape and Agricultural Expertise, and Traditional Craftsmanship. To this end, the CPA is applying for PhD level accreditation for its graduate post-professional-degree program.

Contents

A. Introduction

The CPA's PhD Program provides advanced graduate training for exceptional practitioners and scholars preparing for positions in practice, academia, research organizations, governments, NGOs, and the construction industry in all its aspects. In this way, the program furthers the Classic Planning Institute's (CPI's) primary mission of stewarding the knowledgebases of the classical method through research, training, application, and community engagement. This handbook covers the CPA doctoral program, which leads to a Doctor of Philosophy (PhD) degree in:

- Traditional Architecture Specialist
- Classic Planner
- Traditional Architecture and Agriculture
- Master Craftsmanship
- Urban Neuroscience

1. Program Overview

This unique six-year post-professional doctorate focuses on mastering the "classical method"—a holistic approach to designing beautiful, durable, and reusable places and buildings rooted in timeless principles and known to foster individual and community health and wellbeing.

Institutional Mission and Academic Uniqueness

The CPA addresses a critical gap in architectural education that emerged after World War II when universities systematically abandoned traditional design knowledge in favor of modernist approaches. While most contemporary PhD programs in architecture focus on theory, history, or building technology, the CPA uniquely teaches practical application of classical planning and traditional architectural methods. The program is founded on neuroscience research showing that pre-attentive human response to beauty is universal and measurable, and that traditional urban environments promote measurable health and wellbeing.

The curriculum centers on "architectural literacy"—the ability to read and understand built environments analogous to reading literacy in language—and "classic planning"—how cities were built prior to their deterioration and sprawl. These empower both professionals and citizens to engage meaningfully in planning discussions and create more human-centered communities.

Program Structure and Requirements

The doctoral program requires of candidates:

- 120 semester hours at the BA level and 30 at the MA level as prerequisites
- 60 semester hours beyond baccalaureate at CPA (30 hours each in Year 1 and Year 2 courses, plus 15 hours each in two PhD seminars)
- 2,000 hours of hands-on construction experience
- 2,000 hours of documented architectural observation/travel

- 4,000 hours of professional experience in architecture, urbanism, crafts, or research

The program offers four specialization streams: Traditional Architecture Expert, Classic Planner, Urban Landscape and Agriculture Expert, Master Craftsperson, and a fifth stream in Urban Neuroscience.

Curriculum and Teaching Methodology

Year 1 focuses on Architectural Literacy, teaching students to draw the classical orders (Doric, Ionic, Corinthian, Elements, Proportions, Composition) and apply this knowledge to small and medium building projects. Year 2 covers Classic Planning fundamentals, urban design principles, and thesis preparation. The program emphasizes "learning by doing," utilizing hand drafting and mimetic learning processes that engage the hand-eye- brain nexus.

PhD seminars cover specialized knowledge, research methods, and dissertation development. Students complete stream-specific dissertations integrating their academic learning with field experience. Teaching occurs primarily online with 5-hour weekly classes, supplemented by seminars from international experts and occasional live intensives.

Faculty and Resources

The program is led by three tenured faculty members:

- **Dr. Nir Buras** (Principal): Author of "The Art of Classic Planning" (Harvard University Press, 2020), experienced architect and urban planner with projects including Grand Central Terminal and Washington Metro Silver Line

- **Arch. Pablo Alvarez Funes:** (Director of Education): International expert in traditional architecture with 16+ years of experience across Europe, North America, Middle East, and Asia

- **Prof. Brandon Ro**: Award-winning architect, researcher, and educator specializing in phenomenological architecture and the role of ornament

The program also features 40+ adjunct faculty from leading institutions worldwide, including experts from Notre Dame, Traditional Architecture Group London, and various international institutions (recently Cambridge University, the Max Planck Institute).

Financial Sustainability and Accessibility

The CPA operates on a sustainable self-funding model through tuition revenue. Total program costs range from $40,800 to $61,200—significantly below comparable online architecture PhD programs that cost $103,000 to $234,000. All proceeds are reinvested in institutional, educational and research activities.

Market Need and Graduate Outcomes

The program addresses urgent needs in preservation, sustainable development, and human-centered design. The mental and physical health benefits of traditional design are becoming increasingly recognized. With beautiful traditional cities attracting roughly one billion tourists annually and only six new "beautiful destinations" created since 1950 (the Disneylands), there is clear market demand for professionals who can create enduring, attractive environments—and massively reduce the carbon costs of travel and tourism.

CPA course graduates have gone on to continue studies at Notre Dame University's architecture graduate program and work in traditional architecture firms worldwide. The international student body (representing Australia, Bangladesh, Belgium, Canada, UAE, India,

Israel, Jordan, Netherlands, Norway, Portugal, UK, and US) demonstrates global interest in this specialized knowledge.

Strategic Significance

Th CPA Program represents an unprecedented opportunity to restore essential knowledge that has been largely absent from higher education for over 75 years. Given mounting concerns about environmental sustainability, social equity, and urban livability, the CPA's holistic approach to beautiful, durable, and reusable architecture and urbanism offers vital tools for addressing 21st-century challenges while drawing from humanity's accumulated wisdom about creating places where people thrive.

* * *

While the program's design ensures relevance and innovation, its curriculum challenges students intellectually and creatively, advancing their knowledge far beyond earlier degrees. Students admitted to the program are demonstrably prepared for this demanding academic program. Requirements emphasize both scholarly inquiry and practical application, preparing students for effective leadership with applicable knowledge communication. Graduates exhibit mastery of core competencies, research methodologies, and technical skills aligned.

This Academic Handbook is designed to guide students through the program, to be a resource for faculty, and to inform prospective students about the details of our program. The guide is meant to be a living document that can be modified as needed.

Nir Buras, Scarborough, August, 2025

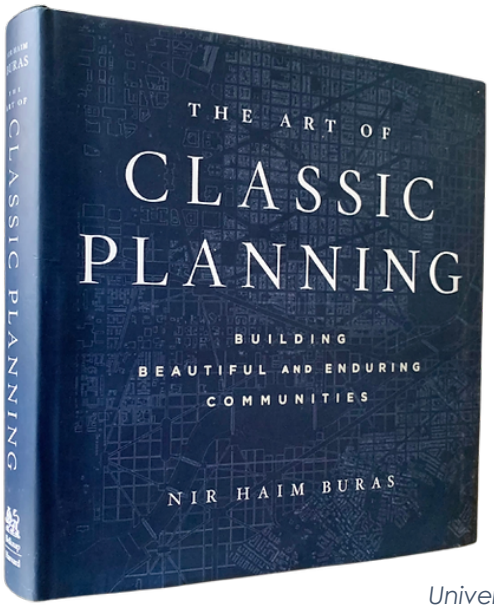


Figure 1 – The Art of Classic Planning, Harvard University Press, 2020, a primary textbook

B. ORGANIZATION AND GOVERNANCE OF THE CLASSIC PLANNING INSTITUTE AND ITS ACADEMY

The CPA's PhD Program provides advanced graduate training for exceptional practitioners and scholars active in practice, academia, research organizations, governments, NGOs, and the construction industry in all its aspects. In this way, the program furthers the Classic Planning Institute's (CPI's) primary mission of stewarding the knowledgebases of the classical method through research, training, application, and community engagement. This handbook covers the CPA doctoral program, which leads to a Doctor of Philosophy (PhD) degree.

The New England Commission of Higher Education (NECHE) Standards for Accreditation establish the institutional criteria for the Classic Planning Academy (CPA). Accordingly, the institution's evaluative processes work toward improving the quality of its offerings, to increasing its effectiveness, and to continually strive toward excellence.

The CPA, has clearly defined purposes appropriate to an institution of higher learning. It has assembled and organized the resources necessary to achieve its purposes—and after four years of operation, the CPA is well on track.

Central to the CPA is the quality of its programs, courses, and graduates, and all efforts are focused to maintaining an exemplary level. Significantly, the CPA goals and curriculum are unique. The CPA program focuses on a specialized field—the traditional built environment. It aspires to the highest level of discourse commensurate with the arts it professes.

1. The Classic Planning Institute (CPI)

The Classic Planning Institute (CPI), is a 501(c)(3) nonprofit organization, EIN: 86-3428097, the charter mission of which is, through its divisions, "To steward the knowledge bases of the classical method through practice, teaching, and community engagement" as described in part in *The Art of Classic Planning* (Buras, N., Harvard University Press, 2020).

This book is the central textbook of the program. It has been referred to as "… the mother of all urban planning books" (Leon Krier), "A veritable bible of urbanism" (Hillel Schocken), "… a once in a generation treatise," (Patrick Webb), and a"…trove of knowhow" (Andrés Duany).

By our charter, the CPI stewards the knowledge bases of the holistic classical method through practice, teaching, research, and engagement in the community. [1] The CPI and its divisions are powered almost entirely by our members' goodwill and volunteering, and we invest all our proceeds directly back into our activities. We consider those invested in traditional design and urbanism as exemplary practitioners and thinkers and we are committed to help bring this energy to the community at large.

[1] Smuts, Jan Christiaan. *Holism and evolution*. Macmillan, 1926.

Stewarding holistic knowledgebases, The CPI is a holistic organization, divided into seven divisions, each intended to be self-sustaining. They are: 1) An Academy. 2) A Studio. 3) A Stoa for conferences. 4) A Laboratory where topics such as neuroaesthetics and classic street design are researched. 5) Our quarterly magazine, the Classic Planning Herald International. 6) A video project Extreme City makeover. And 7) A library project which is in its first phase. The CPI divisions are:

The Classic Planning Laboratory is a rigorous urban neuroscience leader in researching aesthetic experience, memory, place, why skilled manual crafts are essential in the built environment, and how human brains process vehicles. Its upcoming book, The Neuroaesthetic City, is expected in 2026. The Classic Planning Studio applies this knowledge to provide communities and developers with long-term, beautiful, "neuroaesthetic" urban tableaux. The Classic Planning Academy rests on the support of the other divisions.

- Classic Planning Academy — CPA
- Classic Planning Herald Magazine — CPH
- Classic Planning Laboratory — CPLab
- Classic Planning Library — CPLib
- Classic Planning Stoa — CPStoa
- Classic Planning Studio — CPStudio
- Classic Planning Studio Video Production — CPVid

Figure 2 – The CPI Divisions work holistically

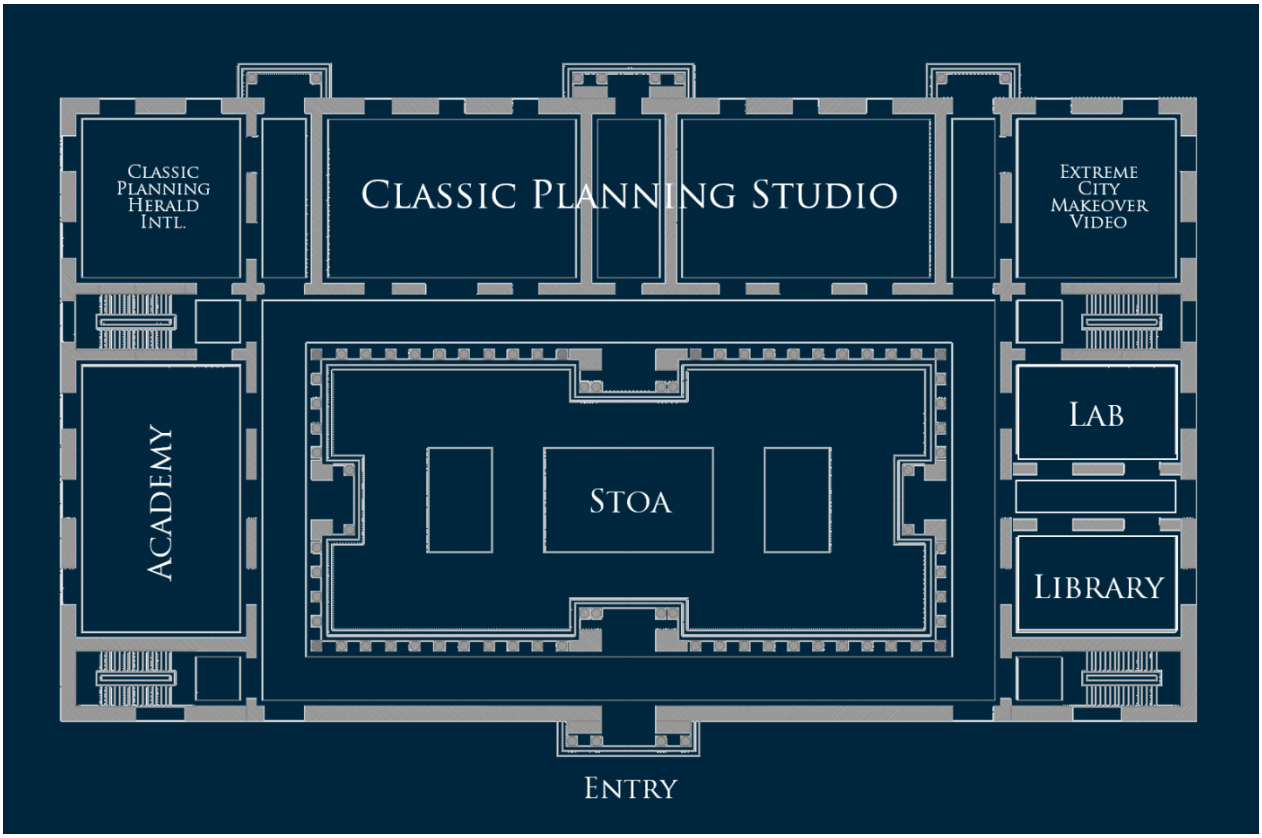


Figure 3 - The CPI and its divisions have been also described as a building.

2. The Classic Planning Academy (CPA)

Following the Institute mission, the Classic Planning Academy curriculum offers a unique holistic course. Focused on the thinking and skills necessary to create beautiful, durable, and reusable places and buildings rooted in timeless principles, students learn the elements of the classical method for professional application in their areas of interest.

To facilitate the accomplishment of its mission and purposes, the CPA has a system of governance that supports its effectiveness and integrity. The method of governance is by discussion and action, whereby the Tenured Faculty creates and sustains an environment that encourages teaching, learning, service, scholarship, research, and creative activity. The students are typically mid-career and career-focused individuals, who have already some proven capacities in the field. The CPA has sufficient autonomy and control of its programs and operations consistent with its mission to be held directly accountable for meeting the Commission's Standards for Accreditation.

To suit these standards, the CPA doctoral program is a unique blend of study, exposure, and experience. The scope of the architectural and urban discourse in class literally runs the full spectrum of life as experienced, backed up by the technologies that make up the built environment. It converges on technical design essentials that are unavailable in most other academic doctoral programs.

The CPA offerings alone—intensive design classes, introduction to major relevant texts and precedents, and seminars supporting the student's dissertation—are specific, structured, and highly concentrated.

Of necessity the curriculum relies on the extensive prerequisites required of the students on the one hand, and on the other hand on the students learning from each other. Most significantly, the program includes the contributions of numerous Adjunct Faculty with the goal of giving the students as much exposure as possible.

Consistent with its mission to be held directly accountable for meeting the Commission's Standards for Accreditation, the CPA has complete control of its programs and operations, with the Director of Education running the curriculum, and the Principal assisting with teaching and administrative assignments. The administrative work at this time is minimal, perhaps 2-3 hours a week for the Tenured Faculty.

The CPA's governance framework clearly defines roles and responsibilities of its board, administration, faculty, staff, and any sponsoring entities, as outlined in its bylaws and organizational chart. Tenured Faculty play a central role in administrative and curriculum decisions due to the CPA's small size. Its organizational structure and decision-making align with the CPA's mission, promoting institutional effectiveness. Governance includes participation from all key constituencies and regular communication. Major issues are addressed by the CPI board, with voting participation from the Principal and Director of Education. Legal matters are reviewed with Counsel, ensuring informed, collaborative decision-making at all levels.

3. CPA Governance

The CPI governing board (hereafter the "Board") oversees the organization's strategic direction, policy-making, and financial health, including the CPA's educational mission. The board's composition reflects public interest and necessary expertise, with at least two-thirds of members, including the chair, having no financial ties to the CPA. Faculty, staff and students are consulted in governance. The CPI Board

1. Monitors educational quality: The board establishes academic standards and ensures that the CPA provides a high-quality learning experience.

2. Evaluating the Principal and Director of Education: The board selects, evaluates, and sets goals for them, holding them accountable for the CPA's overall performance.

3. Approving faculty appointments and promotions: The board ensures that qualified faculty are hired and promoted, maintaining the quality of the academic staff.

4. The board delegates to the Principal and Director of Education the requisite authority and autonomy to manage the CPA compatible with the board's intentions and the CPA's mission. In exercising its fiduciary responsibility, the governing board assures that senior officers identify, assess, and manage risks and ensure regulatory compliance.

The Principal ensures CPA's goals are met through effective management, resource allocation, and qualified staffing. Governance fosters collaboration and responsiveness. The Director of Education oversees academic quality, with all programs integrated into CPA's policies and evaluations to maintain academic integrity across diverse learning formats.

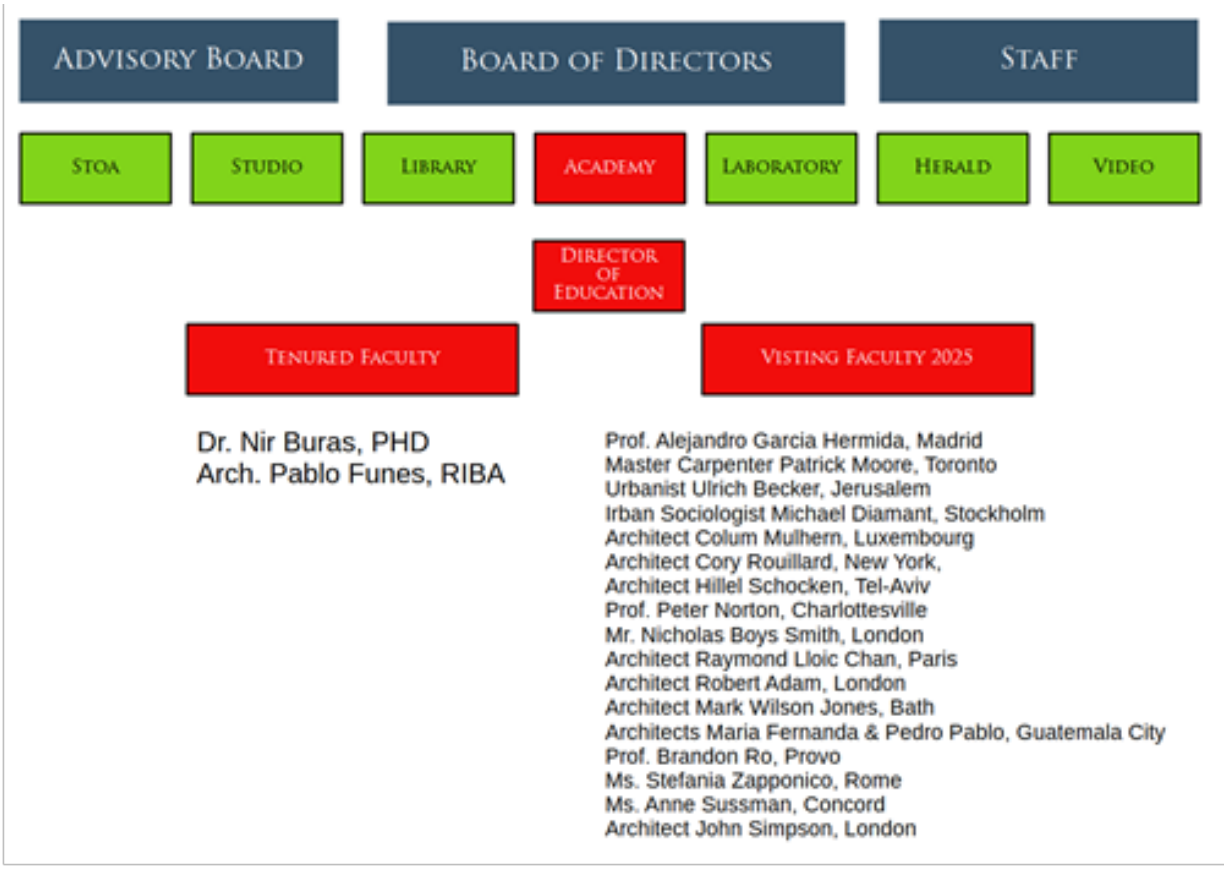


Figure 4 Classic Planning Institute Organizational Chart

The CPA empowers tenured faculty with primary responsibility over curriculum quality and gives students a voice in relevant decisions. Governance promotes timely, expert-aligned decision-making and regularly evaluates organizational structure and external agreements to uphold academic quality and improve institutional effectiveness in accordance with Commission policies.

C. PHD PROGRAM DEGREE REQUIREMENTS

For understandable reasons of progress, the field of architecture has, since World War II, nearly eradicated the knowledgebases of the "old fashioned" classical method from academia and practice. Books have been removed from library shelves, courses have been deleted from curricula. Nothing here is intended to criticize that approach, or mention its program of built-in obsolescence. We will not dwell on that more than 44% of global warming and emissions are known to be associated with the materials, construction, and operation of contemporary structures. There is no need to mention the unhealthful, unwalkable, car-dominated sprawl that has occurred during its tenure. One simply wonders whether the fields of design and construction have perhaps lost something of the efficiencies and economies of the shared knowledgebases that came before.[2]

With an eye to a sustainable future, we observe that the efficiencies and economies of beautiful, healthful well-built architecture, urbanism, and construction are underpinned by the numerous holistic, overlapping, and integrated knowledgebases of the classical method. But few architecture PhD programs in the world at this time fill that void; and it uniquely fits into the current academic framework of sister universities and programs in Maine and elsewhere in the Northeast.

The CPA doctoral program is a professionally oriented and academically rigorous degree focused on mastering the complex field of the built environment through classical planning methods. It stands out in the New Traditional Architecture movement and features a curriculum that integrates advanced theory, literature, and methodology—surpassing the scope of undergraduate and master's programs. Highly qualified faculty, including PhD holders and veteran architects, guide students through a structured progression that enhances their knowledge, develops independent research skills, and fosters original contributions to the field.

The CPA offers a six-year doctoral-level program consisting of a curriculum of studies that, with two years of CPA classwork and four years of offsite training leading to a doctoral degree in four streams

1. Traditional Architecture Expert
2. Classic Planner
3. Urban Landscape and Agriculture Expert (requires an MS in that field)
4. Master Craftsperson
5. Urban Neuroscience (pending the publication by Routledge of the CP Lab's book The Neuroaesthetic City in 2026.)

The CPA's programs of study consist of planned educational experiences intended to meet the stated objective: that the students learn the classical method, its parts, and its attributes; and demonstrate a reasonable degree of applying it by way of

1. Juried projects and essays
2. Documented professional-focused experience
3. Their stream-specific dissertation.

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[2] https://www.eia.gov/; https://www.iea.org/; *The Art of Classic Planning*, Buras, Harvard University Press, 2020.

This includes fulfilling the necessary prerequisites, required courses, and appropriate progression. Using a traditional approach of semester hours to determine degree completion, the Classic Planning Academy awards degrees upon documented successful completion of the required prerequisites, courses, manual practical experience, professional experience, and travel requirements. The institution's semester hour requirements for doctoral degree completion meet the following minimums:

1. 60 semester hours at the Classic Planning Academy beyond a baccalaureate.

2. 1 year (2000 hours) hands-on experience in construction.

3. 1 year (2000 hours) documented observation of precedent buildings and fabric in various locations in the US and elsewhere.

4. 2 years (4000 hours) professional experience in architecture, urbanism, or craft engagement.

The curriculum challenges students intellectually and creatively, advancing their knowledge far beyond earlier degrees. Students admitted to the program are demonstrably prepared for this demanding academic level. Program requirements emphasize both scholarly inquiry and practical application, preparing students for professional leadership and effective knowledge communication. Graduates exhibit mastery of core competencies, research methodologies, and leadership skills aligned with the program's learning objectives. The program's design ensures relevance and innovation in professional practice.

The CPA maintains high-quality graduate offerings through strong academic governance and active faculty involvement. Programs are regularly reviewed with attention to student outcomes and external perspectives. The CPA defines clear learning goals emphasizing knowledge, skills, creativity, and career readiness. Its doctoral program offers structured, coherent learning, and sufficient resources ensure academic standards and continuous program improvement.

Academic planning ensures alignment with CPA's mission, faculty expertise, and resource capacity. New initiatives follow NECHE standards, while program changes accommodate student needs through teach-out plans. External resources are clearly managed for accessibility.

The CPA's academic programs are thus consistent with and serve to fulfill its mission and purposes. The CPA works systematically and effectively to plan, provide, oversee, evaluate, improve, and assure the academic quality and integrity of its academic programs and the credits and degrees awarded.

The CPA sets a standard of student achievement appropriate to the degree or certificate awarded. It develops the systematic means to understand how and what students are learning and to use the evidence obtained to improve the academic program. English is the language of instruction, and students are expected to demonstrate strong independent learning, inquiry, and critical thinking skills. Minimum class cohort is 6. Maximum class size is 20.

ACADEMIC PROGRAM APPROACH

The unique, Classic Planning Academy system of teaching is based on common sense, reason, and science. Recognizing that, when we stand in the middle of an urban street what we see most are buildings, the CPA uniquely teaches that architecture is central to urbanism. The CPA curriculum stems from the understanding that there is no good urbanism without good architecture and that traditional and classical buildings still make the best streets and places.

1. A Multidisciplinary Approach

The classic knowledge bases holistically describe the parts from, and means by which we can confidently draw the forms necessary for building sustainable, beautiful, and appropriate urban fabric and spaces. Notably, they stem not from an analytical classification of found fragments but from a holistic cataloguing of urban components and concepts that facilitates the design and construction of durable urbanism in specific locations.

The CPA's holistic, multidisciplinary approach requires that design should be based on good science. Two things emanate from that. One is that neuroscience plays a large role in explaining the mechanics of architectural and urban perception, and thereby validates much the classical method. The other is that the neuroaesthetic fit of classical method design and urbanism is conveyed by architectural literacy, a powerful yet easily accessible tool of the method.

2. Architectural Literacy

Reading literacy is second nature. We take it for granted, forgetting what a crippling disability it is to be unable to read. Architectural literacy serves the same purpose in the built environment as reading literacy does in life. Architectural literacy is the ability to read the built fabric at a practical level that enables an individual untrained in urbanism to engage in a productive, exchange of planning ideas free of jargon in real time. It liberates us to decipher "mysterious" expertise, levels the field in the community dialog, and enables us to make better decisions.

Architectural literacy thus empowers us to engage in the architecture/urban design dialog. It enables planners and designers to propose forms that people can understand. It is a key to breaking out of visual poverty, participatory nimbyism, deadlock, and sidelining. It enables the lay citizen to engage in the fundamental thinking required to realize important civic goals.

Much as reading literacy does not require the complete knowledge of a language's lexicon and literature, architectural literacy does not require an encyclopedic knowledge of architectural history, styles, or terms. Like reading literacy, it only requires knowing the "alphabet" of architecture. Easy to learn and fewer in number than the letters of the alphabet, this handful of shapes and rules opens the doors to understanding all the other elements and how they work. They are easier to comprehend than musical notation.

As in literature, a professional producing masterpieces might study the field's basic forms for a lifetime, but becoming literate can be undertaken by a six-year-old child. The payoff is immediate: we can enjoy the newly assimilated literacy the first time we walk down the streets of a neighborhood. The concepts are as simple as "things come in three sizes" or "things have three parts."

By merely having experienced cities and thinking for oneself, anyone can understand and apply architectural literacy. Indeed, this knowledge base was shared until World War II by most people operating in construction and city building. Dr. Buras's parents were taught architectural literacy in the 1930 when they were in middle school. As we know, it was set aside after World War II, but conditions today require its service. Contrary to the contemporary compulsion to reinvent the wheel, the classical method innovates by adapting proven successful planning and architectural precedents, inventively modified to new circumstances.

3. Aspiration vs. problem solving

We know that problem solving typically creates new problems. It is evident every time we create a new plan, a new code, add bureaucrats, develop a new technology, or establish a new social system. Traffic solutions typify this. It could be said that the almost complete failure of the contemporary city is the result of problem-solving solutions that disrupt dynamic homeostasis and holism. Deliberately replacing the holism of cities with problem-solving "patches" such as use-based zoning or form-based codes has repeatedly failed. Despite protesting that their urbanism is smart, green, and walkable, architects, traffic engineers, and urban planners continue to build cities hostile to human activity and damaging to the natural environment. [3]

The CPA therefore adopts an aspirational approach to architecture and urbanism focused on the durability, reusability, and beauty of built fabric with the intention of supporting the synergies of contact among people—which is the purpose of cities in the first place. Indeed, the long-term equilibrium of environmental sustainability, social equity, and economic efficiency in cities is analogous to vital organic homeostasis.

4. Balancing Town and Country Homeostatically

Another key educational trajectory for the CPA is long-term planning towards Town and Country homeostasis. Extending James Lovelock's (1919–2022) environmental homeostasis hypothesis to the case of urban fabric is not much of a stretch. Indeed, settlements, suburbs, and conurbations reach points of dynamic balance at times; and overshooting them results in sometimes unpleasant corrections.

Balancing town and country dynamically is therefore a viable, organic paradigm for achieving and maintaining a place's character, senses of place, and social identities. We teach how multigenerational planning can steward the growth, decline, and revival of fabric. The result is a new-old spatial canon relating the natural landscape and its "healed" urban dimensions, balancing the blend of urban and rural.

Containing a diversity of aesthetic principles, a classic metropolitan plan harmonizes sparser rural fabric with the denser urban compositions according to stable rules. It answers questions about inclusion and belonging with regard to new and old built fabrics and addresses how to define public space. Such a plan preserves the historic nucleus of a city while providing for the necessary sustainable expansion of transportation, housing, industrial facilities, etc.

This expresses the genius loci, producing environmental value for the communities involved based on the inherited "urban DNA" of a city. Its architecture interprets its character through architectural literacy, and its structure is laid out according to its geographical context, organically linking elements across the metropolitan spectrum.[4]

[3] Samuel Alexander, "Resilience through Simplification: Revisiting Tainter's Theory of Collapse," Simplicity Institute Report 12h (2012), https://ssrn. com/abstract=2095648.
[4] Buras, The Art of Classic Planning.

5. The Human Touch is Mentally and Environmentally Consequential

New research at the CPLab indicates that more than 50% of the human brain devoted to hands, when we don't use or hands, cognition suffers.[5] In many ways this is already known from research regarding the teaching of handwriting in schools. It corroborates that the manual skills of drafting and water coloring as not merely antiquated graphic techniques, but that their application has particular perceptual value, both for the renderers and the observers.

Moreover, CPLab research indicates that the values of skilled manual construction may supersede those of industrialized assembly as now practiced. The surfeit of desk jobs vs. manual jobs is forcing those with a predilection to skilled handwork into frustrating and therefore stressful positions that ultimately impact their health. Aside from the socio-economic issues this raises, it turns out that the perception of manually constructed fabric engages sympathetic neural paths in the subliminal mind, passively activating the manual processing system. These include the cerebral cortex in the frontal lobe, and the large areas dedicated to the somatotopic organization of hands and fingers in the motor cortex.

Finally, with well over 40% of global energy use and emissions associated with contemporary, industrialized construction—from materials production, to industrialization of components, the actual construction, the operation of buildings, and then the replacement cost of short-lifespan structures—it may be that for environmental wellbeing, the appropriate technologies for construction would include a much higher percentage of manual skills. It might just be that the building arts and skilled manual construction are essential for individual, societal, and environmental wellbeing.

Indeed, the actual teaching of the classical method requires hand drafting, as a holistic eye-body-hand process that accompanies the artistic-academic teaching. Students may not remember all the names of the parts of a column, but they will know what they are supposed to visually "feel like."

6. The Neurological Key to Good Urbanism is Beauty

Beautiful cities attract roughly one billion tourists a year for their unique settings, special urban environments, and distinctive attractions. Venice, Paris, Prague, Lisbon, Amsterdam, Florence, Rome, Budapest, and Bruges top the list. But while the world population has quadrupled since 1950, the number of prime tourist destinations has grown by only six(!)—the Disneylands. And the attraction that differentiates them from other amusement parks is the traditional design of their primary spaces.

One can generalize that what makes beautiful cities, or the beautiful parts of cities, are laid out in classic plans, they are often elaborated by means of Grand Manner gestures, and they are frequently enriched with City Beautiful elements, as exemplified by lovely Buenos Aires. That what makes such cities attractive is that their bricks and stones were attentively laid by their builders. And indeed, neuroscience has proven that human neurological response to the experience of beauty is universal and measurable, and that the experience of beauty is indifferent to culture, gender, connoisseurship, or monetary effect.[6]

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[5] Grodd, Wolfgang, et al. "Sensorimotor mapping of the human cerebellum: fMRI evidence of somatotopic organization." *Human brain mapping* 13.2 (2001): 55-73.

[6] What happens in your brain when you walk down the street.

While visual neuroscience is being put in practice successfully in car design and traditional development, the artistic requirements for "abstraction" and "purity" of contemporary architecture impose sleek, "minimalist," "edgy" shapes clashing with large blank surfaces and shiny glass walls. Forcefully shaping the harsh urban experiences of today, they contradict the neurological patterns with which humans are hardwired to experience environments.

In contrast, classic planning proposes that urban beauty finds its clearest embodiment in the sphere of first values—and its most decisive vindication as an ultimate category of explanation is found there as well. As the aesthetic nisus, urban beauty is the very ground and principle of the city as built form. It makes the ultimate goal of urbanism to produce a legacy of beautiful places.[7]

Recognizing that students' progress at different paces and have unique strengths and weaknesses, the CPA teaching approach is one of continuous individualized contact with regular feedback and periodic reviews to track progress and identify areas for improvement, offering specific and actionable feedback to help students grow and develop professionally. We encourage students to set realistic and achievable goals and we provide them the support to reach those goals. We encourage students to reflect on their performance and identify areas where they can improve, utilizing objective measures such as their designs, presentations, and dissertation as indicators of progress.

7. The Role of Mimesis in Education

Perhaps most importantly, the CPA recognizes that the hand-eye-brain nexus plays a central role in learning the classical method. The significance of mimetic processes for the development of humanity is the subject of much research in historical anthropology, evolutionary anthropology, and neuroscience. Mimesis, imitation, is the fundamental way by which humans learn. We observe, apprehend, absorb, and replicate the actions and skills of others. It is considered essential in learning, particularly the learning of skills.

Indeed, mimetic processes are a fundamental part of classical method education and development, ensuring the continuity of traditions and skills. It is through mimetic and manual processes that students best, and in the easiest way learn and develop their new thinking skills. With half the brain devoted to hands, the CPA relies on mimetic manual drawing, to facilitates the assimilation of new knowledge by the students. It is only later in the curriculum that we allow the use of CAD to expedite the delivery of larger projects.

Mimetic learning is not just rote imitation. It leads to the assimilation of practical knowledge and developing the ability to apply newly acquired skills with facility. Indeed, mimesis provides a powerful and most holistic way for individuals to acquire the knowledge, skills, and understanding of the classic al method.

Playing a particularly important role in artistic development, the CPA relies on copying, tracing, and imitating the lines of precedents as the students develop their individual unique expressions. After all, rather than trying to understand something from scratch, comprehending it by way of a well-resolved precedent engages the student at a higher level of comprehension. Copying is not a childhood pastime; it is how one becomes a master.

[7] TAOCP

8. Closing the "Knowledge-to-Implementation" Gap

Perhaps most importantly, the CPA recognizes the need to close the knowledge-to-implementation gap. When considering an information lacuna in an academic and practice field, the need to overcome the disconnect between research findings and their practical applications in design, policy, conservation, economic development and public health is acute. Generally, implementation often lags due to institutional inertia, lack of cross-sector collaboration, and limited accessibility of evidence to practitioners, even despite abundant scientific knowledge and a consensus in the discipline.

In the often-related field of conservation science, boundary-spanning organizations and participatory research models have emerged as key strategies to bridge this divide. These approaches have helped foster co-production of knowledge, to integrate traditional ecological insights, and to promote adaptive management frameworks that allow for "learning by doing" and "doing while learning."[8] Clearly, interdisciplinary knowledge transfer and engagement are essential to translating knowledge into meaningful outcomes.

To effectively close this gap, the CPA doctoral program helps empower the students with evidence-based tools and decision-making frameworks. It helps advance the role of mid-career professionals from passive recipients to active participants in knowledge creation and its application. The program aims to deepen pluralistic knowledge circulation and mobilization among the broad spectrum of our student demographic.

The CPA recognizes that bridging the gap is not just a technical challenge but a cultural and structural one, demanding sustained collaboration across disciplines, sectors, and communities. Perhaps most significantly, the demographics of our students is broadly international. CPA students hail from Australia, Bangladesh, Belgium, Canada, Emirates, India, Israel, Jordan, Netherlands, Norway, Portugal, UK, and the US; with a handful in New England. Based on their completion of the CPA program and the Principal and Director of Education's recommendations, a few students have gone on to continue their graduate studies at the key Notre Dame University Architecture School Graduate Program.

[8] Ferreira, C. C., and C. F. C. Klütsch. "Closing the knowledge-implementation gap in conservation science: Interdisciplinary evidence transfer across sectors and spatiotemporal scales." *Wildlife research monographs*, 2021.

D. ADMISSION REQUIREMENTS

The CPA admits diverse student bodies across professional levels and learning modalities. Its recruitment and admissions practices are ethical, transparent, and mission-driven. Admission standards ensure compatibility with program objectives, evaluating student readiness through transcripts, CVs, portfolios, and interviews.

The interview includes discussions of the student's past academic work, practical experience, and proposal for study. Candidates are expected to successfully demonstrate a thorough familiarity with architectural literacy, classic planning, and their own field(s). They will demonstrate a sophisticated understanding of their Dissertation fields and key texts related to their topic. Following the interview, the interviewer(s)'s final report shall be submitted to the Academic Committee.

The CPA supports admitted students—especially those with identified needs—through appropriate services and integration into the broader academic community. It regularly evaluates its admissions and retention practices, using outcomes to inform ongoing program and service improvements.

The CPA requires its applicants to have a substantial and coherent introduction to a broad range of human knowledge plus in-depth mastery of at least one discipline as attested by its prerequisites, 120 Semester hours at the BA level and 30 Semester Hours at the MA level—or equivalent. The CPA list of prerequisites identifies the topics and fields and the relevant Semester Hours—or equivalent—that the CPA requires. The CPA also lets applicants pursue knowledge and understanding through unrestricted electives of their choice.

Applicants must successfully demonstrate competence in written and oral communication in English; the ability for scientific, technical, and quantitative reasoning, for critical analysis and logical thinking; and the capability for continuing learning, including the skills of information literacy. They must demonstrate knowledge and understanding of scientific, historical, and social phenomena, and a knowledge and appreciation of the aesthetic and ethical dimensions of humankind. To demonstrate an in-depth understanding of an area of knowledge or practice, its principal information resources, and its interrelatedness with other fields. The applicant will also provide,

- Official transcripts for all colleges or universities attended
- Portfolio(s)
- CV
- Single-authored writing sample in English of up to 10 pages.
- 1-page Statement of Academic Intention
- 1-page Letter of Interest
- Three letters of recommendation; and
- Pass a live or video conference Interview by the CPA Academic Committee
- Be accepted by the CPI board.

1. Prerequisites

The CPA encourages applicants to undertake general education courses, designed to place emphasis on broad cognitive development, and not specifically mentioned for inclusion in or prerequisite to this program. They may include subjects such as English, music, history, sociology, philosophy, world languages, literature, humanities, religion, mathematics, art, chemistry, biology, psychology, economics, physics. The minimum requirements for admission to the CPA Doctoral Program include:

- 120 Semester Hours of BA-level prerequisites
- 30 Semester Hours of MA-level prerequisites

- In the areas of Human Basics, General Studies, Natural History, Technical Prerequisites, and Art, Architecture, and Urbanism.

The prerequisite Semester Hours required for acceptance in the CPA Doctoral Program are:

BA LEVEL

Human Basics

Human anatomy	2
Human biology	2
Env. Neurobiology	2

General Studies

Reading the Classics	6
Classical Philosophy	4
Western Literature	6
World Literature 1	2
World Literature 2	2
Civics	4
Dance	2
Poetry	2
Film	3
Music	3
Sport	8

Art, Architecture, and Urbanism

Intro to Painting	4
Intro to Drawing	4
Intro to Sculpture	4
Small Building Architecture Studio	4
Medium Building Architecture Studio	4
Urban Design Studio	4
Landscape Design Studio	4
Painting Studio 1	4
Ceramic Studio	2
Metal studio	2
Stone studio	2
Wood studio	2

Natural History

Physics	4
Chemistry	4
Botany	2
Ecology	3
Geology	2
Geography	3
Climatology	2
Agriculture, Farming, and Forestry	2

Technical prerequisites

Materials and Methods	2
Structures	4
Intro to Civil Engineering	4

Required BA Semester Hours
120

MA LEVEL

General Studies

Opera	1
Film / Video	1
Digital Arts	1
Watercolor Studio	1
Riding	1
Sailing	1

Art, Architecture, and Urbanism

Architecture History	4
History of urbanism	4
Large Building Architecture Studio	4
Urban and Regional Planning Studio	4
Building Arts Studio	4

Technical prerequisites

Real Estate Finance & Development	2
Organizational skills for Multidisciplinary Management	2

Required MA Semester Hours **30**

2. Transfer Credit

The CPA's doctoral program aligns with American higher education standards in terms of credit requirements, academic rigor, and quality assurance. It sets clear minimum credit thresholds for associate, bachelor's, and master's degrees, and follows Commission policies

to evaluate competency-based learning and student achievement. Required and elective courses outlined here are supported by sufficient resources to enable on-time graduation. The CPA maintains sole authority over academic content, delivery, and faculty oversight—even under external arrangements.

Evaluation of learning and credit awards are based on consistent, well-defined criteria appropriate to the degree level. Credit for prior learning is strictly controlled and limited, ensuring quality and comparability to institutional standards. The CPA publishes academic policies for progression, graduation, and re-admission, maintaining transparency and integrity. Whether delivered on campus or remotely, all programs meet equivalent academic standards. Faculty ensure ongoing interaction, academic integrity, and appropriate recognition. Student identity protection and program coherence are central to CPA's operations.

The CPA will therefore evaluate whether the content and level of the transferred courses align with our prerequisite requirements. For the CPA to accept a course as a prerequisite,

- The course should be from an institution accredited by a recognized accrediting body.
- A minimum grade of C or better.
- The definition and number of credit hours match the CPA requirements.
- Official transcripts from the sending institution for credit evaluation are required.
- Detailed course syllabi are required to assess course content and equivalence for online or pass/fail courses.

The CPA ensures transfer credits meet academic standards and reflect program quality. Its policies, detailed in the Academic Handbook, promote transparency and integrity. Agreements with other institutions support student transitions. Graduate-level transfer credit is accepted only in limited cases, preserving degree rigor and maintaining essential advanced coursework requirements.

3. Experience for Prerequisite and Academic Credit

The CPA accepts manual, travel, and office experience for prerequisite and academic credit based on the documented evidence submitted. That includes but is not limited to photographs, drawings, time sheets, formal letters of referral and transfer, essays, other written evidence, professional-grade descriptions, and interviews. The presented experience must be demonstrated to be equivalent in content, rigor, and hours spent to the CPA requirements.

So as to attain the highest level of academic rigor for CPA candidates, our process admission also adheres to the **Ten Standards for Quality Assurance in Assessing Learning** for the portfolio development and assessment process as set forth by the Council for Adult and Experiential Learning (CAEL).

- Credit or competencies are awarded for evidence of learning, not for time spent.
- Assessment is integral to learning because it leads to and enables future learning.
- Assessment is based on clearly articulated and commonly shared criteria.
- Credit awards and competence levels are determined by qualified assessors.
- Assessment advances the broader purpose of stewarding and sharing knowledge.
- Th CPA proactively guides and supports candidates' engagement in the assessment.

- Assessment policies and procedures result from inclusive deliberation.
- Fees charged for assessment are based on the services performed.
- Practitioners involved in the assessment pursue life-long learning.
- Assessment programs are regularly monitored, evaluated and revised.

In accordance with these standards, candidates need to articulate and organize their achievements into a portfolio that is ready to be assessed for academic credit applicable toward candidacy at the CPA. Successful prior learning portfolio students will typically have five or more years of experience to document through their portfolio. Completing one of the **portfolio development courses offered by Purdue Global** and submitting a Prior Learning Portfolio allows a candidate to demonstrate their personal learning and earn college credit for what they have learned from previous learning and professional experiences.

The CPA does not provide General Education Courses which place emphasis on cognitive development rather than on academic or vocational objectives. These include:

Art	English	Mathematics	Psychology
Biology	History	Music	Religion
Chemistry	Humanities	Philosophy	Sociology
Economics	Literature	Physics	World Languages

E. Academic Support

1. Administration and Support

PhD Advisor

It is best to start looking for a PhD Advisor as soon as choosing a dissertation topic. The Academic Committee will work with the incoming candidate to match them with a PhD Advisor with similar subject interests and expertise. Candidates are required to check in with their advisor on a regular basis. Candidates are encouraged to meet with their PhD Advisor on a regular basis, particularly to review progress on the prospectus. As students begin their dissertation research, they should seek additional advisors to work with. Please contact the Doctoral Programs Office if a second advisor is difficult to find.

Research activity

Students are strongly advised to attend research seminars in their anticipated field of dissertation research and any other related areas, even before they start developing their dissertation prospectus. Such seminars provide an excellent opportunity to meet other students and faculty in one's specialty. Research assistantships that can help finance graduate study often grow out of these seminar contacts.

Teaching fellowships

Although teaching work is not required of doctoral candidates at the CPA, it is recommended for students planning an academic career. Questions regarding teaching at the CPA should be addressed to the Director of Education.

Financial assistance

At this time no financial assistance is offered.

Sexual harassment

It is our policy that all Academics have the right to study in an environment free from any type of illegal discrimination, including sexual harassment. The CPA will not, under any circumstances, condone or tolerate conduct which may constitute sexual harassment on the part of any of its Academics.

Any Academic found to have engaged in such conduct will be subject to immediate discipline, up to and including discharge.

Sexual harassment is defined as:

- Making submission to unwelcome sexual advances or requests for sexual favors a term or condition of academic advancement or employment.

- Creating an intimidating, hostile, or offensive working environment or atmosphere either by verbal actions, including; using terms of endearment, vulgar, kidding or demeaning language; or physical conduct which interferes with a CPA member's performance.

We encourage healthy friendships among our Fellows and Faculty. Faculty, must be especially sensitive to acts of conduct which may be considered offensive by Fellows and other Faculty and must refrain from engaging in such conduct.

It is, also, expressly prohibited for a Faculty member to retaliate against students who bring sexual harassment charges or assist in investigating charges. Retaliation is a violation of this policy and may result in discipline, up to and including termination. No student or Faculty will be discriminated against, or discharged, because of bringing or assisting in the investigation of a complaint of sexual harassment.

Academic and counseling resources

For any questions on seeking help, please contact the Doctoral Programs Dr. Nir Buras.

Academic Committee members

- Nir Buras
- Pablo Funes
- Robert Adam

2. Advising Guidelines

The PhD Advisor will supervise the candidate's Dissertation research, read drafts, and offer advice and feedback. The candidate and Advisor should schedule telephone/video chat meetings at least once a month. In addition to the supervising and advising role, the PhD Advisor is also responsible to chair the Dissertation Defense, and to supervise and approve revisions in case these are asked by the Dissertation Committee following the Dissertation defense.

Scheduling meetings

- It is your responsibility to schedule meetings with your advisors.
- You should meet with this advisor at least once per semester during your first two years. At least monthly during the dissertation writing.
- Identify and build relationships with others you think you might want to apply to for guidance and feedback. Report in writing to your PhD Advisor.
- If you are starting to struggle with your work, go to your advisor sooner than later.
- If advisors give you conflicting advice, particularly later in a project, schedule a collective meeting to agree on a path forward.
- If at any point the relationship with your advisor is not working out, please notify the Dean.

Meeting preparation

- Set the agenda and drive the discussion for each meeting with faculty.
- Be prepared to ask direct questions and receive honest feedback.
- Have clearly defined goals for what you want to accomplish in each meeting
- Set key questions you want answered or areas where you need feedback.
- Follow up afterwards with a concise email summarizing your takeaways and prioritizing tasks to be completed prior to the next meeting. File the correspondence in your Sync folder.
- Follow through on advisor's feedback and suggestions prior to your next meeting.

Meeting topics

Students are responsible for setting the agenda for meetings with faculty. Below are some ideas for topics to bring up with your advisors, by year.

- Early research ideas
- Suggestions of other individuals with similar interests with whom you should meet
- Research seminars, listservs, or other activities to integrate with your research field
- Selecting fields
- Funding and grant opportunities from philanthropic foundations
- Prospectus scheduling and format
- Conferences you should attend
- Accessing data needed for projects
- Feedback on slides prior to seminar presentations
- Seminar feedback > ask your advisor to attend your presentations, and ask for feedback afterwards
- Other academics and professionals to round out your committee
- Submitting journal articles (which journals, how to respond to referee feedback, etc.)
- Set dissertation committee
- Dissertation defense planning and format

Suggested Advisor Guidelines

1. Meet with advisee at least once early on in the first semester.
2. Establish expectations and norms for the advising relationship.
3. Discuss research interests, course planning and program requirements/milestones.
4. Check in on how student is handling remote learning, and what personal or professional barriers need to be overcome, if any.
5. Suggest other academics with whom advisee should meet to discuss research interests.
6. Recommend potential collaborators.
7. Discuss/recommend research workshops for advisees to attend.
8. Conduct prospectus defense before start of Semester 4.
9. Attend advisee seminar presentations and provide feedback afterwards.
10. Communicate with students' other advisors to align on advice and expectations.
11. Recommend journals to submit finished papers, and discuss advisee responses to feedback from referees.

The PhD Advisor will supervise the candidate's Dissertation research, read drafts, and offer advice and feedback. In addition to the supervising and advising role, the PhD Advisor is also responsible to chair the Dissertation Defense, and to supervise and approve revisions in case these are asked by the Dissertation Committee following the Dissertation defense.

Conduct of the Dissertation Defense

After reading the Dissertation, the examiners, shall examine the candidate orally on the subject of the Dissertation and on subjects relevant thereto if they see fit. The standard format for Dissertation Defenses will be either live or via videoconference.

If the Dissertation and the candidate fulfill and satisfy the examiners in all parts of the Dissertation Defense, the examiners will report that to the CPA.

If the Dissertation requires amendments specified by the examiners, the Candidate will complete and resubmit them within three (3) months. The amended Dissertation shall be submitted to the examiners for confirmation that the amendments are satisfactory.

A candidate who fails to satisfy the examiners may apply to register de novo (starting over) for a further period of study. In this case, the candidate may be assigned a new PhD Advisor, at the discretion of the Dean.

F. CPA DOCTORAL CURRICULUM

The Classic Planning Academy educational program and curriculum reflects the institution's philosophy, objectives, and purposes. It offers expert instruction in Architectural Literacy and Classic Planning—including a 100-Year-Plan Studio—through live zoom classroom instruction and instructor-led projects. While most of our students are mid-career professionals seeking to expand their design and other professional skills, the CPA is not applying to National Architectural Accrediting Board. Notably, the CPA PhD is a post-professional-degree program, and much of our academic offerings are not available at this level elsewhere. Certainly not our prerequisites and field portions of the degree.

	Weekly Contact Hours	**Total Contact Hours**	**Semester Hours**	**Clock Hours in Outside Preparation**	**Subtotal Semester Hours**
MA Prerequisites					30
CPA Year 1	5	150	10	10	15
PhD Seminar I	2.5	75	5		
CPA Year 2	5	150	10	10	15
PhD Seminar II	2.5	75	5		
Total Degree Hours Beyond Baccalaureate					60

Table 1 – Curriculum Semester Hours

Years 1 and 2 each consist of 30 weekly 5-hour classes amounting to 10 semester weeks of study. Students are expected to spend 10 hours a week on individual study beyond classwork. Individual studio tutoring is offered at a rate of 1 to 2 hours per week per student as required. Gap weeks occur to accommodate religious festivities and bank holidays. Many classes feature select guest lecturers, often the top experts in their fields.

Classes at this time are taught online and recorded for the personal use of the students. However, it is contemplated that, similarly to other high-level programs, the cohorts will periodically meet live for intensives of 100 hours each, 10 hours a day for 10 days.

1. Year 1 Program

Following a "warm up" in basic and architectural geometry, Semester I instruction in Architectural Literacy focuses on instructor-led drawing of the Doric, Ionic, and Corinthian orders, proportions, elements, and composition. These are accompanied by explanatory and architectural history lectures, as well as expert and master craftsperson lectures on materials & processes.

This prepares students for the first practical applications of newly learned knowledge and techniques to small and medium design projects. They might be first a niche, an aedicule, or a gate design; followed by the design of a bridge or a pavilion. The class is culminated with a presentation to a select professional and academic jury for their critique.

Semester II classes cover the Classic Planning Basics, namely the historic, scientific, and philosophical fundamentals of urbanism and city building; and the use of the most successfully proven methods to develop built environments best suited for the people of various locations. Topics include, "How We Got Here," Classic Planning Fundamentals and Knowledge Bases, Planning the City, Building the City, and Future Urban Scenarios.

This is followed by studio work that introduces the students to the physical creation of long-term holistic, durable, and human-centered urban design and planning. They learn of and explore by applying classic planning principles including, sense of place, resilience, town and country, roads, armatures, sea level rise, small, medium, and large parks, urban fabric, architectural precedents, and the generation of specific, locally-suited urban design,

2. Year 2 Program

The CPA curriculum recognizes that much of the design content to be learned lies in architectural precedent and that manual drafting is essential as a learning device. Consequently, the Semester I of the Year 2 Course involves a deeper dive into architectural & urban design history and the literature of classical and traditional architecture. There is training in graphic tools such as freehand drawing and perspective, in shadows, and watercolor. Professional intersections with engineers and consultants, skilled craftspersons, landscape, forestry, and urban agriculture, construction & building systems, and working alongside real estate, development, and finance professionals are discussed. The application of the above is explored in the small- and medium-building design studios.

Semester II then moves into the Year 2 Course Thesis preparation and research. As the architectural graphics, historical survey, and review of architectural literature continue, the professional intersections with neuroaesthetics, beauty, fractals, and Vitruvian values are explored. Following weekly studio progress presentations, the students come to their final juried presentation, an end-of-year exhibition, and the Annual Beaux-Arts Ball.

3. PHD Seminars

PHD Seminars are to be held weekly for all the students for 5 semester hours for two years for a total of 10 semester hours. Content includes presentations and discussions regarding their field activities: construction, travel, work in certified studios or ateliers; as well as progress on their dissertations. One individual hour-long presentation is required each semester. Time engaged in field activities is credited to outside preparation clock hours for the Seminar Hours.

The CPA PhD Seminars

- Include foundational discussions of specialized knowledge.
- Aimed at generating the dissertation topic proposals.
- Research methods training (both quantitative and qualitative.
- The documentation of work, construction, and travel experience as relevant.
- Dissertation work, its progress, and its completion.

Seminar topics to be presented by guest speakers and the students themselves include topics such as

- History and philosophical foundations of architecture, landscape, urbanism, urban neuroscience and the building arts
- Conservation and Heritage
- Classic, Romantic, and Modern aesthetic and design theory
- Sociological and psychological impacts on architectural, landscape, and urban design
- Traditional design practice and classic planning theory
- Research methods in architecture, landscape, and urbanism: quantitative, qualitative, and specialized
- The bibliography of town and country design: basic treatises, orders, elements, source books, proportion and geometry, ornament, detailing, composition, landscape, urbanism, precedents, and monographs
- Architectural and urban construction, maintenance, and conservation technology
- Dissertation proposal
- Dissertation research
- Dissertation writing

4. Developing a PhD topic Proposal

The process for developing a PhD topic proposal in architecture involves identifying a specific, compelling research problem and then systematically building a clear, compelling, and feasible research plan around it. The final proposal demonstrates your expertise, positions your work within the existing academic landscape, and outlines your original contribution to the field.

1. Identify your core interests and a unique research gap

- **Explore your passions:** Begin with topics that genuinely interest you, such as sustainable design, computational modeling, urban resilience, adaptive reuse, or the historical theory of architecture.

- **Conduct a preliminary literature review:** Read recent scholarly articles, books, and case studies to understand the current state of research in your area of interest. Identify what has already been done, the methodologies used, and—most importantly—what gaps exist.

- **Find your niche:** Instead of a broad area, focus on a specific, unanswered question. Your research should add new knowledge to the field, rather than re-examine a well-covered topic. For example, instead of "urban design trends," a better focus might be "adaptive urban design strategies for post-industrial cities".

- **Consider real-world problems:** Identify pressing challenges that your architectural research could address, such as climate change, affordable housing, or social inequality. Frame your topic around how architecture can respond to these issues.

- **Test your ideas:** Discuss your potential topics with academic mentors, advisors, and peers. Their feedback can help you narrow your focus and confirm your topic's feasibility.

2. Formulate your research questions and objectives

- **Craft specific research questions:** Based on your research gap, formulate a clear and focused question or hypothesis that your study will answer. Good questions are complex enough to require investigation but concise enough to be understood.

- **Distill aims and objectives:** Create measurable, achievable objectives that outline the specific steps you will take to achieve your overall research goal. These should logically break down your main research question.

3. Develop your research methodology

- **Select your research approach:** Architecture PhD research often combines different methods. Decide whether you will use qualitative methods (e.g., case studies, interviews, ethnography), quantitative methods (e.g., surveys, computational modeling), design-based research (e.g., creating prototypes or models), or a combination.

- **Justify your methods:** Explain why your chosen methodology is the most appropriate way to achieve your research objectives. Provide details on how you will collect, analyze, and present your data.

- **Consider practical constraints:** Think about resources, timeline, funding, and ethical considerations. Your methodology must be realistic and manageable within the scope of your doctoral program.

4. Write the proposal

Once you have refined your topic, questions, and methodology, you can structure and write the formal proposal. The typical sections include:

- **Title:** A concise, descriptive title that clearly indicates your research focus.

- **Abstract:** A 200–300 word summary of your research problem, objectives, methods, and expected contribution.

- **Introduction/Background:** Provides context for your research, introduces the broader theme, and justifies why your topic is important.

- **Literature Review:** A critical analysis of existing scholarship. This section should demonstrate your expertise and highlight where your research fits in or challenges current theories.

- **Research Questions and Objectives:** A clear and logical presentation of what you intend to investigate and achieve.

- **Methodology:** A detailed explanation of your research methods and how they will be used to answer your questions.

- **Expected Outcomes and Significance:** Discuss how your research will contribute new knowledge to architectural theory or practice. Explain the potential impact of your work.

- **Timeline and Work Plan:** A realistic schedule for completing the different phases of your research within the program's timeframe.

- **Bibliography:** A list of the key academic sources cited in your proposal.

- **Visual Elements:** Because architecture is a visual discipline, consider including diagrams, sketches, or conceptual models to strengthen your argument.

5. Seek feedback and refine

- **Consult your potential supervisor:** Tailor your proposal to align with the expertise and interests of your prospective supervisor. Work with them to refine your research idea before submission.

- **Proofread carefully:** Ensure your writing is clear, formal, and free of jargon or errors. A polished proposal reflects your professionalism and preparedness.

- **Page count expectation:** 10-15 pages

5. Research Methods for a PhD

Research methods for a PhD in architecture include qualitative approaches like case studies and ethnography, quantitative methods such as surveys and statistical analysis, design-based research or experimental simulations, and historical/document analysis. Many PhDs also use mixed-methods approaches to combine these strategies for a more comprehensive understanding.

5. Qualitative methods

- Case studies: In-depth analysis of specific architectural projects, focusing on design processes, context, and user interaction.

- Ethnography: Immersive study of people in their built environments to understand their behavior and experience.

- Interviews and focus groups: Gathering in-depth information through structured or semi-structured conversations.

- Grounded theory: A qualitative method used to build new theories from the ground up based on data analysis.

6. Quantitative methods

- Surveys: Collecting numerical data from a large group of people through questionnaires.

- Experiments: Testing hypotheses and measuring the effects of variables on each other.

- Statistical analysis: Using statistical tools to analyze numerical data to identify patterns and relationships.

7. Other common methods

- Design-based research: Using the process of design itself as a research method to solve problems and generate new knowledge.

- Simulation and modeling: Using computer models to simulate and analyze architectural designs, performance, and impact.

- Historical and document analysis: Researching primary and secondary sources to build a historical understanding of a topic.
- Logical argumentation: Developing a logical argument based on established principles and reasoning to support a thesis.
- Mixed methods: A combination of qualitative and quantitative methods to provide a more complete picture, such as using surveys to collect data and interviews to understand the context behind the numbers.

6. Field Experience Requirements

1. 1 year (2000 hours) hands-on experience in construction
2. 1 year (2000 hours) documented observation of precedent buildings and fabric in various locations in the US and elsewhere.
3. 2 years (4000 hours) professional experience in architecture, urbanism, or craft engagement

7. Dissertation Writing Support

In addition to online resources, style guides, citation examples, and writing tips to assist students with their dissertations, the CPA is committed to proper student guidance. To support students with their dissertation planning, writing, editing, and final revisions, the student's supervisor will be available weekly for 30 weeks for one-on-one consultation. These consultations will cover various aspects of dissertation writing, such as time management, research methods, and academic writing conventions, brainstorming ideas, developing research questions, structuring arguments, and improving writing style.

8. Non-Degree Offerings

Beyond the doctoral program, the CPA offers a range of free and certificate classes. While non-doctoral students get certificates of completion, the doctoral students can apply these for course credit.

1-Hour Free Classes

1. Introduction to Classical Architecture
2. Introduction to Islamic Architecture
3. Classic Planning and Neuroscience
4. Introduction to Architectural Literacy

Intensives and Masterclasses

1. 5-Hour Masterclasses.
2. Multi-day Intensives compressing the Year 1 and Year 2 Courses into two 100-hour engagements each.

G. EVALUATION

1. Evaluating Student Performance

The teaching method at the CPA is one of continuous evaluation with regular feedback and periodic reviews with students to track progress and identify areas for improvement by offering specific and actionable feedback to help students grow and develop professionally.

Evaluating graduate student performance involves assessing coursework, research output, professional development, and dissertation critique. Continuous feedback and constructive evaluation are crucial for student growth. Student academic performance evaluation includes:

1. Assessing the student's understanding of core concepts, and the ability to apply that knowledge as demonstrated continually by means of the student's submitted drawn work: the correct drawings of Architectural Literacy elements, adequate designs in the small, medium, and large building projects; the Nolli Map analyses of their urban projects, and the degree to which the images issuing from their urban thesis designs are compelling to professional jury. 20%

2. Dissertation evaluation includes analyzing the student's research and familiarity with publications and recent advances in the field; and the quality of the dissertation itself, including originality, rigor, and contribution to the field. 30%

3. The student's professional development assessment will come from the documented evaluations and performance reports submitted by their field superiors. 20%

4. Assessing presentation skills, effectiveness in the expression, and the student's clarity and effectiveness in written and oral communication as evident in their presentations. Engagement in professional seminars, conferences, and workshops, optional. 10%

5. Evaluating the student's effective collaboration and team work as demonstrated their project work. 20%

2. Evaluating The Quality of Programs and Courses.

As much as the student work is our means of evaluating students, their work also serves to evaluate the quality of programs and courses. The CPA demonstrates its effectiveness by ensuring satisfactory levels of student achievement on mission-appropriate student outcomes. Based on verifiable information, the CPA understands what its students have gained as a result of their education and has useful evidence about the success of its recent graduates. This information is used for planning and improvement, resource allocation, and to inform the public about the CPA. Student achievement is at a level appropriate for a doctoral degree.

The CPA gathers and analyzes data for diverse student groups to evaluate academic, co-curricular, and personal development outcomes. It clearly states educational goals aligned with its mission and evaluates learning using verified standards at course, program, and institutional levels. Assessment is supported by leadership and actively involves faculty and staff. Methods include direct and indirect measures, benchmarks, and peer comparisons.

Success indicators include progression, graduation, employment, and civic engagement. The CPA publishes student success data online and incorporates feedback from current and former students. These insights shape curriculum, services, resource allocation, and strategic planning to enhance student learning and achievement.

If we have aptly fulfilled our role, the student output will be adequate. Thus, class submittals by each are carefully examined for content, accuracy, and graphic quality. Only those who produce adequate materials are passed. Final projects and dissertations are subject to juried review by professionals in the field selected from international practitioner groups in traditional urban design, architecture, and the building arts who have produced a sustained output of traditional work of the highest quality over multiple years of practice.

1. The Institute of Classical Architecture & Art (ICAA) Professional Roster. This membership directory includes architects, designers, and other professionals involved in classical design. https://www.classicist.org/membership-directory/

2. The INTBAU (International Network for Traditional Building, Architecture & Urbanism) College of Traditional Practitioners (ICTP), includes practitioners of the highest standard in the academic, professional, artistic, trade, craft, and practical activities concerned with building, architecture, and urbanism. https://www.intbau.org/info/members/

H. CPA FACULTY

The CPA faculty members provide instruction and possess academic, scholarly, and teaching qualifications appropriate to their respective positions and teaching assignments. They are utilized in a manner benefitting all students the advantages of these qualifications. The faculty is involved in developing, implementing, and evaluating the curriculum for all degree programs to assure quality learning experiences are provided for all students. Tenured faculty participate in the governance of the CPA as a whole, in both the academic programs as well as in the short-term institutional planning activities.

The CPA maintains a clearly defined faculty structure aligned with its mission, including various faculty categories and teaching assistants. All instructional staff are appropriately qualified, professionally supported, and effectively integrated into governance and student engagement. Faculty responsibilities span teaching, advising, curriculum development, and assessment, with regular review of workloads to maintain instructional quality.

Hiring is equitable, mission-driven, and emphasizes diversity, supported by transparent appointment agreements. Faculty performance is regularly and comprehensively evaluated using criteria reflecting the CPA's goals. Ongoing professional development and competitive compensation foster retention and growth. Academic freedom is upheld, and teaching assistants are thoroughly vetted.

The CPA supports teaching and learning through a well-qualified faculty and academic staff, who, in structures and processes appropriate to the CPA, collectively ensure the quality of instruction and support for student learning. Scholarship, research, and creative activities receive support appropriate to the CPA's mission. The CPA's faculty has primary responsibility for advancing the CPA's academic purposes through teaching, learning, and scholarship.

The CPA Academic Handbook outlines policies on faculty responsibilities, ethics, evaluation, and grievance resolution. Governance systems coordinate feedback and data from all personnel to improve academic offerings. Scholarly activity supports instructional

excellence, and periodic assessments of academic staff inform improvements to teaching, advising, and institutional mission fulfillment, ensuring excellence in education and professional practice.

1. Tenured Faculty

Dr. Nir Buras

Nir Buras is the founder of the Classic Planning Institute and cofounder of the architectural and urban design Classic Planning Studio. A leader in the International New Traditional Architecture Movement, Dr. Buras is based in Scarborough, Maine, his work is influential in shaping the discourse around architecture and urban design.

With over 40 years of experience in large, complex, projects Nir Buras's approach to architecture is characterized by a focus on sustainability and a commitment to creating spaces that are both functional and aesthetically pleasing. He incorporates well-considered materials and building techniques into his designs, while also considering the cultural and historical context of each project. Buras emphasizes the importance of creating spaces that are legible, predictable, and practical, responding to the requirements of their owners and users.

Dr. Buras laid out Grand Central Madison at Grand Central Terminal in New York; International Terminal D, Dallas-Fort-Worth; and stations of the Washington DC Metro Silver Line. He has worked on the US Capitol and the Senate Office Buildings in Washington, and was the founder of the Washington DC Chapter of the Institute of Classical Architecture and Art. Dr. Buras is the Author of the seminal "The Art of Classic Planning," published by Harvard University Press in 2020.

Nir Buras believes that architecture should have a positive impact on the environment and enhance the lives of those who use the spaces he creates. He stresses the importance of traditional design elements, such as hierarchy, symmetry, and proportion in creating architecture that is aesthetically pleasing and contributes to human performance and well-being. Buras strives to create timeless buildings and spaces that continue to be relevant and appreciated for years to come.

Buras's original degree was Architect and Townplanner and he learned his first lessons in design and planning in the Negev Desert in Israel: that Modernism did not work. Mid-career, he wrote a PhD on the history of Modernism—and emerged a practitioner of the classical method, the international, traditional approach to authenticity and beauty, shared by all cultures of the world. Buras's breakthrough came in 2005 when he directed the Anacostia Plan at the ICAA open studio in Washington DC, where he more fully comprehended the essence of that holistic method.

Engaged in numerous projects and extensive research and teaching since then, Buras focuses on designing for the most appropriate individual experience, knowing that the place-making of architecture is in fact memory making for and by the community. He recognizes that the experience of beauty is a key to both long-term durability and urban equity.

Arch. Pablo Alvarez Funes

Spanish-born, London-based Prof. Pablo Álvarez Funes began his multinational career in Seville and Madrid where he developed his extraordinary knowledge of architectural

precedent. His deep interests in traditional Spanish, Scottish, Mediterranean, and Islamic architecture and construction underpin his passion for designing and managing complex classical and traditional projects in Europe, North America, the Middle East, and Asia. His articles, lectures, and Educational Directorship at the Classic Planning Academy speak for themselves.

With over 16 years of postgraduate experience in high-end architecture and luxury interior design, as well as 5 years of teaching experience, Prof. Funes is passionate about Classical and Traditional Architecture. He brings his design skills to multinational environments, managing complex architectural and interior design projects from inception to completion. His knowledge and skills are essential to the CPA approach to education.

In the Classic Planning Academy, the premier non-accredited education institution of the new traditional architecture world, Prof. Funes trains future-faced in traditional architecture and classic planning. His goal is to provide CPA students a basis for creative and critical discourse by way of transmitting techniques and technologies from which the students can create frameworks for new and renewed designs, buildings, and building arts; and the tools for the laity to engage with the architectural and planning establishment.

Prior to his engagement with the Classic Planning Academy, Prof. Funes founded the Spanish Chapter of the International Network of Traditional Building Architecture and Urbanism (INTBAU) in 2012. Funes is currently serving as a senior architect in a leading London design firm.

Prof. Brandon Ro

Professor Brandon R. Ro, AIA, NCARB, ICAA is an award-winning architect, researcher, and educator. As the co-founder of Utah Valley University's professional degree in architecture, he was instrumental in developing curricula rooted in the classical tradition for nearly half of the core coursework in that institution. Ro taught there design studios as well as architectural history and theory and three-dimensional representation. His published research aims at improving the interconnectivity between architecture, culture, and human experience. He has also specialized in the role of architectural ornament and given lectures on the topic.

Besides serving as a frequent guest critic and juror at different architecture schools around the country, Prof. Ro has been invited to deliver a number of presentations, lectures, workshops, and seminars at institutions of higher learning as well as to groups of practitioners, clients, and the general public.

Over the years Prof. Ro's design philosophy has been influenced by observing the built environment through a phenomenological lens on multiple continents and studying under internationally recognized architects, such as Juhani Pallasmaa and Alberto Campo Baeza. His scholarship and theoretical design work has been published in Arquitecturas del Sur (Chile), IN_BO: Ricerche E Progetti Per Il Territorio, La Città E l'architettura (Italy), Carbon-Neutral Architectural Design, Enquiry: A Journal of Architectural Research, Religions, Architectural Research Centers Consortium, Márgenes Arquitectura (Spain), Ambiances in Action, Environmental Design Research Association, and in the Journal of Comparative Theology at Harvard Divinity School.

Prof. Ro received a post-professional Master of Architectural Studies degree from The Catholic University of America in Washington, D.C. and his professional Bachelor of Architecture degree from California State Polytechnic University Pomona. At the Catholic University of America, he was awarded the Magi Endowment for the Liturgical Arts to advance his research on the phenomenological experience of sacred architecture through evidence-based design.

Prof. Ro is also an award-winning design professional with over +20 years of architecture / construction industry experience. His design experience includes work on both new construction and renovation projects for private sector developers, state universities, governmental agencies, religious institutions, and healthcare providers among others. Likewise, he has a working knowledge of modern and traditional building methods, detailing, as well as experience working with artists and artisans in the allied arts to meet today's contemporary architectural needs.

As a licensed architect, Prof. Ro's design projects have been published, presented, and exhibited nationally and abroad. He has a proven record of projects have been recognized with over 80 awards and honors from organizations such as the U.S. Green Building Council, Walt Disney Imagineering, American Institute of Architects, Alliance to Save Energy, American Planning Association, California Higher Education Energy Efficiency Partnership Program, and Designer's Lighting Forum among others.

As a believer of Winston Churchill's saying, "We shape our buildings; thereafter they shape us," Professor Ro is a strong advocate of design and research that improves the interconnectivity between teaching, research, the built environment, and human experience.

2. Part Time Faculty 2021-2025

The CPA maintains high instructional standards, aligning teaching methods with academic goals and student learning needs. Instructional practices support the CPA's mission and are regularly assessed for effectiveness, with faculty committed to continual improvement. Students benefit from diverse faculty perspectives through varied course sections. Academic advising is accessible and consistently high-quality across all instructional formats. The CPA encourages faculty and student research, providing institutional support and clear policies. Overall, teaching, advising, and scholarship are integrated to enhance educational outcomes and reflect the level of awarded degrees.

Alejandro Garcia Hermida | University of Madrid

Ann Sussman | The Human Architecture and Planning Institute

Bernard Duran Rival | Disney Europe

Branko Mitrovic | National Technical

University, Norway

Calder Loth | Virgina State Architectural

Historian, Ret.

Carl Korsness | Sivilizations Magazine, Oslo

Colum Mulhern | Architect, Luxemburg

Cory Rouillard | Henson Architecture

Georgia Cristea | Traditional Architecture

Group, London

Hava Erlich | Jerusalem Institute (Ret.)

Helena Roth | Hebrew University, Jerusalem

Hillel Schocken | Dean, Tel-Aviv Architecture

Program, TA University

Jack Duncan | American College of Building Arts

Jose Baghania | Portugal

Julio Cesar Perez | Notre Dame University

Lucien Steil | Notre Dame University

Maria Sanchez + Pedro Godoy | Estudio Urbano, Guatemala City

Marjo Uotila | INTBAU, Finland

Mark Wilson Jones | Traditional Architecture Group, London

Michael Diamond | New Traditional Architecture dot com.

Nadia Everard | La Table Rond de l'Architecture, Belgium

Nicholas Boys Smith | Create Streets, London

Nikos Salingaros | University of Texas, Austin

Noe Morin | La Table Rond de l'Architecture, Belgium

Pablo Alvarez Funes | Classic Planning Institute

Patrick Moore | The Professional School of Practical Stereotomy

Patrick Webb | Preservation Works

Pedro Ortiz | The Art of Shaping the Metropolis

Peter Norton | University of Virgina

Raymond Lloic Chan | Paris Classical Architecture

Richard Cameron | Atelier & Co

Richard Sammons | Fairfax and Sammons, New York

Robert Adam | Robert Adam Architect

Roger Jackson | FFKR, Salt Lake City

Ruben Hanssen | The Aesthetic City

Seth Weine | Fairfax and Sammons, New York

Sharon Dinur | Municipality of Jerusalem

Steve Bass | Steve Bass Architect

Steve Semes | Notre Dame University

Ulrich Becker | Becker Townplanning, Israel

Yodan Rofé | University of Beer Sheba, Israel

I. CPA Life

Within this partnership between the faculty, the staff, and the student, both the program and the student share responsibility for the student's academic achievement.

It is the program's responsibility to share degree requirement information, outline the policies of the program, communicate important resources, act in a professional manner, and communicate with the CPI community professionally. In turn, the student is responsible for acting in a professional manner, and communicating with the CPA community professionally. For students, this means:

- Review the PhD Handbook and the CPA policies on an annual basis.
- Understand the policies and degree requirements and ask for clarification as needed.
- Understand CPA expectations for standards of conduct and academic integrity.
- Communicate professionally with professors, staff, and other students (review the CPA policies on non-discrimination and anti-bullying and the GSAS student codes of conduct).
- Review CPA and program email correspondence. CPA communicates important policies and deadlines via email. Emails to a student's CPA email is the official form of communication. It is presumed that these forms of email correspondence will be received and reviewed by the student.

1. Conduct And Safety

The CPA is an environment where students, faculty, and staff live and work in respectful collaboration in collective pursuit of academic and professional excellence. In creating a community where all can flourish, CPA students are expected to show good judgment and use common sense at all times. They are required to adhere to the codes and conduct policies outlined herein and to their spirit. The section explains the expectations for conduct as a student, how policies are enforced, and how disciplinary action is taken.

Expectations of Conduct

The CPA environment is founded on the principle that membership in the CPA, an individual joins a community that practices free expression, free inquiry, intellectual honesty, respect for others, and openness to constructive thinking. A tolerant and supportive community, it is characterized by civility and consideration for others, with high standards and expectations for the quality of interpersonal relationships as well as academic performance. All CPA students will:

- Behave in a mature and responsible manner.
- Attend to their personal well-being, including making responsible decisions regarding physical and mental health concerns.
- Familiarize themselves with policies, especially those that can lead to disciplinary action, such as academic dishonesty, sexual harassment, discriminatory harassment, the use of physical violence, bullying, or lying to a CPA officer

A degree will not be granted to a student who is not in good standing or against whom a disciplinary charge is pending.

Dress Code & Personal Manner

As an Academic of the CPA, we expect you to present a clean and professional appearance when you represent us, whether in or outside the office. Management and those Academics, who come in contact with our public, are expected to dress in accepted corporate tradition. Jacket and tie for men, the appropriate equivalent for women, and the parallel for other genders are required at all times, including video conferencing. Jeans are unacceptable. Video conferencing requires an approved background.

It is just as essential that you act in a professional manner and extend the highest courtesy to co-workers, visitors, customers, vendors and clients. A cheerful and positive attitude is essential to our commitment to extraordinary customer service and impeccable quality.

The CPA endeavors to provide a healthy environment. No form of tobacco consumed in CPA buildings is allowed, nor smoking within ten (10) feet of the office front door.

We naturally treat all people we encounter in our business both in the office and outside with utmost respect and politeness. All members of this firm will address each other and all other people they encounter on firm business in a formal manner (e.g. Mr., Ms., Mrs.) or by their academic or military title.

Substance Abuse

We take seriously the problem of drug and alcohol abuse, and are committed to providing a substance free work place for our Academics. This policy applies to all Academics of the CPA, without exception, including part-time and temporary Academics.

No Academic is allowed to consume, possess, sell or purchase any alcoholic beverage on any property owned by or leased on behalf of the CPA, or in any vehicle owned or leased on behalf of the CPA. No Academic may use, possess, sell, transfer or purchase any drug or other controlled substance which may alter an individual's mental or physical capacity. The exceptions are aspirin- or ibuprofen-based products and legal drugs which have been prescribed to that Academic, and which are being used in the manner prescribed.

The CPA will not tolerate Academics who report for duty while impaired by use of alcoholic beverages or drugs.

All Academics should report evidence of alcohol or drug abuse to a supervisor or a personnel representative immediately. In cases where the use of alcohol or drugs poses an imminent threat to the safety of persons or property, an Academic must report the violation. Failure to do so could result in disciplinary action for the non-reporting Academic.

Academics who violate the Substance Abuse Policy will be subject to disciplinary action, including termination. It is our policy to assist Academics and family members who suffer from drug or alcohol abuse. You may be eligible for a medical leave of absence. We encourage any Academic with a problem to contact your personnel representative for details.

Safety and Accident Rules

It is everyone's job to provide a clean, hazard free, healthy, safe environment in which to perform their tasks. Onsite or on CPA business you have a duty to comply with the safety rules of the CPA, to assist in maintaining a hazard-free environment, to report any accidents or injuries, and to report any unsafe equipment, working condition, process or procedure, immediately to a supervisor.

No student, staff, or Faculty will be punished or reprimanded for reporting safety violations or hazards. However, any deliberate or ongoing safety violation, or creation of hazard, by an Academic will be dealt with through disciplinary action, including termination.

All onsite CPA-related accidents are covered by Worker's Compensation Insurance pursuant to the laws of the states in which we operate. Remote work is not covered.

Confidentiality

We require all Academics to sign a confidentiality agreement as a condition of engagement, due to the possibility of being privy to information which is confidential and/or intended for CPA use only, such as login codes. All students, staff, and Faculty are required to maintain such information in strict confidence.

This policy protects the interests of the CPA in the safeguarding of confidential, unique, and valuable information that is part of our intellectual property—and academic freedom.

Should an occasion arise in which you are unsure of your obligations under this policy, it is your responsibility to consult with your supervisor. Failure to comply with this policy could result in disciplinary action, up to and including termination. Receipt of this document implies acceptance of the terms of the confidentiality agreement.

Enforcement of Policies

Policies are overseen and enforced by the CPA Academic Committee which considers all matters of discipline, including:

- Violation of CPA policies
- Lying to CPA officer
- Cheating, plagiarism, or other forms of academic dishonesty
- Theft of or damage to property CPA or that of others
- Possession of stolen goods
- Physical violence (including assault and sexual assault), harassment, or disorderly conduct
- Violation of law (including unlawful use or possession of controlled substances, firearms, or hazardous materials)
- Other conduct that departs from generally accepted standards of integrity and behavior.

Procedures for Disciplinary Cases

Disciplinary cases are ordinarily considered by the Academic Committee as quickly as is reasonably possible, given its schedule and the need to investigate matters carefully.

- Once a matter is raised for consideration, statements by the parties will be heard, and Academic Committee decisions will be announced within 24-48 hours.
- Appeals may be submitted by email to cgi@classicplanning.com, 24-48 hours after the decision, with "APPEAL" in the subject line.
- If unresolved, the matter will be submitted to mediation until resolved.

Unresolved cases will then follow steps of disciplinary action exemplified in the Harvard University Procedures for Conduct and Safety

2. Student Services

At this time, the Classic Planning Academy is a nonresident institution. All the training is done online in 5-hour classes every Thursday except holidays. From time to time, members of the Academy meet live or online at Classic Planning Institute gatherings and at international conferences devoted to new traditional architecture and classic planning.

Given that the program's primary demographic is mid-career professionals, it is expected that live teaching will be added to the 5-hour online sessions currently in place. It is expected that, to suit the CPA student body, the live teaching will take on the character of 10 to 15-day intensives. Until such time that the CPA has its own brick and mortar facility, live intensives and other masterclasses will take place at rented venues. Locations under consideration for such activities at correspondent institutions include The Accademia Vivarium Novum, Rome, The International Network of Traditional Building, Architecture, and Urbanism, London, or The Ax:son Johnson Centre for the Study of Classical Architecture at the University of Cambridge.

The CPA offers a systematic and mission-aligned approach to student services that support success in its non-residential doctoral program. It identifies student needs and provides tailored services, guidance, and orientation to foster academic achievement. Faculty and staff engage with students outside class for advising and career development. The CPA upholds equity and inclusion goals, although financial aid is not offered.

To support the academic well-being of our students the CPA offers a range of student services including academic advising, tutoring, and career consultation. Naturally we support international students, ensuring that their native architecture is academically supported by our programs.

The CPA supports student leadership and maintains policies for ethics, conduct, and records management. Qualified personnel deliver services with sufficient resources. Services are evaluated regularly to ensure effectiveness and alignment with institutional goals.

- Academic Advising: Provides guidance on course selection, degree planning, and academic progress.
- Tutoring: Offers assistance with specific subjects or study skills and helps students develop their academic and technical skills for design assignments.
- Career Services: As a central institution in the new traditional architecture and classic planning field, the Classic Planning Academy faculty is well-connected in the field.
    i. **Career Counseling:** Offers guidance on career paths, job searching, and resume writing.
    ii. **Internship and Job Opportunities:** Provides resources for finding and securing internships and employment.
    iii. **Networking:** Connects students with professionals in their field of interest.

Financial Aid

The specific aid offered and the level of support available can vary significantly among students. As most students are early- or mid-career adults and/or self-sufficient individuals, the Academy relies on them to be responsible for their own health and wellness, food, transportation and lodging, immigration status, as well as social, cultural, recreational, and language integration.

As of 2023, the Academy offers no scholarships for the CPA Year 1 and Year 2 Courses and Seminars, due to the underperformance of those who historically received direct financial aid from the Academy. However, the Academy does not prohibit students from obtaining their individual financial aid for those courses. It is expected that for both the travel and the construction experience portions of the curriculum some students may require financial assistance. The CPA will do its best to help them attain that funding.

Consistent with its mission, the CPA's interactions with students and prospective students are characterized by integrity and equity. The CPA sets and achieves realistic goals as it enrolls students who are broadly representative of the population the CPA wishes to serve.

The CPA addresses its own goals for the achievement of diversity, equity, and inclusion among its students and provides a safe environment that fosters the intellectual and personal development of its students. It endeavors to ensure the success of its students, offering the resources and services that provide them the opportunity to achieve the goals of their educational program as specified in the CPA Handbook.

FACILITIES

The CPA provides and maintains an appropriate learning environment for online learning, with the necessary supports and technologies sufficient for student achievement of educational objectives. Facilities are constructed and maintained in accordance with legal requirements to ensure access, safety, security, and a healthy environment with consideration for environmental and ecological concerns. In doing so, industry standards for health, safety, and maintenance are followed.

Use of CPA Property

When working onsite, none of the CPA equipment should be removed from the property, unless it is approved and your job specifically requires use of CPA equipment outside the physical facility.

Computer equipment, including but not limited to phones and laptops, may not be used for personal use. This includes word processing and computing functions. It is forbidden to install any other programs on a CPA computer without the written permission of your supervisor. These forbidden programs include, but are not limited to, unlicensed software, pirated music, and pornography.

The copying of programs installed on the CPA computers is not allowed unless you are specifically directed to do so in writing by your supervisor. While professional Listservs are encouraged, personal social media is discouraged.

3. CPA Rules of Academic Integrity

Consistent with its mission, the CPA's interactions with students and prospective students are characterized by integrity and equity. The CPA sets and achieves realistic goals as it enrolls students who are broadly representative of the population the CPA wishes to serve.

The CPA addresses its own goals for the achievement of diversity, equity, and inclusion among its students and provides a safe environment that fosters the intellectual and personal development of its students. It endeavors to ensure the success of its students, offering the resources and services that provide them the opportunity to achieve the goals of their educational program as specified in the CPA Handbook.

Conflict of Interest

CPA policy promotes transparency, integrity, and ethical conduct in all scholarly, research, teaching, and professional activities by the members of the CPA community. It requires the disclosure and management of actual, perceived, or potential conflicts of interest, within the CPA community, such that no individual interests can cloud a professional or academic judgment or action.

Research Misconduct and Plagiarism

Students are responsible for adhering to CPA academic policy and are encouraged to ask their instructors for clarification about these policies as needed.

The CPA is deeply concerned with sound and safe research practices and with the integrity of research by students and faculty. Student and faculty are expected to uphold the CPA policies and practices with respect to academic integrity. Where required and appropriate, the CPA must inform sponsoring agencies of serious transgressions of CPA policies. Plagiarism or falsification of research results will ordinarily result in the requirement to withdraw from CPA.

The CPA follows the Harvard University policies on research integrity, including definitions of research misconduct and plagiarism. Students are expected to record honestly and accurately the results of all their research. Falsification of research results includes misrepresentations, distortions, or serious omissions in data or reports on research and is considered a serious violation of academic conduct.

Use of Generative AI

As the CPA reviews its policies to meet the implications of new tools, its academic integrity policy remains unchanged. All work submitted for credit or undertaken as part of the requirements for the degree is expected to be the student's own thinking and research and sources must be properly indicated. Work may not be that of a third party nor that created by a computation machine.

Examination Rules

Students may not communicate during an examination, and no student is permitted to keep books or papers during an examination except with the express permission of the instructor or proctor. Eating and drinking are not permitted in any exam room.

- Students who fail to obey instructions given by an examination proctor are liable for disciplinary action.
- Students who violate examination rules or who behave dishonestly during an examination may be required to withdraw from CPA.

Written Work, Sources, and Citations

All work submitted for credit is expected to be the student's own work. Students should therefore distinguish their own ideas and knowledge from information derived from other sources. The term "sources" includes not only published primary and secondary material but also information and opinions gained directly from other people. The responsibility for learning the proper forms of citation lies with the individual student.

- Quotations must be properly placed within quotation marks and must be fully cited.
- All paraphrased material must be completely acknowledged.
- Whenever ideas or facts are derived from a student's research, sources must be indicated.

- Students who are in any doubt about the preparation of academic work should consult the Harvard Guide to Using Sources with their PhD Advisor.

Collaboration

Collaboration with others when completing assignments varies depending on the policy set by the course head. Students must assume that collaboration is prohibited unless explicitly permitted by the instructor and, if allowed, students must acknowledge the extent of any collaboration in all submitted work.

Submission of the Same Work to More Than One Course

Instructors expect assignments to be written specifically for their course. If the assignment was completed for a non-CPA course, the student must consult with their relevant instructor. A student who fails to receive written permission may be required to withdraw from the class. The instructor should post a formal communication in the student's Academic folder.

J. LIBRARY AND LEARNING RESOURCES

Most graduate programs typically require access to and proficiency in a wide range of library and learning resources. These include specialized databases, online journals, research guides, citation management tools, and writing support services. In those schools, the best students utilize resources for literature reviews, scholarly writing, and potentially statistical analysis.

But teaching design is comparable to teaching music. Reading the biography of a composer may be influential to an aspiring musician; compositional analyses may be key to a composers' craft; critiques of performances may influence a conductor's skills. But for teaching music, *hearing* the pieces trumps whatever can be *read* about them.

For traditional architects, classic planners, landscape architects, and master craftspeople, reading the biography of designers may influence an aspiring practitioner. No doubt analyses of structures and places will be key to their craft; and critiques of complete buildings and places will be found important in general.

But for all, *seeing* their plans, sections, elevations, and photographs trumps whatever we find written *about* them. While physical models of structures and places also teach a lot, whether digital models and VR are as effective in teaching is still being discussed. Consequently, the CP Library focuses on books and monographs that depict built form.

It is a fact that the knowledgebases of the holistic classical method were assembled over thousands of years in knowledge-rich and paper-poor environments. While in the last century there has been historical research and a steady but relatively thin stream of monograph writing compared to more active academic research fields, there has been relatively little added to the fields of traditional architecture, urbanism, and crafts over the last 100 years. This means that a small number of texts conveniently communicate a great deal of practical, technical, and theoretical information in the most compact manner.

The CPA doctoral program aims to teach a high-level mastery of design skills. Consequently, the CP Library provides the necessary tools for their successful learning, research, and writing. The library's collection of books focuses on Basic Treatises, The Orders, Elements, and other source books; books on Proportion, Geometry, and Ornament; texts on Drawing, Rendering, and Detailing, and books on Architectural Composition, Urbanism, and Landscape. A collection of surveys books covers the traditional architecture precedents of the world (e.g. Greek, Roman, Medieval, Neoclassical, Art Deco; Indian, Chinese, Islamic, Japanese, etc.); and select architects and their work are covered by relevant monographs.

The institution maintains and provides ready access to library and learning resources, virtual and/or physical, that are adequate and appropriate for student achievement of stated program goals and objectives. Recognizing that the types of books necessary to cover the topics are those which the practitioner would want to have at hand in their studio, the CPA encourages the students to develop their own professional library.

1. Dissertation support

Equipped with a strong educational background, our doctoral students generally need access less to a broad variety of texts as compared to specialty sources of the best and most relevant texts. Naturally we insist that the students are proficient in searching and

utilizing various online journals and other publications relevant to their research. We help them gain access to university libraries which may hold specialized material for their specific research.

3. Many resources are rare books, out of print / digital resources. Interlibrary loan services are essential for accessing materials not held by the CPA. It allows students to access a broader spectrum of resources, including books, articles, and rare materials needed for their research. In advance of a student starting to write their dissertation, the CPA will open a custom channel between that student and the libraries they need for their research.

4. The CPA puts at the students' disposal materials such as research guides and tutorials tailored to doctoral-level research. These guides may cover topics like literature reviews, search strategies, data analysis, and citation management.

5. Citation Management and Writing Support includes making sure the students are adept at using citation management tools and augment their writing skills with digital resources they may find.

6. Most significantly, we insist that the writing is authentic and original, in their scholarly voice, evidence-based, and avoiding plagiarism of any sort.

7. Support for the students focuses on the three phases of the Dissertation:

8. The intellectually hardest part of dissertation writing, which is developing their dissertation proposal.

9. Guidance on research methodologies, and methods for documenting the work methodically.

10. The laborious dissertation completion following their research.

The objectives for the CPA library are to provide the student not only knowledge, but familiarity with the texts with which they will create their own professional libraries in their studios. That means that the library collects resources that are in accordance with the CPA educative purposes and the nature of the CPA doctoral education program. It ensures that the students use the CPA library and its resources as an integral part of their education.

The CPA library contains a focused, relevant, and up-to-date collection of books and other instructional materials which are readily accessible to the faculty and the students. As the learning is remote, we encourage the students to build their own libraries as possible, to use digital resources as appropriate, and to use university libraries in their places of residence as required. All students have internet and use it to access information resources in addition to course texts and formal instruction.

The CPA Library continuously acquires library materials by way of a sufficient and consistent material and operational budget that meets its needs. It is augmented by frequent book donations to the library. Currently, the CPA library is shared between Dr. Buras, the Principal of the CPA, and Prof. Funes, the Director of Education, with many of the core texts existing in either location.

2. CPA Primary Book List

The CPA library collection is sufficient in quality, level, diversity, quantity and current to support and enrich the institution's offerings. Books currently or soon to be in the CPA Library are listed below. Links are to online editions in the public domain.

Basic Treatises

Vitruvius. *The Ten Books of Architecture*. Translated by Morris Hicky Morgan. Mineola, NY: Dover Publications, 1960. https://doi.org/10.3931/e-rara-19442.

Serlio, Sebastiano. *The Five Books of Architecture,* Dover, New York, 1982. https://archive.org/details/firstbookeofarch00serl

Alberti, Leon Battista. *The Ten Books of* Architecture. Leoni Edition, Dover, New York, 1986.
I: https://archive.org/details/gri33125011115496;
II: https://archive.org/details/gri33125011115561.

Palladio, Andrea. *The Four Books on Architecture*. Isaac Ware Edition. Dover, New York, 1965. https://doi.org/10.3931/e-rara-4821;
Ware Translation: https://doi.org/10.3931/e-rara-13021

Vignola, Giacomo Barozzi da. *Canon of the Five Orders of Architecture*. Translated by Branko Mitrovic. New York: Acanthus Press, 1999. https://hdl.handle.net/2027/njp.32101067664175

Curl, James Stevens. Classical Architecture: Language, Variety and Adaptability. John Hudson Publishing, 2025

Semper, Gottfried. *The four elements of architecture and other writings*. Cambridge University Press, 1989.

Soane Lectures

Orders, Elements, Source Books

Gibbs, James. *Rules for Drawing the Several Parts of Architecture*. Gale Ecco, 2010. https://doi.org/10.3931/e-rara-4105.

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16th Century

Sedefkar Mehmed Agha
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Domenico Auria
Diogo de Boitaca
Donato Bramante
Jean Bullant
Michelangelo
Matteo Castelli
Philibert de l'Orme
Giovanni Giocondo
Jean Goujon
Juan de Herrera
Juan Gil de Hontañón
Hernan Ruiz I,II,III
Hendrick de Keyser
Baldassare Longhena
Pedro Machuca
Carlo Maderno
Baldassare Peruzzi
Antonio da Ponte
Giacomo della Porta
Girolamo Rainaldi
Raphael
Giulio Romano
Jacopo Sansovino
Vincenzo Scamozzi
Mimar Sinan
Pellegrino Tibaldi
Alonso de Vandelvira
Giorgio Vasari
Postnik Yakovlev

17th Century

Henry Aldrich
Teodoro de Ardemans
Juan de Arphe
Thomas Baldwin
Nicola Barbioni
Antonio Beduzzi
Gian Lorenzo Bernini
Luigi Bernini
Bartolomeo Bianco
Carlo Bizzaccheri
Giovanni Bonalino
Francesco Borromini
Giovanni Branca
Plautilla Bricci
Romolo Broglio
Francesco Buonamici
Bernardo Buontalenti
Alonso Cano
Jose de Churriguera
Pietro da Cortona
Leonardo de Figueroa
Johann Bernhard Fischer v. Erlach
Juan Gomez de Mora
Jules Hardouin-Mansart
Inigo Jones
Robert Lyminge
François Mansart
Balthasar Neumann
Giovanni Battista Soria
Orazio Torriani
Nicola Torriani
Louis Le Vau
Christopher Wren

18th Century

John Wood Elder and Younger
William Kent
John Nash
George Dance the Younger
Henry Holland
Robert Adam
Capability Brown
Jacques-Germain Soufflot
Henry Flitcroft
Joseph Bonomi the Elder

John Vardy
Thomas Hardwick Sr.
Étienne-Louis Boullée
Claude Nicolas Ledoux
William Chambers
James Hoban
Samuel McIntire
Bartolomeo Vecchione
Ange-Jacques Gabriel
Jacques-François Blondel
James Wyatt
John Vanbrugh
Charles Percier
Jules Hardouin-Mansart
William Thornton
Charles Bulfinch
Balthasar Neumann
Giovanni Paolo Panini
Filippo Juvarra
Luigi Vanvitelli
Juan de Villanueva
Ventura Rodriguez
Manuel de Tolsa
Torcuato Cayon
Fernando Casas Novoa
Peter L'Enfant

19th Century

Henry Bailey Alden
Charles Allerton Coolidge
Louis-Jules André
Fernando Arbós y Tremanti
George Fletcher Babb
Charles Barry
Charles T. Beardsley Jr.
Asher Benjamin
Edward Boehmer
Diedrich A. Bohlen
Ricardo Velazquez Bosco
Pierre Bossan
William N. Bowman
James Brite
Otto Bulow
Herbert C. Burdett
William Burges
George Burnham
Decimus Burton
Rowland Carter
Charles Robert Cockerell
Cram, Goodhue & Ferguson
Lluís Domènech i Montaner
Josep Fontserè i Mestre
James Gandon
Charles Garnier
Antoni Gaudi
Edward William Godwin
Bertram Goodhue
Hector Guimard
Richard Morris Hunt
Josep Maria Jujol
Benjamin Henry Latrobe
Jean-Jacques Lequeu
William Morris
Frederick Law Olmstead
Parker, Thomas & Rice
Narciso Pascual y Colomer
Joseph Paxton
Auguste Perret
Augustus Pugin
Josep Puig i Cadafalch
Henry Hobson Richardson
Karl Friedrich Schinkel
George Gilbert Scott
Richard Norman Shaw
Robert Smirke
George Edmund Street
Louis Sullivan
Yeoville Thomason
Kimball & Thompson
Horace Trumbauer
Eugène Viollet-le-Duc
Leo Von Klenze
Thomas U Walter
Philip Webb
20th Century

Leslie Ayres
Luis Moya Blanco
Reginald Blomfield
Arthur Brown Jr.
Daniel Burnham
Charles Correa
William A. Delano
Jean-Claude
Nicolas Forrestier
Antoni Gaudí
Anibal Gonzalez
Carerre and Hastings
Jorge Loyzaga
Bernard Maybeck
Milton Bennett Medary
Julia Morgan
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Vicente Traver
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K. TUITION FACTS

1. Financial Aid

The specific aid offered and the level of support available can vary significantly among students. As most students are early- or mid-career adults and/or self-sufficient individuals, the Academy relies on them to be responsible for their own health and wellness, food, transportation and lodging, immigration status, as well as social, cultural, recreational, and language integration.

As of 2023, the Academy offers no scholarships for the CPA Year 1 and Year 2 Courses and Seminars, due to the underperformance of those who historically received direct financial aid from the Academy. However, the Academy does not prohibit students from obtaining their individual financial aid for those courses. It is expected that for both the travel and the construction experience portions of the curriculum some students may require financial assistance. The CPA will do its best to help them attain that funding.

The Classic Planning Academy has been in operation since 2021. The sustainable financial model that underpins the Classic Planning Academy is that of being self-supporting from its activities. The CPA generates the financial resources necessary to support its purposes, implement its program and maintain its continuity. While its overhead helps support institutional functions, its profits are invested back into the partially independent Classic Planning Herald Magazine and the yet-to-be funded Classic Planning Neuroscientific research.

2. Tuition Facts

To date, the CPA has graduated four cohorts of the Year-1 Course, and one cohort of the Year-2 Course. Our class size has been 6-9 students. For lectures, the CPA expected instructor/student ratio is 1/20 with a maximum of 1/25. For studios, the instructor/student ratio is ideally 1/8 or less, with a maximum of 1/12.

A good price per hour for a graduate-level online course can vary. Factors like the type of institution, program, and whether it is a full degree program or a standalone course influence the price. Tuition generally ranges from $350 to $1,000 per credit hour, with some institutions charging even more. With the tuition set at $7800 per 10 Semester hours, the CPA Credit Hour comes to $780, midrange for a graduate-level online courses.

Typical for non-academic online courses, the American Institute of Architects charges members $30 for a 50-minute non-academic continuing education unit, and it charges non-members $45. With the CPA Year 1 tuition set at $7800 per 150 hours of contact, the hourly price comes to $52/hour, appropriate for the high level of the training.

The CPA tuition also compares favorably with the Institute of Classical Architecture and Art (ICAA). For its 8-day intensives (80 hours) in Manhattan, the ICAA tuition is $2250. But once the cost of travel is added, ca. $1000, as well as the cost of staying in Manhattan for the duration, $2500, a total of $5750 emerges. The CPA price is roughly half that of the ICAA for the same number of hours. Moreover, the typical CPA cohort is 6-9 students, and the maximum CPA class size is no more than 15 Students. Compare this to ICAA 8-day intensives, with 20 students typical per cohort.

At this time tuition is not funded by gifts or grants. No borrowing is anticipated to be necessary to run the program. CPA Financial allocations go to:

1. Year-1 Course
2. Year-2 Course
3. Seminar 1 + Dissertation Topic Selection
4. Seminar 2 + Dissertation Prep
5. Dissertation Approval
6. Tenured Faculty
7. Adjunct Faculty
8. Administrative and Support
9. Advertising (Social media)
10. Equipment
11. Travel to Lectures
12. Instructor Teaching Fund *

* to cover class materials, conference participation and ravel, and other expenses an instructor may judge to be beneficial to the program

Schedule of Tuition Fees

	Non-Academic Certificate Tuition	**Maine Resident PhD Tuition**	**Non-Resident PhD Tuition**
Year 1 Course	$6,240	$7,800	$11,700
Year 2 Course	$6,650	$8,310	$12,470
Seminar 1	$3,500	$4,375	$6,565
Seminar 2	$3,750	$4,690	$7,030
PhD Support (per yr)	$7,500	$9,375	$14,065
Review and Certification	$5,000	$6,250	$9,375
Subtotal	**$32,640**	**$40,800**	**$61,205**

Tuition Refunds

Tuition includes a nonrefundable application processing fee. Annual tuition refunds are prorated to the number of weeks spent in the program up to week 5 of the second semester, beyond which there is no refund.

L. COMPARABLE PHD PROGRAMS IN ARCHITECTURE

Several prominent universities in the US offer PhD programs in Architecture. These include MIT, Columbia, Cal Berkeley, Yale, Harvard, and Princeton. Typically focusing on advanced research and scholarship within the field of architecture, these programs prepare students for academic teaching and specialized professional roles in government, as consultants, or in research. None focus specifically on the practice of traditional design and construction, urban landscape and agriculture, nor urban neuroscience.

Prominent PhD Programs in Architecture

The MIT School of Architecture and Planning offers three PhD programs, with specializations in building technology, computation; and the history, theory and criticism of architecture.

Training of teachers and researchers architectural history and theory, the Columbia University Graduate School of Architecture, Planning and Preservation (GSAPP) architecture PhD program studies how social, economic, and technological change affects architectural form.

The University of California, Berkeley, College of Environmental Design PhD programs focus sustainable and ecological design, social responsibility, and urban development.

The Yale School of Architecture PhD program trains teachers for future architects in the tracks of History and Theory of Architecture and Ecosystems in Architectural Sciences.

Harvard Graduate School of Design has PhD tracks in Architecture, Landscape Architecture, Urban Planning, and Architectural Technology.

Princeton University School of Architecture also offers a PhD program with a History and Theory of Architecture Track as well as a Computation and Energy Track

The University of Pennsylvania Weitzman School of Design PhD Program prepares for careers in academic research and teaching of sociocultural and environmental issues in architecture.

Cornell University College of Architecture, Art, and Planning offers a PhD in the History of Architecture and Urban Development

Among the largest architecture PhD programs in the US, Georgia Institute of Technology prepares students mostly for research careers in academic settings and scientific laboratories.

Rensselaer Polytechnic Institute: offers a PhD in Architectural Sciences focusing on Architectural Acoustics, Built Ecologies, and Lighting.

The Texas A&M University College of Architecture PhD program has 20 areas of study, including Heritage Conservation, but no area devoted to traditional design or construction.

To meet a complex and evolving built environment, the University of Virginia School of Architecture PhD program focuses on technical, material, policy, and theoretical issues.

Non-Academic Programs

Today there exist in the Netherlands, Belgium, Spain, Brazil, Mexico, the UK, and a few other places a handful of non-academic summer programs in traditional architecture and urbanism etc. None are graduate level.

Notable among non-academic programs is the New York-based Institute of Classic Architecture and Art which offers a Certificate Course in Classical Architecture (Dr. Nir Buras is a graduate). But the program stops at providing architects and designers with a working knowledge of classical architectural design. Moreover, the program is heavily subsidized by the Richard Hampton Jenrette Foundation.

A student can qualify there for a Certificate by completing:

1. A four-week, ca. 200-hour ICAA Summer Studio in Classical Architecture, (tuition $1,750 + est. travel to Manhattan $1200 + $4,200 food and lodging = $7,150)

2. A ca. 100-hour ICAA Intensive (tuition $2250 + est. travel to Manhattan $1200 + food and lodging in Manhattan: $2500 = $5950) plus elective Continuing Education (CE) courses;

3. 65 ICAA core curriculum continuing education credits (350 hours) plus additional elective CE Courses: $6,500 for non-ICAA members $4875 for members.

4. Intensive in Classical Architecture + Workshop in Classical Architecture + Approved Design Studio: $7,150 + ? + ? = ?

Online PhD Programs in Architecture

Thomas Jefferson University, Texas A&M, Nova Southeastern University, and the University of Washington offer fully online or hybrid PhD programs focused on Architectural Sciences, Urban Planning, and Architectural Design.

These programs are accredited by the Middle States Commission on Higher Education, Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and the Northwest Commission on Colleges and Universities (NWCCU),

Some of these are practice-based PhD programs in architecture and design research (with SMARTlab), some are highly specialized on specific topics such as architectural acoustics, lighting, construction, and property sciences, some are somewhat broad, studying built ecologies, history and humanities, landscape and urban studies; and some broader and more interdisciplinary. None teach traditional architecture and classic planning or the classical method knowledgebases.

The duration of Accredited online PhD programs in architecture is anywhere from 4 years to 7, most falling in the 5-to-6-year range. Their tuition ranges from $103,350 to $234,000, placing the CPA tuition of roughly $41,000 to $61,000 is well below the low end of the scale.

M. COURSE CURRICULA

1. Table Of Hours and Credits

Semester Hour Requirements	Weekly Contact Hours	Total Contact Hours	Semester Hours	Subtotal Hours
MA – Level Prerequisites				30
CPA Year 1	5	150	10	15
PhD Seminar I	2.5	75	5	
CPA Year 2	5	150	10	15
PhD Seminar II	2.5	75	5	
Total Degree Hours Beyond Baccalaureate				60

Table 2 – Year 1 and Year 2 Classes

The Classic Planning Certificate Curriculum offers expert instruction in Architectural Literacy and Classic Planning—including a 100-Year-Plan Studio—through live zoom classroom instruction and instructor-led projects. All aspects of the studio and certification environment are graduate level, yet easily accessible to those with less advanced degrees. That said, most students are mid-career professionals seeking to expand their design and other professional skills with materials not available at this level elsewhere.

Years 1 and 2 each consist of 30 weekly classes of 5 hours each (30 weeks in total), amounting to 10 semester weeks of study. Students are expected to spend 10 hours a week on individual study beyond classwork. Individual studio tutoring is provided at a rate of 1 to 2 hours per week per student as required.

1. Gap weeks occur to accommodate religious festivities and bank holidays.
2. Classes are taught online and recorded for the personal use of the students.
3. Some classes will feature select Guest Lecturers, experts in their fields.
4. This course is offered subject to a minimum quorum of 6.
5. Year 1 Program

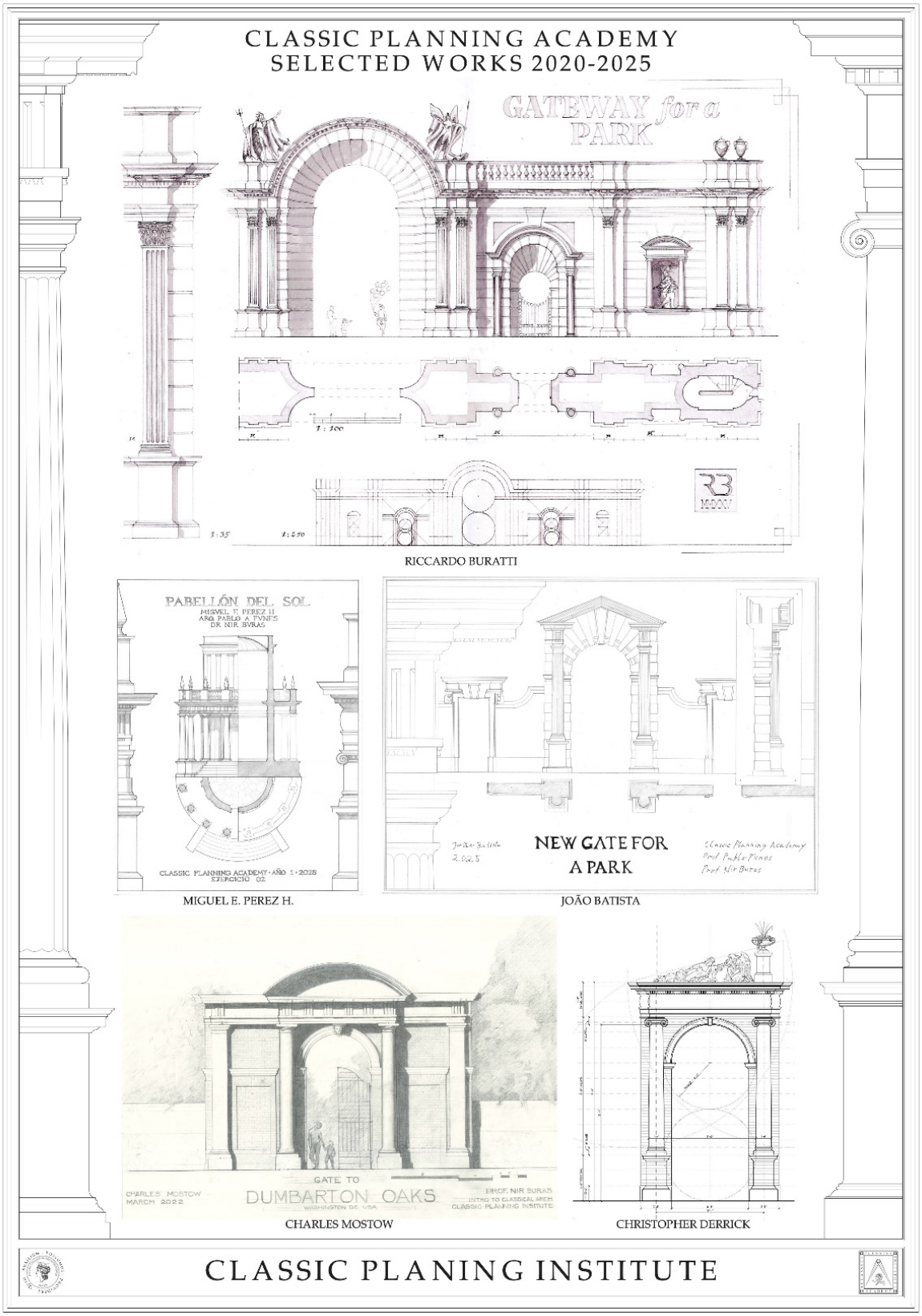

Figure 5 – Selected Classic Planning Academy Works, Year 1 Program, 2020-2025 a

Semester I: Architectural Literacy

Following a "warm up" in basic and architectural geometry, Semester I instruction in Architectural Literacy focuses on instructor-led drawing of the Doric, Ionic, and Corinthian orders, proportions, elements, and composition. These are accompanied by explanatory and architectural history lectures, as well as expert and master craftsperson lectures on materials & processes, leading to the practical application of knowledge and learned techniques to small and medium projects, a niche, aedicule, or gate; and finally, a bridge or a pavilion. The class is culminated with a presentation to a selected jury and critique.

Basic & Architectural Geometry	Drafting of basic principles of geometry - Drafting of basic Classical moldings. Lettering
Doric	Drafting of Doric Order - Brief History of the Order - Use of the Order.
Ionic	Drafting of Ionic Order - Brief History of the Order - Use of the Order.
Corinthian	Drafting of Corinthian Order - Brief History of the Order - Use of the Order.
Elements I	Drafting of a Pedestal, a Balustrade and a Pediment
Elements II	Drafting of a Portico and an Arcade. Intercolumniation, Orden superposition, Massing - Classical Language.
Recap on Orders & Elements	Recap on all previous assignments Presentation of Exercise 01 & Instructions for the next assignment.
Proportions	Geometric Proportions in Practice - Beauty, Memory, Unity - Other Classical Proportions
Materials & Processes	Overview of Materials used in Traditional Architecture and Traditional Construction Techniques. Initiatives for recovery and promotion of Traditional Architecture.
Project Studio 1 - Presentation & 1st Esquisses	Students to draft by hand the exercise. Revision of Sketches & Critique.
Individual Revisions of Project Studio 1	Tutoring in class
Project Studio 1 - Submittal and Crit	Presentation and Critique. Presentation of Exercise 02 & Instructions for the assignment.
Project Studio 2 - Presentation & 1st Esquisses	Students to draft by hand the exercise. Revision of Sketches & Critique.
Individual Revisions of Project Studio 2	Tutoring in class
Individual Revisions of Project Studio 2	Presentation to a selected Jury and Critique.

Semester II: Classic Planning Basics

Semester II classes focus on Classic Planning Basics, namely the historic, scientific, and philosophical fundamentals of urbanism and city building and the use of the most successfully proven methods to develop built environments best suited to people. Topics include, "How We Got Here," Classic Planning Fundamentals and Knowledge Bases, Planning the City, Building the City, and Future Urban Scenarios. This is followed by studio work that introduces the students to the physical creation of long-term holistic, durable, and human-centered urban design and planning. They learn of and explore by applying classic planning principles including, sense of place, resilience, town and country, roads, armatures, sea level rise, small, medium, and large parks, urban fabric, architectural precedents, and the generation of specific, local-suited urban design,

Presentation of Exercise 03	Guest Speaker. Presentation of Exercise 03
How We Got Here	Brief History of Urbanism: Urban Form, Your Experience, Neuroscience, and the purpose of urbanism. Guest Speaker - Review of Exercise 03; Tutoring in Class
Classic Planning Was Always There	Guest Speaker - Review of Exercise 03: Tutoring in Class
Learning from What We Have	Guest Speaker - Review of Exercise 03: Tutoring in Class
Classic Planning Knowledge Base	Guest Speaker - Review of Exercise 03: Tutoring in Class
Classic Planning Tools	Guest Speaker - Review of Exercise 03: Tutoring in Class
Designing the City	Guest Speaker - Review of Exercise 03: Tutoring in Class
Building the City	Guest Speaker - Review of Exercise 03: Tutoring in Class
A Plan Is a Legacy, Not a Solution	Guest Speaker - Review of Exercise 03: Tutoring in Class
3 Futurist Urban Scenarios	Guest Speaker - Review of Exercise 03: Tutoring in Class
Review of Exercise 03	Guest Speaker - Review of Exercise 03: Tutoring in Class
Review of Exercise 03	Guest Speaker - Review of Exercise 03: Tutoring in Class
Review of Exercise 03	Guest Speaker - Review of Exercise 03: Tutoring in Class
Graduation	Presentation to a selected Jury and Critique.

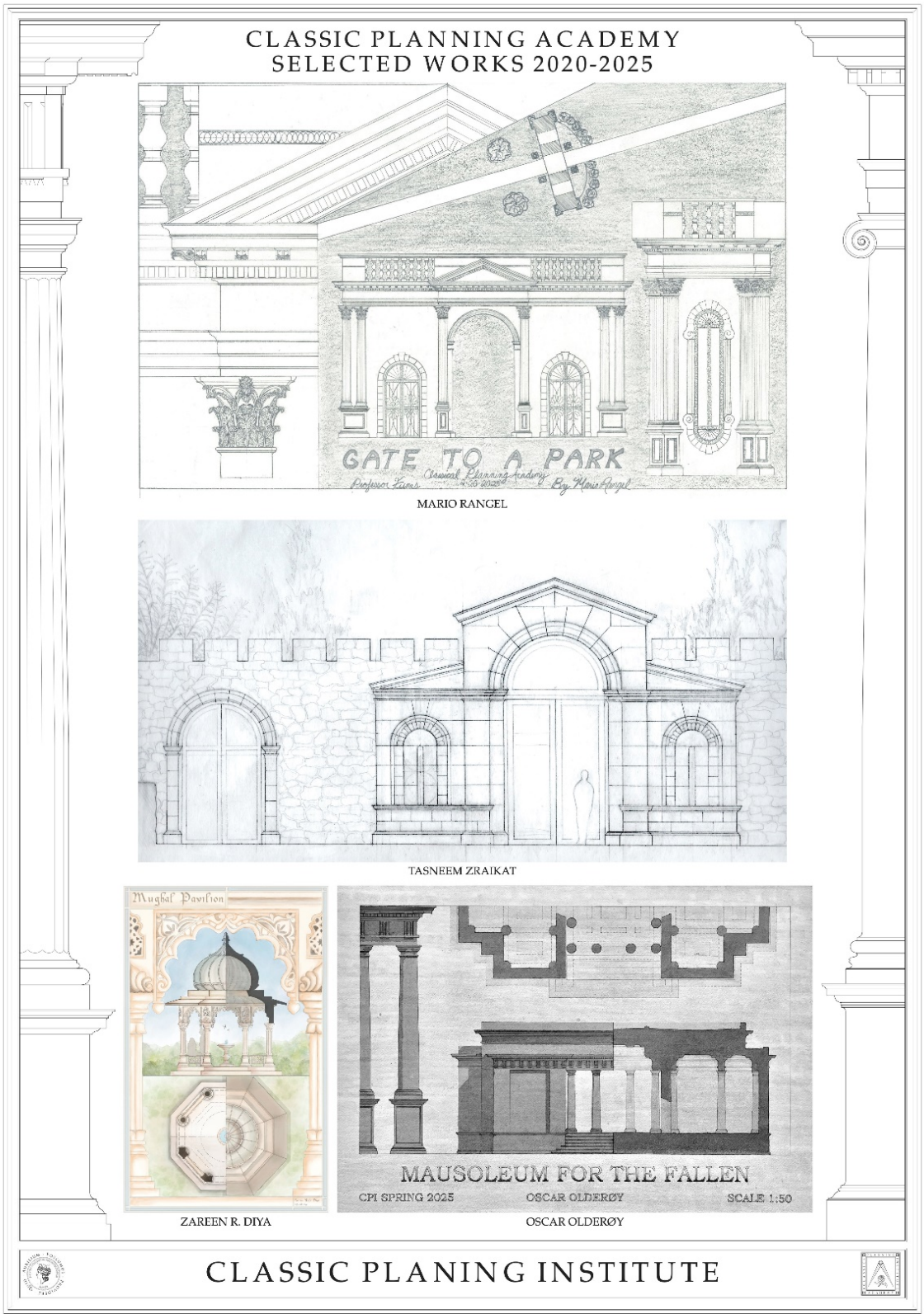

Figure 6 – Selected Classic Planning Academy Works, Year 1 Program, 2020-2025 b

2. Year 2 Program

Semester III: History, Tools, Application

The CPA curriculum recognizes that much of the design content to be learned lies in architectural precedent and that manual drafting is essential as a learning device. Consequently, the Semester I of the Year 2 Course involves a deeper dive into architectural & urban design history and the literature of classical traditional architecture. There is training in graphic tools such as freehand drawing and perspective, in shadows, and watercolor. Professional intersections with engineers and consultants, skilled craftspersons, construction & building systems, and working alongside real estate, development, finance professionals are discussed. And the application of the above is explored in the small- and medium-building design studios.

Architectural Graphics I:	Drafting and Measured Drawings. Plans, Elevations, Sections, Roof Plans. Site Plans. Line Thicknesses. Sheet Composition & Scales.
Architectural Design Studio I (Small Building)	Introduction of the project, precedents & first esquisses.
History of Architecture & Urbanism I	The Eternal Present: The beginnings of Architecture—The Architectural Canon: Greece and Rome. The Origins of Urbanism - Urbanism in Classical Antiquity - Studio Progress Follow-up.
Architectural Graphics II:	Freehand Drawing, Perspective & Sketchbooks. Freehand Perspective. Shadows. Sketchbook Organization. Studio Progress Follow-up.
Architectural Design Studio - I (Small Building)	Final Presentation of Design Studio I
Architectural Design Studio - II (Medium Building)	Introduction of Design Studio II.
History of Architecture and Urbanism II	Transition to Late Antiquity - Advent and Expansion of Islam - Islamic Cities. Studio Progress Follow-up.
Professional Intersections I:	Climate - Ecology - Countryside.
Architectural Graphics III:	Basic Watercolor: Watercolor Paper. Washes. Architectural Palette. Studio Progress Follow-up.
History of Architecture and Urbanism III	Architecture of the Middle Ages - Medieval Cities. Studio Progress Follow-up.
Professional Intersections II:	Working with Engineers and Consultants, Collaborating with skilled Craftspersons, Construction & Building Systems. Sales & Real Estate, Development, Finance.
Architectural Design Studio - II (Medium Building)	Studio Progress Presentation.

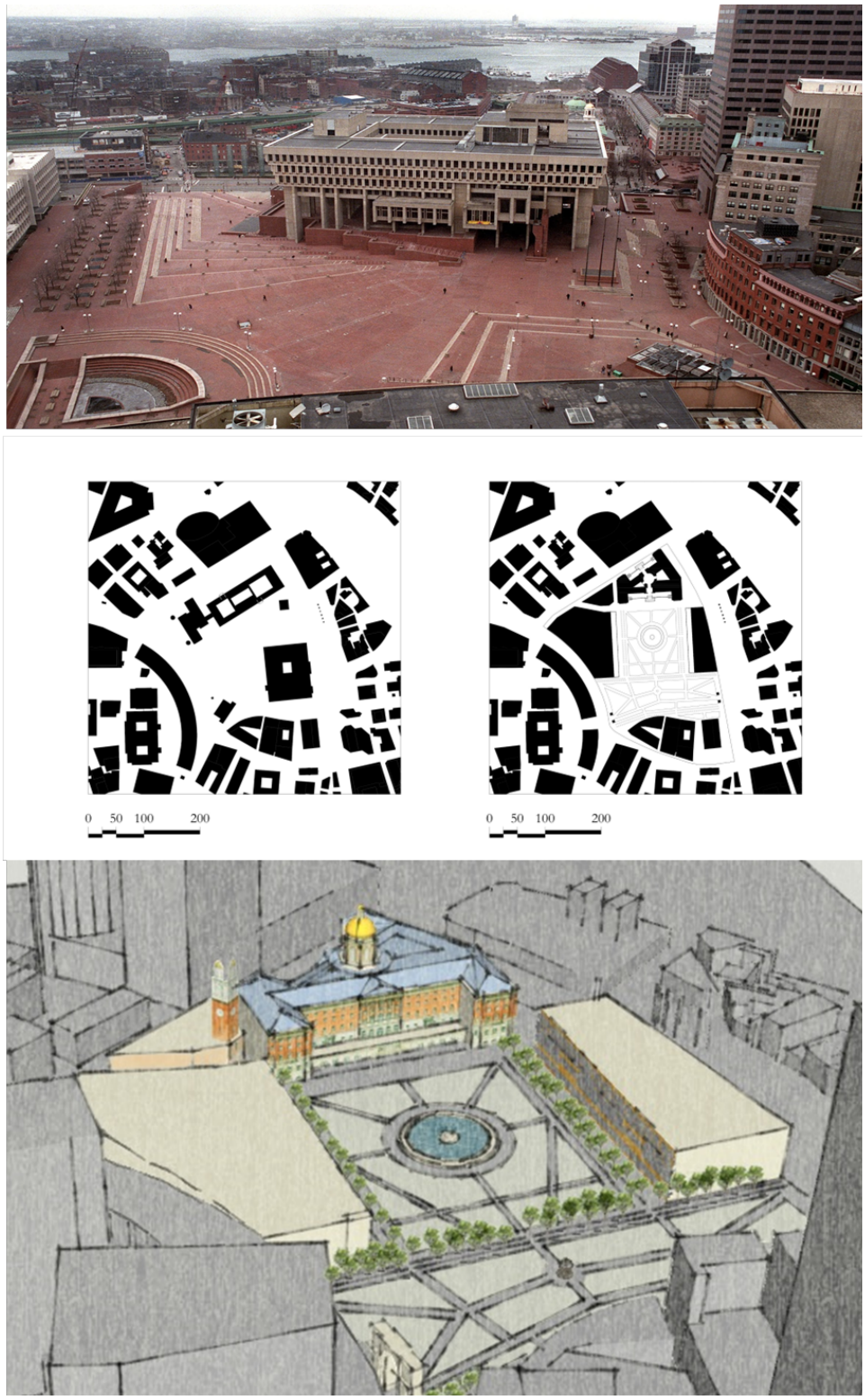

Figure 7 – Boston City Hall, Kathleen Ustas, Year 1 Program, 2023

History of Architecture and Urbanism IV	World Classical Perspectives: Asia, Africa and Pre-Columbian America.
Literature of Classical Architecture - I	Literature of Classical Architecture in Antiquity - Vitruvius and Vitruvian Theory. In search of a theory of Islamic Architecture.
Architectural Design Studio - II (Medium Building)	Studio Progress Presentation.
Architectural Design Studio - II (Medium Building)	Final Presentation to a selected Jury and Critique

Semester IV: Tools, Precedents, Design Thesis

Semester II then moves into the Year 2 Course Thesis preparation & research. As the architectural graphics, historical survey, and review of architectural literature continue, the professional intersections with neuroaesthetics, beauty, fractals, and Vitruvian values are discussed. Following weekly studio progress presentations, the students arrive at their final juried presentation, an end-of-year exhibition, and the Annual Beaux-Arts Ball.

Classic Planning Studio – I	Thesis preparation & research [The thesis should integrate both Architecture and Planning.]
Architectural Graphics IV: Basic Sketchup	Creating Prisms - Importing plans - Importing JPEGs & Elevations. Studio Progress Follow-up.
Classic Planning Studio – II	Studio Progress Presentation.
History of Architecture and Urbanism V	Reviving Antiquity: Quattrocento and Cinquecento in Italy. Renaissance in Europe and America.
Classic Planning Studio – III	Progress Review and review of other assignments
History of Architecture and Urbanism VI	The Crisis of the 17th Century and Baroque Architecture. The Enlightenment and a return to the Origins: Neoclassicism.
Literature of Classical Architecture – II	Spread of Vitruvian Theory and the new Architectural treatises: From Alberti to Durand.
Theory of Classical Architecture 1400-1800.	Studio Progress Follow-up.
Classic Planning Studio – IV	Studio Progress Presentation.
History of Architecture and Urbanism VII	Architecture of the Long 19th century (1789-1914). The end of the Ancien Regime City and the transition to the Industrial and Bourgeois City.
Professional Intersections III:	Neuroaesthetics, Beauty, Fractals, and Vitruvian Values.
Classic Planning Studio – IV	Progress Review and review of other assignments
History of Architecture and Urbanism VIII	Architecture of the Short 20th century (1914-1991) and early 21st century (1991-2023). The Destruction of the Traditional City and the process to recover it.

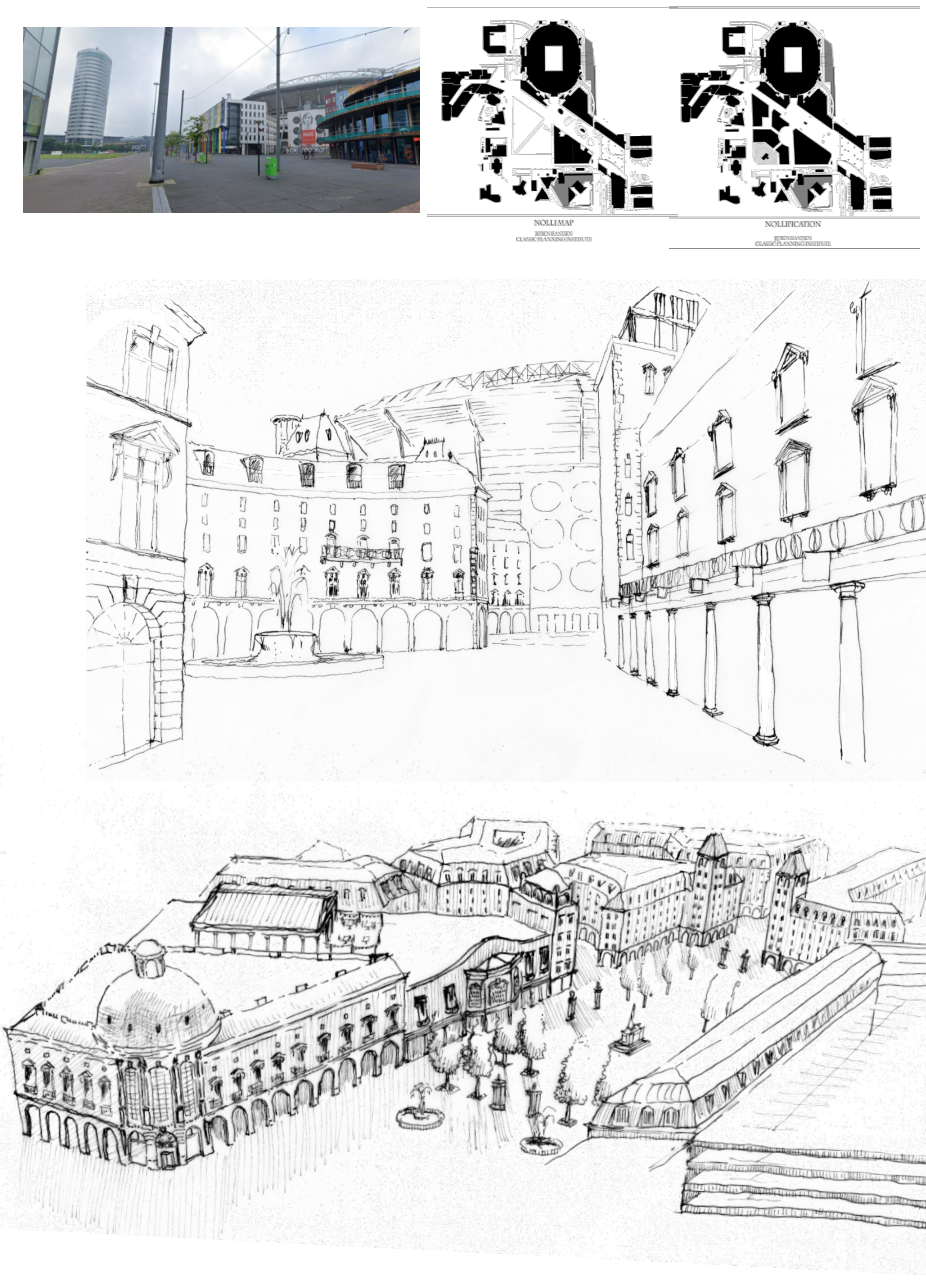

Figure 8 – Rough Sketches, Cruyff Plaza, Amsterdam, Ruben Hanssen, Year 2 Program, 2023

Literature of Classical Architecture – III	Architectural Theory from Durand to Krier: A new beginning for Tradition and Classicism.
Classic Planning Studio – V	Studio Progress Presentation.
Commencement	Final Juried Presentation, End-of-Year Exhibition, and Annual Beaux-Arts Ball.

3. PHD Seminars

The CPA PhD Seminars include foundational discussions of specialized knowledge aimed at generating the Dissertation Topic Proposal, research methods training (both quantitative and qualitative, including the documentation of work, construction, and travel experience as relevant); and dissertation work and its completion. Seminar topics to be presented by guest speakers and the students themselves include topics such as

- History and philosophical foundations of architecture, landscape, and urbanism
- Sociological and psychological impacts on architectural, landscape, and urban design
- Traditional design practice and classic planning theory
- research methods in architecture, landscape, and urbanism: quantitative, qualitative, and specialized
- The bibliography of town and country design: basic treatises, orders, elements, source books, proportion & geometry, ornament, detailing, composition, landscape, urbanism, precedents, and monographs
- Architectural and urban technology
- Dissertation proposal
- Dissertation research
- Dissertation writing

4. Apprenticeship, Field, and Travel Experience Credit

Although not academically required for accreditation by NECHE, a high-level practitioner, researcher, or academic in the fields of Architecture, Landscape, Urbanism, or Building Arts is not ready to complete the CPA degree course without fulfilling the field and travel experience requirements of this program. These unique requirements include:

- 1 year (2000 hours) hands-on experience in construction
- 1 year (2000 hours) documented observation of precedent buildings and fabric in various locations in the US and elsewhere.
- 2 years (4000 hours) professional experience in architecture, urbanism, landscape architecture or building arts.

The CPA may accept field and travel experiences for academic credits based on certified time sheets and detailed records from the activities. The CPA may also accept apprenticeship experiences for prerequisite credits based on American Council on Education (ACE), Department of Labor Registered Apprenticeship College Consortium (RACC) evaluations, Credit for Prior Learning (CPL) programs at the applicants' previous schools; or Credit for Related Classroom Instruction.

Naturally, it is essential to research the specific apprenticeship programs and their connections to educational institutions to determine if and how college credit can be earned. Applicants are expected to submit portfolios, work samples, and other documentation to demonstrate their skills and knowledge to potentially earn credit. If the assessment determines that the apprenticeship experience is equivalent to specific college courses, credit may be awarded.

5. Sample Student Team Project: A 100-Year Plan for Jerusalem

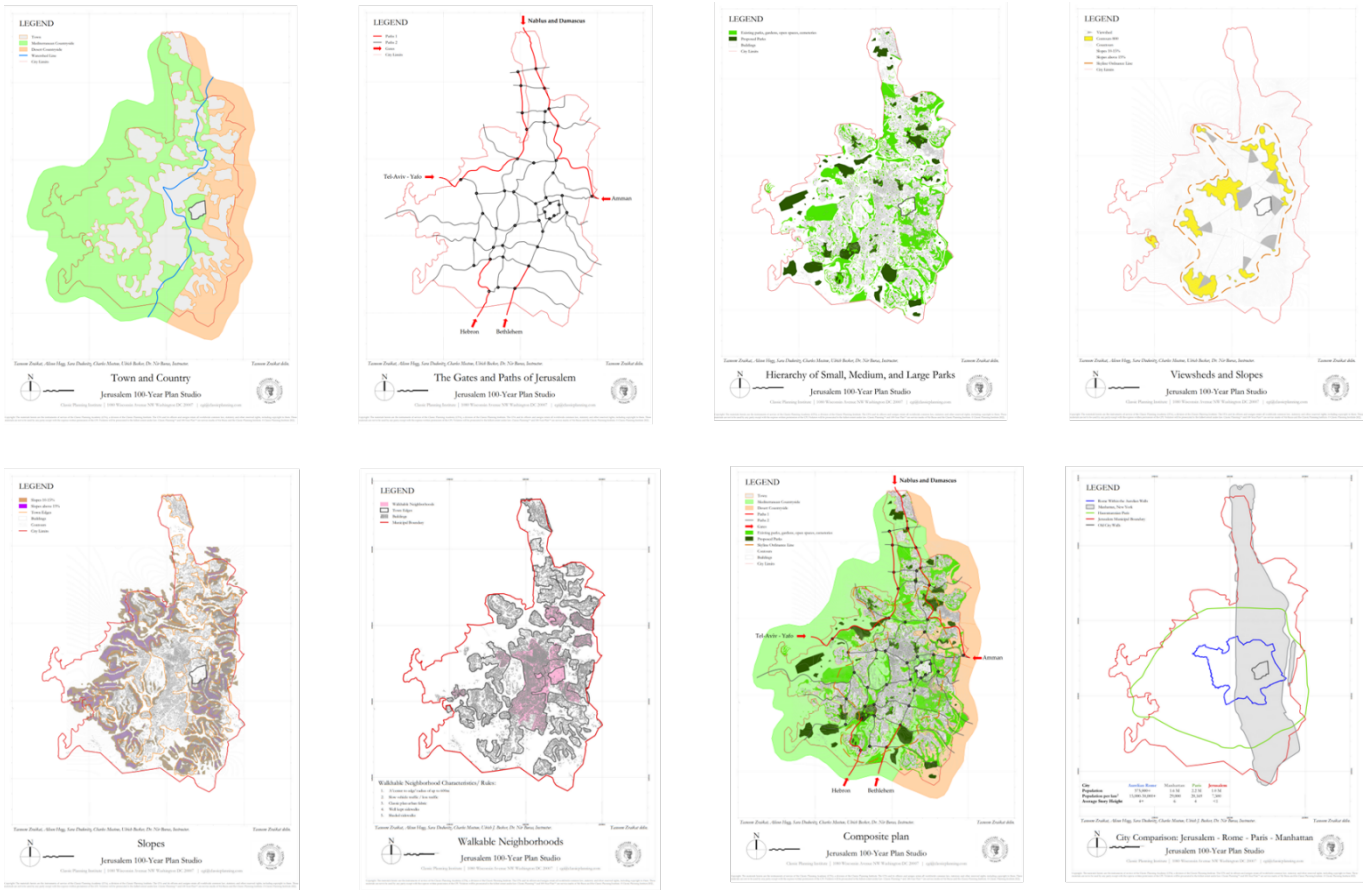

Figure 9 – Holistic Armature Plans for a 100-Year Plan for Jerusalem

Demonstrating the knowledge gained by the students in the Academy, we undertook with them—and with support from the Jerusalem Municipality—a 100-year plan process for this city of 1 million people, where tall metal and glass buildings are encroaching on the sacred Biblical landscape. The exercise was based on a bench-test process introduced by the nascent CPA at the University of Southern Maine Department of Planning in 2018.

The teaching methodology included running a community aspiration process, in which 1/2 the entire Municipal Planning staff participated. It ultimately yielded the necessary Urban Design Guidelines for the neighborhood we were to design.

The students worked hard on the unique "Holistic Armature Plans," where experiential values are incorporated in the urban examination. They studied Town and Country and their environmental zones, the Gates and Paths of Jerusalem, the hierarchy of small, medium, and large parks, the viewsheds of Jerusalem's Biblical landscape (the Bible tells that, "Jerusalem is surrounded by mountains"); and they studied the topographic slopes which so impact construction and walkability. Overlaying the maps together gave them hints as to what needed to be considered long-term in each and every location in the city.

Figure 10 – wireframe model indicating high-density urbanism

Getting into granular design, a Municipal Officer suggested that the students study a site already designed for a large number of 12 to 30 stories-tall buildings. Counter-proposing for the site, the students managed to achieve a desirable urban density without resorting to towers, working instead with the existing urban fabric and human scale, creating a New Levantine Architecture. While the students drew their buildings, a research colleague placed the designs into AI to emerge with an appropriate typology, suitable for the climate and culture.

Figure 11 – New Levantine Architecture for Jerusalem (and other Near East Locations?)

Figure 11 – New Levantine Architecture for Jerusalem (and other Near East Locations?)

Students: Tasneem Zraikat, Zareen Diya, Christopher Derrick, Vincent Sapitan; Advisors: Arch. Miriam Maiman, Prof. Hava Ehrlich, Arch. Sharon Dinur, Prof. Hillel Schocken, Marco Calado, Yuval Cohen, Ulrich Becker

6. Graduation

The degree is granted from the moment the candidate passes the defense, and any revisions to the dissertation that may be required have been completed and approved.

Graduation requires both academic and financial clearance.

The Commencement ceremony usually takes place in Washington DC in late April. Attending the Commencement Ceremony is not mandatory to receive the PhD degree.

CPA provides a hotel room for the graduate and a guest at the commencement location for the two nights surrounding the ceremony. The graduate must provide their own transportation to the location. Academic regalia may be either rented or purchased by the candidate.

N. A BRIEF HISTORY OF ARCHITECTURAL EDUCATION

For nearly the entirety of its history, the holistic method of designing the built environment for human use and a pleasing experience by means of traditional architectural styles that emerged worldwide from the same principles and for the same purposes relied on the transmission of its knowledgebases not through schools but through chains of masters and pupils. This lasted from ancient times, via the Dark and Middle Ages, to the Enlightenment and the formation of the Accademia di San Luca in Rome.

Established between 1577 and 1607, the Accademia began to offer courses in architecture sometime after 1634. For all, Vitruvius provided the understanding that well building was founded in Firmness, Commodity, and Delight—durability, reusability, and beauty. If a building is beautiful, it will be durable and reusable; and when well built, it is. Interestingly, this triad translates to the language of construction the Platonic idea of the unity of truth, goodness, and beauty. This unity is the foundation of the classical method, its practice, and use.

Early architecture schools taught the classical method knowledgebases, both aesthetically and technically. Considered the first dedicated architecture school, the Académie d'Architecture in France was established in 1671 by Louis XIV. The Viennese Academy of Fine Arts was founded in 1688. Modelled on both those schools, the Prussian Academy of Arts in Berlin (later the Bauakademie) was established in 1694 by Frederick I, first King of Prussia.

The Madrid Royal Academy of Fine Arts was founded in 1752. In 1768, Sir William Chambers gained patronage for founding the Royal Academy of Arts in London. And in the Terror of 1793 the French Académie d'Architecture was abolished. The next year the École polytechnique was founded and it was institutionalized by Napoleon I in 1804. Once things calmed down somewhat in France, the Académie d'Architecture was reestablished in Paris in 1816 as part of the École des Beaux-Arts.

In Germany, professions arose with the development of powerful civil services in the late eighteenth century. Most of those in these privileged occupations were employed by the state until the 1850s. The linkage between research and teaching that we today accept as fundamental to the mission of universities first appeared in the early 1800s in Prussia, at the University of Berlin.

There, professors were expected to conduct scholarly research and promulgate it, resulting in a new occupation, the teacher-researcher. The non-university professions such as architecture developed professional associations which, around 1900 transformed into technical universities with the right to award degrees. [9]

In the English-speaking system of professions, the "natural mode" of education was a modification of the medieval apprenticeship model. In it, apprentices exchanged their labor for the master's instruction. The articled pupil paid cash to be taught. By 1800, some 50% of all entrants to the occupation were trained this way, displacing entry points into the

[9] Stevens, Garry. *A History of Architectural Education in the West*, Architectural Blatherations, Archsoc.com (website), 2014. https://www.archsoc.com/kcas/Historyed.html

occupation such as the building trades. Training usually lasted five or six years, and often included attendance at a local arts academy.

For aspiring 18th-century architects, the "Grand Tour" was the formative educational journey whereby they studied classical and Renaissance architecture across Europe. Italy—particularly Rome, Florence, and Venice—was the central destination, with additional stops in France, Greece, and parts of Northern Europe. Certification of competence was provided de facto by winning a design competition, meaning that a young architect was competent to practice on their own.

The first school in the United Kingdom to offer a structured program of instruction was the Architectural Association (AA), founded in 1847. But as more schools were founded the apprenticeship system declined. Since the 1930s, the Royal Institute of British Architects has had de facto control over professional licensure and the credentialling of schools in the UK.

Prior to the Civil War in the United States, American universities were in general modelled on the Oxbridge type of college providing a "cultivated education," with some training for the clergy or teaching. Professional education started in the post-war period in the state land-grant universities. Market driven, they provided the standardized education that the atomized architectural profession was unable to provide itself.

The Massachusetts Institute of Technology (MIT) established the first formal architectural training program in 1865, modelled on the French École. It was followed by programs at the University of Illinois at Urbana-Champaign, and Notre Dame in 1898. Practitioners influenced education only indirectly, usually in co-operation with elite schools and through accreditation. The AIA has never exerted control over professional education and the National Architectural Accrediting Board began its work only after World War II. [10]

Uniquely influencing practice in the US was the Society of Beaux-Arts Architects, a formal club of American architects who had attended the Parisian school. Established in 1894 to raise professional performance, the Society generated "design problems" as assignments for architecture schools and independent ateliers. This worked to standardize the way architecture was taught in the US. By 1900, most American architecture schools were participating in the program.

In 1916 the Society established the Beaux-Arts Institute of Design (BAID) with the educational agenda of the French École des Beaux-Arts. For two or three decades, the BAID dominated education until it was obliterated by the entry of European Modernists into the schools prior to World War II. In 1956 the Institute changed its name to the National Institute for Architectural Education, and in 1995 it was renamed as the Van Alen Institute. [11]

As mentioned earlier, academicized architectural education was invented at the French École des Beaux Arts—and its influence on subsequent architecture education has been profound. The École functioned much as a seminary, inducting individuals through a long period of training into its elite community. Status increased as one moved year by year through the École, entering carefully structured competitions, gaining formal awards and honors, attaining the Grand Prix, then, perhaps, the Académie itself.

The École had five or so full-time professors, responsible for the strictly optional lectures given to its 200 or 300 students. While the École des Beaux-Arts focused on theory, hands-on instruction in design skills and draftsmanship took place in the ateliers of 20 to 30 select

[10] Ibid.
[11] The Beaux-Arts Institute of Design, https://en.wikipedia.org/wiki/Beaux-Arts_Institute_of_Design

architects, "Patrons," their studios the center of the students' academic lives. The system of ateliers, with their intense rituals, their creation of pseudo-families of students, the instilling of the most deep-seated loyalties to patrons, taught students to love the hierarchies and to love to ascend them. [12]

The result was that each Patron taught design according to their personal method, as conveyed by the idiosyncratic methods described in the design theory books of acclaimed architects such as Curtis, Stratton, Harbeson, and Pickering.[13] Of these offerings, perhaps the most reasonable and useful is Fletcher's *Introduction to Architectural Design*, which re CPA program refers to didactically.[14]

It is argued that this sort of idiosyncrasy and the "eclecticism" promoted by the École and the other schools in the late 19th century, together with the rise in technically credentialling architects that began in the 1880s, led the way to some of the aesthetic and academic dissatisfaction that brought about the shifts in architectural education and practice after World War I and especially after World War II.

After World War II, the profession became increasingly specialized and, in the process, the classical method knowledgebases, veteran construction technologies, and traditional design skills were systematically abandoned in favor of innovation and "starchitecture." The cost has been huge. The absence of knowledge and skills clearly challenges preservation practitioners.

The lacunae in knowledge outright challenge the ephemeral, trendy "patches" of "sustainability," "energy management," "walkability," "fifteen-minute city," etc. More so, the durability, reusability, and neuroaesthetic appeal of classical method structures and fabric that may inhere valuable knowledge that could help vastly reduce the more than 44% of global warming for which contemporary construction may be responsible. [15] [16]

Today, there is a single university in the world with a traditional architecture-oriented program, Notre Dame—which offers no PhD. In addition are several other with partially traditional architecture-oriented programs, among them, Utah Valley University, Benedictine College, NTNU in Trondheim, Norway. In addition, there are unaccredited institutions such as The Institute of Architecture and Art which offers basic classes in classical architecture and traditional urbanism; and a handful of summer school programs in traditional architecture and urbanism in the Netherlands, Belgium, Spain, Brazil, Mexico, the UK, etc.

* * *

Reassessing the relations between architecture schools, the occupation, and academy, we can say that, in general, we have from France the notion of organized, formal architectural education; from Germany the concept that there is and should be a linkage between

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[12] Stevens, 2014.
[13] Curtis, Nathaniel C. *The Secrets of Architectural Composition*. Dover, New York, 2011; Stratton, Arthur. *Elements of form & design in classic architecture*, Charles Scribner's Sons, New York, 1925; Harbeson, John Frederick. *The study of architectural design: With special reference to the program of the Beaux-Arts Institute of Design*. Vol. 21. New York: Pencil Points Press, 1926; Pickering, Ernest. *Architectural design*. John Wiley & Sons, New York, 1933.
[14] Fletcher, Donald Atkinson. *Introduction to Architectural Design*. DA Fletcher, New York, 1947.
[15] https://www.eia.gov/; https://www.iea.org/; *The Art of Classic Planning*, Buras, Harvard University Press, 2020.
[16] Stevens, 2014.

teaching and research, and that this occurs in universities; and a distinctive synthesis of the two overlaid on an essentially British apprenticeship system. [17]

Today, architectural travel remains the best way to attain comprehensive experiences of architectural and urban objects, places, and spaces. Hands on construction remains the only way to utilize the eye-hand-brain nexus to fully grasp the technos of techne. But perhaps most significant is that the profession still recognizes the need for architects to know a broad range of things.

This is not new. As Roman author, architect, and civil and military engineer Marcus Vitruvius Pollio (c. 80 BCE–after c. 15 BCE) related in Book 1, Chapter 1 of his treatise, to master their craft, an architect must have training in "all the departments of learning."

He should be a good writer, a skillful draftsman, versed in geometry and optics, expert at figures, acquainted with history, informed on the principles of natural and moral philosophy, somewhat of a musician, not ignorant of the sciences both of law and physic, nor of the motions, laws, and relations to each other, of the heavenly bodies.

Vitruvius, The Ten Books on Architecture, 1.1.3

The scope of Vitruvius's treatise further demonstrates these broad requirements. They include town planning and the design of cities; the design of buildings, their materials, and their treatment; the Doric, Ionic, Corinthian, and Tuscan styles; how to lay out public buildings and infrastructure; the construction of pavements, roads, vaults, and mosaic floors; how to stucco, do wall painting, and make colors. The architect had to know hydraulics, water supply, and aqueduct design; astronomy and sundials; and various machines. [18]

Vitruvius suggests that the cycle of architects' and urbanists' knowledge—the classical method—consists of a harmonious system of concordant elements. These knowledgebases compactly define the parts that together make up plans, environments, built form, and experiences. They encapsulate the systems, paradigms, and archetypes necessary to build sustainable and appropriate urban spaces and buildings in given locations. They revolve around buildings because they are key to our experience of urban fabric. In that context, Leonardo da Vinci's *Vitruvian Man* (c. 1490) is both a mnemonic for architectural proportions and a reminder of the holistic nature of this method. When we don't accept the belief that "newer is better," nothing in the classical method is "old fashioned."

Uniquely, the mission of the Classic Planning Institute is to steward these knowledgebases and to prepare individuals for the best service to the areas of Traditional Architectural Expertise, Classic Planning and Urbanism, Urban Landscape and Agriculture, and Master Craftsmanship in Traditional Construction. To this end, the CPA is applying for PhD level, post-professional-degree, accreditation in these united fields.

[17] Stevens, 2014.
[18] Vitruvius, *De Architectura* (On Architecture), Latin/English ed., 2 vols., Loeb Classical Library. Harvard University Press, Cambridge, 1931. 1.1.3.

O. Dissertation Writing Guide

1. Length of Dissertation

The scope of the Dissertation shall be what might reasonably be expected from two, or at most three, years of full-time study, research, and writing. The expected dissertation length is 100-150 pages, a succinct but informative thesis or monograph.

2. Composition

Make the argument the major organizer of the text. Writing an argument involves taking a position on a particular issue, event, or question, and justifying that position. An argument attempts to persuade the reader to a particular point of view and to the veracity and worth of that point of view. In its simplest form an argument consists of:

- A statement of position (a **thesis**),
- A series of points arranged in logical order, supported by evidence and examples, linked together by connections that emphasize their cumulative nature, and
- A summary in which the thesis is reaffirmed and restated. There may also be recommendations or counter points of view (to strengthen the case being made) at this stage.
- Use sub-arguments contained within the larger overarching case being made to organize your chapters.
- Make the primary argument the organizing principle of your dissertation:

a) You should be concerned with a problem, justify the importance of attending to that problem, and persuade a reader that the evidence you have accumulated on the topic sheds new light on the issue. The essence of doctoral dissertation is not recount or summary. It is very extended argument – that's why it is called a 'thesis'. A dissertation that contains little argument will struggle to achieve the stated goal of making a scholarly contribution.

b) Scholarly work at the doctoral level is also meant to be about the unique contribution to knowledge production made by the student/researcher. Even if the topic has been subject to countless other studies, doctoral researches must place their particular stamp on their work. While critical summary may rely on framing and locating the works of others, factual recounts do little more than say what happened, not why, nor why this is important. It is argument that provides the opportunity for you to make your mark, to state your case, to stake a claim.

The work in the Dissertation submitted by the candidate must be **their own.** Submission of a Dissertation for examination for the PhD degree will be regarded as a declaration of this fact.

A PhD Advisor may recommend that a candidate work with an outside editor. Additionally, candidates may on their own initiative, avail themselves of the services of a copy editor for the final edit of the Dissertation. In either case, the candidate must seek prior approval from the Director of the School.

3. Dissertation Publication

Dissertation abstracts are published on the CPA website and the full dissertation is published as a pdf on the Maine State Library website.

The CPA may supply a copy of the abstract of each student dissertation for inclusion in any appropriate published list of dissertations offered for higher degrees in United States universities or in any supplement thereto, or for consultation in any central file of abstracts of such dissertations.

4. Dissertation Style Guide

CPA dissertations must follow MLA writing and formatting guidelines. Candidates should refer to the most recent edition of the MLA Handbook. There are also many helpful online resources about MLA style published by university writing centers. A CPA editor will review the formatting of the submitted dissertation to confirm that it follows MLA guidelines. They may request formatting edits to the dissertation before it is accepted for distribution to the committee members.

1. Basic formatting:
    a. Times New Roman font
    b. 12-point
    c. Double-spaced
    d. Standard US 8.5 x 11-inch paper
    e. All margins 1"
    f. Headers may be centered, but all other text should be left flush
    g. Indent the first line of each paragraph one half-inch from the left margin. Do not enter additional line space between paragraphs
    h. Pages numbered in the upper right corner
2. Citations
    a Use in-text parenthetical citations to refer readers to entries in the bibliography.
    b Parenthetical citations for short quotes are placed *before* the final punctuation mark.
    c Quotations longer than four lines should be set off as a block quote. The block quote should be double spaced and indented half an inch from the left margin. Do not indent the first line an extra amount or add quotation marks not present in the source.
    d Parenthetical citations for block quotes are placed *after* the final punctuation of the quote, and no punctuation follows the citation.
3. Endnotes
    a. The notes should be in endnote form, notated by Arabic numerals.
    b. The notes should be placed at the end of the dissertation proper, not at the end of each chapter.
    c. Start the endnotes on a separate page with the title 'Notes' or Endnotes' centered at the top of the page.
    d. The notes themselves should be double-spaced, with no additional line space between entries.
4. Bibliography (referred to as 'Works Cited' in the MLA Handbook)
    a. The bibliography is placed after the endnotes. It should start on a separate page with the title 'Bibliography' or 'Works Cited' centered at the top of the page.
    b. The entries should be aligned left flush and formatted in a hanging indent style (i.e., indent the second and subsequent lines of each citation by half an inch).
    c. Double space all citations, but do not enter additional line space between paragraphs.

5. Illustrations
   a. Illustrations or tables should be interpolated into the text proper unless compelling reasons not to exist. The images should be placed between paragraphs; the text should not wrap around the images.
   b. Every illustration should have a caption below.
   c. The caption may include numbering (Fig.--), and you may provide a List of Illustrations.
   d. Illustrations should be sized appropriately for adequate reproduction quality (~150 dpi).
6. File Size
   a. The dissertation will be initially submitted to the registrar as a Word doc. If the document is larger than the 25MB, it should be sent by Google Drive. The page numbering and other formatting may be disrupted when viewed in Google Drive. This is okay. The registrar will download the file for viewing, and the original formatting is preserved in the downloaded document.
   b. Once approved by the registrar, you should save the complete dissertation document as a pdf file for electronic distribution. The size of the final pdf file should be 25 MB or less.
7. Title Pages
   a. A. The title pages should **match** the format that appears in Appendix E. It can be helpful to print out both your title pages and Appendix E and compare them side by side. Appendix E is available for download as a Word doc from the Canvas home page.
   b. Pay attention to the variations in single or double spacing, and variations in left flush, centered, or right flush elements.
   c. The page numbers for the Title Pages should be in lower case Roman, while the page numbers for the dissertation proper should be in Arabic numerals. To maintain the two different numbering formats in your Word doc, create a new section (Insert > Break > Section Break).
   d. The very first page of the Title Pages (the Cover Page) has no page number on it. Uncheck the box for 'show number on first page' in Format > Page Numbers. The next page will be numbered 'ii'.

P. Title page and other front material formats

Erase all text with the blue highlight, and replace all text with the yellow highlight.

TITLE IN ALL CAPITAL LETTERS: CENTERED, DOUBLE-SPACED AND ALMOST

CERTAINLY TAKING TWO LINES

Your Name as you would like it to appear on the diploma

Submitted to the faculty of

The Institute for Doctoral Studies in your stream of study in partial fulfillment of the requirements for the degree

DOCTOR OF PHILOSOPHY

Month, Year

Accepted by the faculty of the Classic Planning Academy in partial fulfillment of the degree of Doctor of Philosophy.

COMMITTEE MEMBERS

Committee Chair: Name, Degree

Committee chair title (faculty rank) of Area (if applicable) or Department

Committee chair institution

Committee Member: Name, Degree

Committee member title (faculty rank) of Area (if applicable) or Department

Committee member institution

Committee Member: Name, Degree

Committee member title (faculty rank) of Area (if applicable) or Department

Committee member institution

For the initial submission for defense, enter your PhD Advisor as the Committee chair and leave the other two committee member names blank. For the final submission for archiving, fill out the committee member names.

(optional, but strongly recommended)

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(optional)

a quote (or two) that serve as an epigraph for the whole (single-spaced and centered)

dedication

(single-spaced and right justified)

ACKNOWLEDGEMENTS

Acknowledgements should be single-spaced, left flush, with no indent on the first line. You can, of course, thank anyone whom you'd like to thank. At minimum, thank your director and committee members and the folks who have been supportive of your time at CPA (e.g partner, children, dear friends). Even if the paragraph(s) take only a few lines, the acknowledgements get a page of their own. For multiple paragraphs, put a one line space between each paragraph and do not indent the first line.

ABSTRACT

Your full name

TITLE IN ALL CAPITAL LETTERS: CENTERED, DOUBLE-SPACED AND ALMOST

CERTAINLY TAKING TWO LINES.

What follows on this page, and perhaps spills over onto the next, is the ABSTRACT. It should be double-spaced, and should be NO MORE THAN 300 words. It should situate the project by indicating what the problem/question was that you set out to investigate, what your thesis is, and why that thesis seemed important as a contribution to scholarly inquiry. It should not include any material that needs to be footnoted or otherwise cited, as it should be able to stand alone as a coherent, albeit short, description of the long project. Note that it should be leftjustified.

Keywords: At the end of the abstract, add five keywords here to be used in a Web search

TABLE OF CONTENTS

This formatting for the Table of Contents and Chapter Headings does not need to be strictly followed and can be adapted to best suit the organization of the dissertation.

All of the pages so far (except for the cover page), should be numbered in lower case Roman numerals. Uncheck the box for 'show number on first page' in Format > Page Numbers. The next page, which is the first of the Introduction to the dissertation proper, should be 1 (an Arabic numeral). To maintain the two different numbering formats in your Word doc, create a new section (Insert > Break > Section Break).

INTRODUCTION

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Etiam feugiat auctor rhoncus. Nam eget massa id enim finibus tristique. Suspendisse consectetur lacus purus, quis efficitur ipsum facilisis sit amet. Proin hendrerit, orci non consectetur semper, mauris felis blandit turpis, ut finibus urna ipsum a dolor. Sed sapien nisi, suscipit et laoreet sed, condimentum eget lacus. Class aptent taciti sociosqu ad litora torquent per conubia nostra, per inceptos himenaeos. Sed nec ultrices sapien. Quisque faucibus consequat arcu.

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