STUDENT HANDBOOK
2016-17

AIA COTE / ACSA Top Ten For Students
"Creativity Sustaining Community"
Erin Barkman and Emily Latham
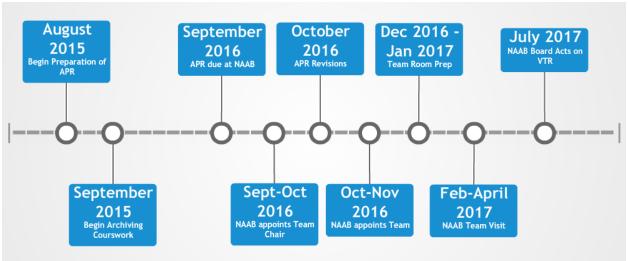*University of Maryland - Winning Scheme*

ARCHITECTURE PROGRAM

School of Architecture, Planning, and Preservation
University of Maryland, College Park, Maryland 20742

On behalf of the faculty, staff, and students we want to welcome you to the University of Maryland Architecture Program. We are happy that you will be joining us and hope that your experience is productive, rewarding, and enjoyable. We have assembled some information to aid you in your transition into our classroom/studio environment.

During the upcoming academic-year, we will be in a cycle of self-assessment, information gathering, and archiving of student work that will conclude with our hosting a Visiting Team from the National Architectural Accreditation Board (NAAB) during the spring 2017 semester. All faculty members and students will have essential roles to play in the process. The process is intense, but it is manageable and will serve to strengthen the program.

The NAAB Timeline at a Glance

You can expect that faculty members will retain some of your work for use in the NAAB process. We will make every attempt to return the work to you after the NAAB visit, but we will need your help in insuring that the work is accurately labeled and we have your most up-to-date contact information. The 2014 NAAB Conditions for Accreditation form the ground-rules by which we will be assessed. Also, you can review our past performance at: http://arch.umd.edu/arch/architecture.

This document addresses many of the frequently asked questions posed by students. Should you find that there are items that this document does not address, please let us know so that we can help you get the answer to your question as well as include that information in future iterations of this document. Feel free to contact us to discuss your concerns.

Best wishes for a successful academic year!

Brian Kelly, AIA,
Professor and Director, Architecture Program
bkelly@umd.edu

Note:
The information contained in this handbook is intended to comply with School of Architecture, Planning, and Preservation and University of Maryland policies. If information contained herein is in conflict with the above policies, the written policies of the School and University shall take precedence.

Contents:

Your Safety Comes First:

The University of Maryland Police Department provides an escort service for anyone who feels unsafe when walking across campus. The escorts are conducted by the Student Police Auxiliary foot patrol program in which Student Police Aides (SPAs) patrol the campus on foot and on bicycle. If you would like an escort, please call the UMDPS to request one at: 301-405-3555 (off campus) / 53555 (on campus). You may also use a blue light emergency PERT phone to call for an escort.

The police escort service is available to community members at all times. The hours of the Auxiliary Division foot patrol program are Monday-Friday, 6:00 p.m. to midnight, during which times a Police Aide will provide the escort. Police Officers will provide escorts when the Auxiliary Division foot patrol is out of service or if requested and available. In addition to the foot patrol program, SPAs are involved in a parking garage security program on campus. As a part of this program, SPAs augment the Department of Campus Parking PIT Crew and provide jump starts, unlock cars, and give escorts. The parking garage security program operates seven days a week from 10:00 p.m. to 2:00 a.m. For more information regarding the services provided by the Student Police Auxiliary, please contact SPA Coordinator Mr. Joseph Perry at (301) 405-5752 or JPerry@umpd.umd.edu.

VISION:
We seek to change the world through innovative architectural and urban design pedagogies, research, and practice that transforms place at all scales and improves the quality of life.

MISSION:
We instigate change through teaching, experience, and scholarly activity, which prepares the next generation of broadly educated, highly skilled architects and designers to be problem seekers/solvers in collaborative learning and professional environments.

In our scholarship, research, teaching, and creative practice, WE VALUE:
- Design excellence and inquiry that embraces the craft of building and urban design at all scales;
- Stewardship, responsibility and sustainable design through the study of diverse cultures and environments;
- Innovation and its ability to address contemporary issues;
- Action-based, critical and speculative learning as a model for integrated design thinking;
- History and theory of architecture and urbanism as a way to understand the past, illuminate design concepts and principles, and inspire the future;
- Civic engagement that promotes social justice through design and design thinking.

GOALS:
Build a community of scholars and professionals that:
- **Value** design grounded in collaboration, inclusivity, curiosity, and experimentation.
- **Advocate** for a culture of design, design research, scholarship, and creative practice.
- **Integrate** cultural, aesthetic, historical, environmental, technological knowledge and understanding through trans-disciplinary research, scholarship, and design.

Students have described the Architecture Program as "an intimate academic environment committed to developing future leaders with a strong foundation in history and the practical integration of technology and design."

The architecture program advocates design excellence in architecture and urbanism for a sustainable future. Students in the Master of Architecture program gain a competitive edge through the award-winning legacy of the Comprehensive Studio, now the Integrated Design Studio. Maryland students have established an incomparable track record for success in national design competitions. Students and faculty explore issues of sustainability through participation in Maryland's entry to the U.S. Department of Energy's Solar Decathlon, a nation-wide design-build competition.

Maryland's program provides unique focus on context and urbanism. New Urban News cited our program as one of the top three urban design programs in the country. Many studio projects engage issues confronted by the Chesapeake Bay region (an area of the nation with unparalleled resources for studying architecture and urbanism). Students also explore projects in international contexts such as the award-winning Castellammare di Stabia project, an interdisciplinary urban design and archaeological project in Italy.

Since the school's founding in 1967, successive generations of faculty, students, staff, alumni, and administrators have worked hard to establish a truly collegial environment for teaching and learning about the built environment. The School has many traditions, such as a faculty lunch every Wednesday. Faculty members gather informally to discuss their work and issues related to the School. Some lunches are followed by small informal faculty presentations called a MAPP (Maryland Architecture Planning and Preservation) Salon. These informal events provide an opportunity for faculty (and oftentimes students) to listen to and view one another's scholarly, professional, and creative work. Another institution is the evening lecture series where, throughout the semester, notable individuals address audiences of faculty, students, and alumni. The Architecture Program Student Assembly is the representative organization for all undergraduate and graduate students. The American Institute of Architecture Students (AIAS) runs an active chapter with service activities, a School store, conferences, and social events on the first Friday of each month as well as a spring and fall barbecue, Beaux Arts Ball, Art Auction, and many other activities. The USGBC Students is a force for promoting sustainability, presenting lectures, exhibits, and brown bag lunch talks. An active NOMAS Chapter is an academic, professional, and service organization whose primary objective is to foster communication and fellowship among minority and diverse architecture students. All of these events and groups add to the life of the school.

At the undergraduate level students receive a 4-year Bachelor of Science in Architecture (pre-professional) degree. The accredited professional degree is offered at the graduate level and is a Master of Architecture degree. There are two tracks that lead toward this degree. The Master of Architecture Advanced Standing (referred to as Path-A) is a 2-year complement to the Bachelor of Science degree. The second track to the professional degree (referred to as Path-B) is a 3-1/2 year program that has been designed for individuals with a baccalaureate in a field other than architecture. Though Path B students receive a similar education to the undergraduate students in the first two years of the program, they are taught in separate studios. However, undergraduates and Path B students share many common lecture and seminar courses together. In the fifth semester of the Path B program students join their counterparts in the Path A program in the Comprehensive Studio / Advanced Technology sequence. A student's professional education is capped by an individually authored thesis project. Thesis requirements are established by Graduate School standards. A committee comprised of (minimally) three graduate faculty members guides students through the thesis process. The Architecture Program also offers a post-professional Master of Science in Architecture degree with a concentration in urban design. This program (referred to as Path C) requires that students already hold a professional degree in Architecture.

Academic Integrity

The University has a nationally recognized Honor Code, administered by the Student Honor Council. The Student Honor Council proposed and the University Senate approved an Honor Pledge. The University of Maryland Honor Pledge reads:

> "I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination"

Unless you are specifically advised to the contrary, the Pledge statement should be handwritten and signed on the front cover of all papers, projects, or other academic assignments submitted for evaluation in this course. Students who fail to write and sign the Pledge will be asked to confer with the instructor.

The purpose and procedures of the Student Honor Council and Honor Code can be accessed at: http://www.shc.umd.edu/SHC/Default.aspx

Academic Integrity and Design Studio

The following guidelines have been established to clarify the role of academic integrity in the design studio context:
Students enrolled in the 400 level studio courses are evaluated on the basis of the mastery of knowledge, design ability, and the demonstration of skill, thus students enrolled in ARCH 400-407 are to be the sole author and sole executor of their projects.

Students should be aware that there is a difference between critique, assistance, and authorship. Generally, critique is permitted in the ARCH 400-407 studios, while limitations exist in the areas of assistance and authorship:

> Critique: Because Architecture is taught and studied in a university context, the faculty and administration encourage the free and open exchange of knowledge. Students should feel free to share ideas, to look at each other's work, and to engage in a critical discourse concerning the development of architectural ideas and forms throughout their career in architecture school. Indeed it is acceptable for students of all levels to communicate their ideas in verbal as well as visual form. That is, students who are engaged in an exchange of ideas in architecture will naturally have to communicate by making drawings and diagrams, often of each other's work, in order to facilitate discourse.

> Assistance: Students in the 400 level studios are required to demonstrate their skill levels, in drawing, model-making, digital modeling, etc.. When another person makes, in whole or in part, the drawings, models, and/or computer-models for a student enrolled in ARCH 400-407, this constitutes a situation that has transgressed the boundaries of critical discourse. All drawings, models, digital-models, etc. submitted by students in ARCH 400-407 are to be crafted solely by the author. Students in the ARCH 400-407 studios may not receive assistance, in whole or in part, in the completion of their drawings, models, or digital models.

> Authorship: When a student is an active participant in the design process of another, and/or when a student actually made the designs, drawings, or models for another student enrolled in studio, this constitutes a situation that transgressed the boundaries of critical discourse. Since a mastery of knowledge and design ability is a criteria for evaluation in this course sequence, it is essential that a student enrolled in the any portion of the studio sequence be the sole author of his or her design work (with the exception of group design projects).

In all design studios above ARCH 407 the faculty will specifically outline the parameters for assistance that is deemed to be both appropriate and acceptable to the pedagogical agenda of the course.

Master's Thesis Assistance Policy
Approved 18 April 2007

Introduction
This "Thesis Assistance Policy" has been developed to support the spirit of mentorship and collegial learning that is part of the studio culture in architecture, to affirm the standards of academic integrity, and to promote equity and a sense of fair play among the students soliciting and or receiving assistance.

Background
Students working on one another's studio projects has been a part of the architectural educational experience for centuries: initially created and sustained to this day through apprenticeship or internship educational experiences and requirements; codified in the architectural education system initiated and sustained by the Ecole des Beaux Arts from approximately 1667 until 1969; and adopted as a model by the US academic system of higher education circa 1890. In apprenticeship and Ecole des Beaux Arts models, senior students taught younger students; younger students in turn assisted on the projects of the senior students; faculty provided criticism to the senior students with younger students in attendance. Valuable elements of these educational models are retained in a variety of forms in architecture programs today. One such form has been that of "thesis assistance" that has been part of the architecture program at Maryland beginning with the first thesis class and extending to the present day.

History of Thesis Assistance at Maryland
The Masters thesis program was begun in 1984, concurrent with the initiation of the Masters degree program. Having experimented with a thesis project for the Bachelors' program, the faculty saw the importance of a culminating, nominally independent final project of the student's choosing as an appropriate conclusion for a graduate, professional program in architecture.

From its first accreditation in 1990, the thesis program was commended as an appropriate conclusion and summary educational experience, helping to assure the high quality of the degree through a broadly supervised two semester project whose scope provided a demonstration of comprehensive programming, site analysis and building design skills. It was understood that the public defense of the thesis design would animate the intellectual life of the School, and the idea of student and limited alumni assistance to the candidates, while not addressed in early policy, has been widely embraced, although it has raised issues over the years. Students who graduate do so with the mostly acknowledged assistance of their junior colleagues and others in accordance with the spirit of acknowledgement contained in the Code of Academic Integrity. Likewise acknowledgement is given in the thesis document, and often feel compelled to return the contribution in semesters following their graduation. This activity has the valued effect of keeping these graduates in touch with the School and bringing information about career opportunities to the current students.

In the mid-1990's certain students emerged as managers capable of enlisting what was seen to be excessive numbers of helpers, which raised concerns about equity. In the Spring of 2005, numbers of friends and family assisted several students, raising concerns about the qualifications and contributions of thesis helpers. These concerns along with the desire to provide a clear conceptual framework for the definition, intent, and boundaries of assistance to master's thesis candidates ("assistance") have resulted in the development of this policy.

Intent
The intent of the policy is to promote intellectual collegiality among the students and alumni of the architecture program and meet the goals and requirements of the Code of Academic Integrity, by defining the boundaries of assistance, formalizing procedures that promote an equitable arrangement for all students, and promoting engagement of the school body with the thesis program, while generally allowing for the variety of processes and production methods thesis candidates employ currently, and those that may arise in the future.

Definition of Assistance
Assistance to master's thesis candidates within the context of this policy is broadly defined as time offered voluntarily and without compensation to a thesis candidate to aid in the development and production of materials to be presented at the final thesis review, of which the thesis candidate is the sole intellectual author.

Procedures for Securing Assistance

To promote equity in securing assistance for all thesis candidates interested in having assistance, and to make the thesis process more visible, the following procedures are defined:

1. Thesis candidates may choose whether to solicit or accept help.
2. Thesis candidates desiring assistance are encouraged to solicit students through informal mentorship such as offering guidance and advisement, providing desk critiques, and attending studio reviews.
3. To solicit assistance, thesis candidates as a class should make public a presentation of thesis projects for that semester after each thesis meeting, or minimally after the third thesis meeting at the discretion of the thesis coordinator and thesis class. Each participating candidate should make a brief verbal and graphic presentation to describe the thesis.
4. Thesis candidates are responsible for communicating their intent regarding assistance to other candidates in the thesis class, and the thesis coordinator.

Boundaries

To maintain the academic integrity of each thesis, and promote an equitable arrangement for all thesis candidates, the following boundaries are defined:

1. All presentation materials (documents, drawings, and models, etc.) must be conceived, and designed by the candidate. No document or model may be presented by the candidate in a medium with which he or she has no previously demonstrated facility, unless the candidate produces it him/herself with no assistance.
2. Acknowledgment of assistance is in the spirit of Academic Integrity. Explicit credit for assistance must be given by the candidate at the final presentation and acknowledged in the thesis document.
3. Documents, drawings, and models for presentation may be produced with the assistance of current students in the University of Maryland School of Architecture, Planning, & Preservation and alumni within two years of graduation only.
4. Candidates may accept assistance from other professional and non-professional sources in the form of mentorship, critiques, and demonstrations, but may not accept assistance on presentation and thesis document materials.
5. Those without architectural training are prohibited from assisting in the production of presentation materials in the studio.
6. No compensation (monetary or otherwise) is to be proffered or accepted in payment for any assistance.
7. No candidate may accept assistance from a number of students that would deny other thesis candidates the opportunity to secure student assistance.
8. Thesis students who are Teaching Assistants may not solicit or accept assistance from students enrolled in courses when the Teaching Assistant is in a position of authority over the student (recitation sections, grading, etc.).

Overview

The University of Maryland School of Architecture, Planning and Preservation Architecture Program values design studio education and encourages an academic environment conducive to learning made through thoughtful connections between studio and nonstudio courses. The design studio, and the studio education model is the foundation of the curriculum. Studio learning encourages critical discourse based on collaboration, creativity, and learning through making. A healthy academic/studio culture engenders an environment where students and faculty come together to ask questions and make proposals, innovate with today's knowledge to address tomorrow's challenges. Studio education provides opportunities for students to develop their critical thinking skills and design process. The design studio offers both an analytic and a synthetic form of education, where critical learning becomes the foundation for developing an understanding of architecture: to improve the quality of the built and natural environments. The academic/studio culture must support and develop respect for the diverse backgrounds of the faculty and students educational and professional experiences, and approaches to design.

Academic/Studio Core Values

- Balance: Life and Study– Respect diverse interests and exposures as well as time commitment and time management
- Design: Process and Product – the development of a rigorous approach to architectural design which stresses the clarity of communication and the ability to create tangible results from conceptual solutions to a posed problem or condition, embracing design as an opportunity to affect positive change
- Critique: Engagement and Evaluation – The measure of student performance transcends letter grading, commitment to public review of work as a means of public engagement and discourse, the value of critique and critical evaluation in respectful dialogues of debate and discussion
- Communication: Collaboration and Conversation – The value of intellectual diversity and the inclusion of multiple voices in the classroom and in the discourse between students and faculty
- Diversity: Respect and Perspective – The value of mutual respect and the benefits of multiple perspectives of gender, race, sexual orientation, ethnicity, etc. to the making of place in the school

Academic/Studio Culture Policy Goals

- Nurture learning environments derived from faculty/student collaboration and the sharing of ideas and concepts through critical discourse
- Encourage creativity, exploration, and rigor in pursuit of academic development
- Appreciate the value of time
- Support the achievement of architectural design excellence and enable the student to develop individually within the discipline of architecture
- Create a climate of respect and diversity where ideas may be freely exchanged among students and faculty
- Require preparedness and enthusiasm for learning in both the studio and classroom from faculty/students

Student | Faculty | Administration Relationships

Respect and responsibility are the foundation for strong relationships between students, faculty, and administration. In order to cultivate and develop a healthy studio culture, each party must live up to their responsibilities and respect the time and responsibilities of others. These relationships are strengthened by open communication about expectations and values. Studio/academic culture of our school develops an environment where students work side by side with faculty, fostering unique faculty/student relationships different than ones outside of the this culture. It takes a collaboration of efforts to encourage and ensure clear and open communication, mutual respect and understanding within these relationships to serve our collective academic mission.

Student Development

Students are responsible for their own education. What a student gets out of school is in proportion to the effort and time the student puts into it. Students have a right to receiving the best efforts of their faculty and in

return should be giving all classes their best efforts. At any point of a breakdown of compliance, a student's first restitution is open conversation with the party, whether faculty or student, they are having difficulty with. This is in harmony with studio culture's task to foster mature attitudes in providing and receiving critical feedback.

Responsibility of students:
- respect class time
- participate in extra-curricular activities and your surroundings
- prepare for class/studio with assignments and readings and participate in academic discourse
- be open-minded about criticism and engage in healthy discussion and debate
- communicate problems, concerns, and positive actions with faculty and administration
- keep personal and common areas clean
- embrace differences in values, background, and interests of other students and faculty
- engage the community and profession

Faculty Development
Faculty members are responsible for educating, inspiring and mentoring students. They are responsible to bring their full passion for architecture and wealth of experience to class and provide attention to each student. Faculty members have the right to require academic dedication and critical attention of their students. Faculty is to lead by first practicing the core values of academic/studio culture.

Responsibility of faculty:
- respect class time
- lead by example and embody the ideals of life learning and continuing education
- communicate goals, expectations, and deadlines of the course at the beginning of the semester and as they change throughout the course
- provide documentation of schedule for classes at the beginning of the semester
- facilitate healthy debate and discussion
- respect differences in values, background, and interests of students and other faculty
- engage community and profession

Administrative Development
The Administration is responsible for upholding the vision and direction of the school and engaging faculty and students in decisions about the future of the program. The Administration is also responsible for facilitating the faculty and students living up to their responsibilities.

Responsibility of administration:
- provide a healthy and safe learning and work environment
- maintain condition of building and physical resources
- support a challenging and diverse curriculum (lectures, concerts, gallery events etc.)
- manage resources to provide opportunities for scholarships and study abroad
- respect differences in values, background, and interests of other students and faculty
- communicate expectations to students and faculty
- engage the community and profession

Policy Implementation
The explicit goal of the Academic/Studio Culture Policy is to support a positive academic/studio culture. This policy requires the commitment of the school administration, architecture faculty, and architecture students. The Academic/Studio Culture Policy must be reviewed annually by the Architecture Program Curriculum Committee, and student representatives from the Student Assembly. This review is intended to ensure that the policy reflects the continuous development of the architecture program to ensure the policy goals are being met. Revisions to the policy will be made as needed and must be ratified by both the faculty and student bodies after each revision. If any party (student, faculty, admin) feels that another party is not operating in accordance with the overview, core values, and policy goals they have the obligation to clarify their position with the other party. The first step in clarifying academic/studio policy issues is party-to-party discussion

(faculty to student, student to faculty, students to administration, etc). The second step, if necessary, is for both parties to meet in consultation with the Student Assembly Ombudsperson person to resolve the issue through candid discussion. The third step, if necessary, is for the parties to discuss the issue in consultation with the Architecture Program Director. If the issue is not resolved through the first three steps, the fourth and final step is to seek resolution of the issue through the policy arbitration system. This fourth and final step is the last of means of resolution for a studio culture policy issue. Any issues related to studio culture policy arbitration system will be heard by an ad-hoc committee convened to act as a Studio Culture Policy Review Committee. This committee will be comprised of the following persons: Chair of the Student Affairs Committee, 2 faculty members, Associate Dean of Student Affairs, MAPP Equity Officer, the Student Assembly Ombudsperson, 2 undergraduate student representatives selected by the Student Assembly, 2 graduate student representatives selected by the Student Assembly.

Policy Arbitration Process

If any party to the academic/studio culture relationship structure (individual student, group of students, faculty, administration) feels that another party is not acting in the spirit of the Academic/Studio Culture Policy then they are entitled to file an Arbitration Request with the Architecture Program Director. The intent of this process is to provide a mechanism for the timely resolution of a academic/studio culture policy related issue within the course of a semester or outside the semester boundaries. Once a request for arbitration has been made a Academic/Studio Culture Policy Review Committee must be formed and convene to hear both sides of the issue presented by both parties with five school days of the request being filed with the Architecture Program Director. Once the Academic/Studio Culture Policy Review Committee convenes to hear the issue from both parties they have two days to complete a committee report and reconvene a Arbitration Session of the parties involved in the arbitration. The Academic/Studio Culture Policy Review Committee will hear both parties explain their point of view on the issue(s) raised in the Arbitration Request individually and bring the parties together only after the Academic/Studio Culture Policy Review Committee has completed their committee recommendation. The committee recommendation is presented verbally at the Arbitration Session and serves as a guide for both parties to clarify and/or resolve the issue(s) at hand.

Policy Implementation Outline

1. Step 1: Party to Party Conversation
2. Step 2: Both Parties meet with Student Assembly Ombudsperson
3. Step 3: Both Parties meet with Architecture Program Director
4. File Policy Arbitration Request: Complete Arbitration Request Form and file with Director of the Architecture Program
5. Assemble Committee: Director receives request and assembles Academic/Studio Culture Policy Review Committee within 5 days of Request (or at the discretion of the Director)
6. Convene First Arbitration Session: Chair of Student Affairs Committee convenes an Academic/Studio Culture Policy Review Committee Arbitration Session to hear verbal positions presented from both parties.
7. Meet to compile Report/Recommendation: Academic/Studio Culture Policy Review Committee meets to complete report and define recommendations
8. Convene Second Arbitration Session: Academic/Studio Culture Policy Review Committee reconvenes Arbitration Session within two days (or at the discretion of the Director) of first Arbitration Session to make verbal presentation of recommendation
9. Process complete

Please check one of the request types below. Please list up to five names of those parties filing the request below.
Request Type Name(s)
____ individual (1 student) _____
____ group (2 or more students) _____
____ studio/course (all enrolled in class/section)_____
____ class (Jr, Sr, 1st year grad, thesis, etc.) _____
____ faculty _____
____ administrator please designate the party you request be reviewed in this process below (circle one)

S t u d e n t | F a c u l t y | A d m i n i s t r a t o r

_____

Date of Request Date of Policy Review Arbitration
_____ _____

This Arbitration Request must be submitted to the Architecture Program Director. This date is to be set within five school days of the request. Please circle the Core Value(s) or Policy Goal(s) you feel requires review from the list below (circle as many as apply). Please initial below to confirm first three steps are complete.

Academic/Studio Core Values __ Step 1 complete
- Balance: Life and Study __ Step 2 complete
- Design: Process and Product __ Step 3 complete
- Critique: Engagement and Evaluation
- Communication: Collaboration and Conversation
- Diversity: Respect and Perspective

Academic/Studio Culture Policy Goals
Nurture learning environments derived from faculty/student collaboration and the sharing of ideas and concepts through critical discourse
- Encourage creativity, exploration, and rigor in pursuit of academic development among students and faculty
- Appreciate the value of time
- Support the achievement of architectural design excellence and enable the student to develop individually within the discipline of architecture
- Create a climate of respect and diversity where ideas may be freely exchanged among students and faculty
- Require preparedness and enthusiasm for learning in both the studio and classroom from faculty and students

Please provide a brief description of the issue for review by the Studio Culture Policy Review Committee

List the issue(s) for Review:

Advising

Undergraduate Students in the Bachelor of Science in Architecture should seek advising from the Undergraduate Advising Office. The Undergraduate Advisors can be reached via archadvise@umd.edu and appointments are available throughout the week. For an appointment please visit www.arch.umd.edu/arch/student-services.

The University Student Academic Success -Degree Completion Policy states "all students are expected to demonstrate continuing progress in their majors by completing prerequisite or required courses with the appropriate grades, and by completing other requirements consistent with graduation progress or benchmarks established by their academic units." See: http://www.ugst.umd.edu/academicsuccess.html

One tool to help students meet these benchmarks and requirements for graduation is the 4-year academic plan. Students pursuing the B.S. in Architecture degree are required to develop an individual plan (see website) and to review that plan each semester with an academic advisor. The assistant director oversees the work of the Undergraduate Advising Office.

Graduate students should contact their assigned Faculty Academic Advisor for advising appointments and information. Information about the graduate advising cycle can be found at: www.arch.umd.edu/arch/student-services.

The Architecture Program faculty members serve as faculty mentors. Please contact your faculty advisor to schedule an appointment with them. Many faculty members use forms on the doors to their office to schedule advising appointments, some prefer emails, you need to establish the preferred method of contacting your advisor.

Architecture Program Committees with Student Representatives

To conduct its business, the Architecture Program solicits student participation in its standing and ad-hoc committees and task forces. The Architecture Program Director typically invites nominations from the Student Assembly. If no nominations are forthcoming, the Director will appoint student representatives. The Director is ultimately responsible for the selection of student to participate in these committees.

Academic/Studio Culture (Standing Committee)
Graduate Student Representative
Undergraduate Student Representative

Curriculum (Standing Committee)
Graduate Student Representative
Undergraduate Student Representative

Diversity (Standing Committee)
Graduate Student Representative
Undergraduate Student Representative

Faculty Search (ad hoc Committee)
Graduate Student Representative

Student Affairs (Standing Committee)
Graduate Student Representative
Undergraduate Student Representative

Graduate Admissions (Standing Committee)
Graduate Student Representatives

Library and Information Resources (Standing Committee)
Undergraduate Student Representative
Graduate Student Representatives

Alpha Rho Chi Medal is a national award that recognizes a Master of Architecture degree candidate in the Architecture Program for leadership, service, and professionalism.

American Institute of Architects Henry Adams Certificate is a national award that recognizes a Master of Architecture degree candidate in the Architecture Program for outstanding academic excellence.

American Institute of Architects Henry Adams Medal is a national award that recognizes a Master of Architecture degree candidate in the Architecture Program for highest academic excellence.

Architecture Thesis Award is awarded to a graduate student for excellence in the Master of Architecture Thesis.

Center for Teaching Excellence Graduate Teaching Assistant Awards. At the end of each academic year, the graduate teaching assistants from campus, who have been named as the most outstanding by their departments, are recognized and honored. These awards are sponsored by the Center for Teaching Excellence, the Dean for Undergraduate Studies, and the Dean of the Graduate School. Deadline for nominations: mid-March.

Dean's Graduate Assistant Award is presented to a graduating student in each academic program who has exemplified outstanding work performance.

Faculty Awards for Academic Excellence and Academic Achievement recognizing Master of Architecture and Bachelor of Science degree candidates.

Faculty Awards for Design Excellence and Design Achievement recognizing Master of Architecture and Bachelor of Science degree candidates.

Alumni Chapter Award recognizes a Master of Architecture degree candidate and a Bachelor of Science degree candidate for service to the community.

Calendar:
The official Architecture Program Calendar is located on the web at:
www. http://arch.umd.edu/arch/arch-calendar

Courses at Other Institutions – Transfer Credits
From time to time a student may wish to take a course at an institution other than the University of Maryland. In order to qualify for transfer credit from another institution, the student must be in good academic standing in the University and in the Architecture Program (ARCH GPA must be at least 2.0 for undergraduate and 3.0 for graduate students). The University guidelines for transfer of credit can be found at:

> Undergraduate and Graduate http://www.tce.umd.edu/

> Additional Grad Info: http://www.gradschool.umd.edu/catalog/academic_record.htm#10)

Students seeking transfer credit should be aware of the following additional procedures followed by the architecture program:

1. The student must petition the Director of the Architecture Program at least one semester **prior to** enrolling in coursework at another institution. The student must provide:
    a. A letter describing coursework, how it fits with the student's curricular plan, and the reasons to undertake study at another institution.
    b. The name of the institution and unit offering the course.
    c. The accreditation status of the institution and the program offering the course.
    d. A copy of a syllabus for the course(s) for which transfer credit is proposed.

2. The Director will consult with the Architecture Program Curriculum Committee (APCC) to determine if the coursework is eligible for consideration of transfer credit.
    a. If a similar course is offered at the University of Maryland the APCC may at its discretion deny transfer credit.
    b. Studio courses are generally not approved for transfer credit unless a prior arrangement has been made between the University of Maryland Architecture Program faculty and the institution from which transfer credit is sought.
    c. The APCC may impose a requirement to review coursework executed by the student prior to granting transfer credit.
    d. In no cases (undergraduate or graduate) may a grade lower than B (3.0) be accepted for transfer credit.

3. The Director will inform the student of the APCC's decision in a timely manner.

Course Evaluations

The campus-wide online course evaluation system is CourseEvalUM. The Provost would like to see campus participation average 70% or better. Student participation in this system makes a real contribution to our academic programs. Faculty and administrators value this student feedback, and students benefit from having evaluation data for all courses readily available.

Students can go directly to the website (https://courseevalum.umd.edu/) to complete their evaluations. Students will be alerted via their official University e-mail account to the opening and closing dates for on-line course evaluations. Students who complete evaluations for all of their courses in the previous semester (excluding summer), can access the posted results via Testudo's CourseEvalUM Reporting link for any course on campus that has at least a 70% response rate.

Diversity

> *The University of Maryland, College Park, affirms its commitments to a policy of eliminating discrimination on the basis of race, color, creed, sex, gender identity or expression, sexual orientation, marital status, personal appearance, age, national origin, political affiliation, physical or mental disability, or on the basis of the exercise of rights secured by the First Amendment of the United States Constitution.* University of Maryland Non-discrimination Policy and Procedures

The Architecture Program is a community of scholars that seek to understand and design physical environments that are meaningful, sustainable, just, and beautiful. Our community is comprised of a diverse group of individuals who emanate from all corners of the world and represent a cross-section of humanity. We identify ourselves with numerous ethnic and racial groups. Our community represents many belief traditions and world-views. Our colleagues who accompany us in our trek seeking knowledge are straight, lesbian, gay, bisexual, transgender, queer, and questioning. We are young, we are old, and we are everything in between. We are strong as a community because we envision a culture of ***respect*** and ***civility*** in which we treat one another, as we'd wish to be treated ourselves. We see a meaningful, sustainable, just, and beautiful future manifest thorough our differences and ultimately through our exploration of the common ground that unites us as one people. Without this commitment to a celebration of our diversity, we cannot design a physical environment that will achieve our aspirations.

The University of Maryland is rich in resources to help us understand our diverse community. The Office of Diversity and Inclusion provides students, staff, and faculty members with resources to proactively address diversity as well as the tools to remedy problems. Transforming Maryland: Expectations for Excellence in Diversity and Inclusion is the University of Maryland's strategic plan for diversity and challenges us to aspire to higher standards. The School of Architecture, Planning, and Preservation is currently developing its Diversity Plan to align with the University's plan. The Architecture Program's Diversity Plan was developed in 2008 and will be working to update that plan in the coming year. We invite students to join us in this activity.

The [Office of Multi-ethnic Student Education](#) aspires to serve undergraduate multi-ethnic students to increase rates of matriculation, retention, graduation, and overall GPA. The Stamp Union offers support for students who identify with a diverse range of groups through its [Multi Cultural Involvement and Community Advocacy Office](#).

> *Diversity Resources (from OID website):*
> [Lesbian Gay Bisexual Transgender Queer Equity Center (LGBTQ)](#)
> [Office of Multi-ethnic Student Education](#)
> [University of Maryland Incentive Awards Program](#)
> [Nyumburu Cultural Center](#)

"Talk the talk and walk the walk," language is important in matters of diversity. It is important for all of us to understand that words do matter. How we talk to and about one another either supports a community in which all feel welcome, or our patterns of speech can serve to fracture that community. The old adage, "Sticks and stones may break my bones, but words will never hurt me," needs to be questioned in contemporary society where there is evidence that hate speech and bullying have resulted in violent behavior and increased suicide rates among the victims of bullying. Language is nuanced. Each of us is responsible for what we say and how others might perceive our messages. Higher education calls us to expand our knowledge and to embrace new ways of thinking. It challenges us to become precise thinkers and communicators. Consequently words do matter. This is as true in racial, ethnic, and religious settings as it is in settings regarding gender and gender identity. Most of us are fairly well prepared for respectful speech in matters concerning racial, ethnic, and religious settings (although speech in these arenas is still contested ground), but in matters of gender and gender identity, we may be more challenged. As members of this community, we should try to expand our understanding and sensitivity to matters of speech and how it impacts others in a diverse context.

> Food for though on matters of speech:
> [Michelle Asha Cooper and David A. Longanecker, "Race Still Matters," *Inside Higher Education*, September 3, 2009](#)
> [Maddie Crum, "It's Time to Embrace the Singular 'They,' A Humanistic Pronoun, *Huffington Post*, July 7, 2016](#)
> [Gender Pronouns – University of Wisconsin, Milwaukee](#)
> [Wallace D. Loh, "The Pursuit of Truth Requires both Free Speech and Racial Justice," Time, November 16, 2015](#)
> [Matthew Lynch, "Promoting Respect for Cultural Diversity in the Classroom," The Huffington Post, March 7, 2012.](#)
> [Clarence Page, "Commentary: Free Speech vs. Racial Respect? Why Not Both?" *Chicago Tribune*, November 13, 2015.](#)

Evaluation Of Preparatory/Preprofessional Education

All students enrolled in the Bachelor of Science in Architecture degree program are advised to maintain a robust record of course syllabi, assignments, and submitted coursework (such as examinations, papers, projects, etc.) for those courses in which National Architectural Accrediting Board (NAAB) Student Performance Criteria (SPC, see page 21 of this handbook) are covered. This record of coursework may contribute to the transportability of the SPCs covered in an undergraduate degree when applying to accredited graduate degree programs in Architecture.

> PART TWO (II): SECTION 3—EVALUATION OF PREPARATORY EDUCATION
> The program must demonstrate that it has a thorough and equitable process for evaluating the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.
>
> - Programs must document their processes for evaluating a student's prior academic course work related to satisfying NAAB student performance criteria when a student is admitted to the professional degree program.
> - In the event a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist.

- The program must demonstrate that the evaluation of baccalaureate-degree or associate-degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate before accepting the offer of admission. See also Condition II.4.6.

(source:http://naab.org/f/documents/streamfile.aspx?sortfield=lastmodified!asc&name=01_Final+Approved+2014+NAAB+Conditions+for+Accreditation.pdf&path=Public+Documents%5cNAAB+News%5c page 22)

Fabrication Lab

The School has a fabrication lab with tools for manual and digital fabrication. Students can obtain access to these facilities after completion of a safety-training course. Small hand tools may be borrowed from the fabrication lab for use in the studio areas of the building. The use of power tools is restricted to the fabrication lab. Students may not bring personal power tools into the studio or Great Space. If you have any questions about the policy contact Joseph Largess (jlargess@umd.edu), Fabrication Lab Supervisor.

Field/Class Trips

Field trips augment classroom learning with direct experience. Students are reminded that they are ambassadors of the University when they participate in off-campus functions and should conduct themselves in a manner appropriate to the host culture.   While on field trips your actions are governed by the Code of Student Conduct.

Grades

Students deserve the right to understand how their grade was determined. The course syllabus will outline the major grading criteria for the semester. Individual assignment, quiz, and examination grades should be supported by a rubric outlining the criteria for determination of grades.

In Fall 2005, the University Senate voted to adopt a policy for plus/minus grading, which was approved by the President. A slight revision to the policy was passed by the Senate and approved by the President in Fall 2011. Beginning with implementation in Fall 2012, plus/minus grading is the University's new official grading policy. Under the policy, quality points for each letter grade from A through D will reflect plus and minus components of the grade, as shown below. The plus/minus system will apply to both undergraduate and graduate courses.

Letter	Quality Points	
A+	4.0	denotes excellent mastery of the subject and outstanding scholarship.
A	4.0	
A-	3.7	
B+	3.3	denotes good mastery of the subject and good scholarship.
B	3.0	
B-	2.7	
C+	2.3	denotes acceptable mastery of the subject and the usual achievement expected.
C	2.0	
C-	1.7	
D+	1.3	denotes borderline understanding of the subject. These grades denote marginal performance, and they do not represent satisfactory progress toward a degree.
D	1.0	
D-	0.7	
F	0	denotes failure to understand the subject and unsatisfactory performance.

- **XF**-denotes failure due to academic dishonesty.
- **S** is used to denote satisfactory performance by a student in progressing thesis projects, orientation courses, practice teaching etc. S grades are not included in computation of cumulative averages.
- **W** indicates withdrawal from a course in which the student was enrolled at the end of the schedule adjustment period. This mark is not used in any computation of quality points or cumulative average totals at the end of the semester.
- **Pass-Fail -** See a description of the grade and the University´s policy in the Undergraduate Catalog. This link will take you to the main catalog page; type pass-fail in the search box at the top right of that page to see the relevant information.

Source: http://faculty.umd.edu/teach/gradevalue.html

Grade Point Average in Major Policy for Undergraduates:
The 2.0 GPA in major policy requires all students matriculating in Fall 2012 and thereafter to earn a 2.0 grade point average in their major, minor, and/or certificate requirements. With the new plus/minus policy, the minimum grade for most major courses is a C-, now calculated as a 1.7. It is important that students clearly understand what courses make up major, minor and certificate requirements, and that the cumulative GPA for those courses must be at least 2.0.

For graduate students, the GPA in Major requirement is 3.0.

Graduate Assistants and Teaching Assistants
Financial aid in the form of teaching, administrative, and research assistantships is awarded to a limited number of applicants with outstanding credentials.

Compensation for assistantships usually includes tuition remission for up to ten (10) credit hours per semester, depending upon the appointment, plus a stipend. In addition, graduate assistants are eligible to be charged at the in-state tuition rate for the semesters in which they have a GA or TA position. For more information about assistantships, see: www.arch.umd.edu/arch/student-services.   Click on the link to "Financial Aid," on the black navigation bar, then scroll down and click on Graduate Assistantships.

Additional policies and other information about assistantships can be found at www.gradschool.umd.edu

Graduate student assistants play a crucial role in the work of the School - teaching undergraduates and working to support the teaching and research mission of the School. These students bring their expertise and dedication to nearly every aspect of the School's work. Graduate Assistants are assigned to roles such as Kibel Gallery Assistant, Fabrication Lab Assistant, Technical Solutions Center Assistant, Visual Resource Center Assistant, Academic Advisor, Communications Assistant and Director's Assistant. Teaching Assistants may teach a section of a course such as ARCH 400 Studio I or they may assist the Faculty in a course such as ARCH 600/611 Comprehensive Studio.

Graduate assistants come to campus before the semester begins for events such as an information session with the School Payroll Coordinator, Campus Graduate Teaching Assistant Orientation, Sexual Harassment Prevention Workshop, Graduate Assistant Workdays, and meetings with supervisors.

Independent Study
Students may propose Independent Study courses. An interested student seeks a faculty member willing to advise, then submits a proposal to the Curriculum Committee for approval. See website for Independent Study approval form and schedule for submission of proposals. To qualify for Independent Study a student must be in good academic standing maintaining a 2.0 GPA at the undergraduate level or a 3.0 GPA at the graduate level.

Independent Study Proposal Procedure:
Independent Study is intended to facilitate teaching-learning opportunities not covered in regular course offerings. This section contains important information for both students and faculty mentors.

Overview:
The Architecture Program offers qualified undergraduate and graduate students an opportunity to engage innovative and challenging course work with faculty mentors through its independent study course offerings. To qualify for independent study course work, students must be in good academic standing with the University and in their major (3.0 or higher GPA). Independent study is not intended to provide remedial instruction. Independent study courses are offered in order to challenge students to broaden the scope of their knowledge in architecture, urbanism, and related topical areas.

Generally, a student interested in completing an independent study contacts a faculty member who is working in (or knowledgeable about) a particular topic in which a student has developed an interest. The student then

asks the faculty member to help him or her complete the independent study. More often than not, a student works on an independent study with a faculty member who is already familiar with his or her class work. Once the student and faculty member decide on the course of study for the semester, it becomes the student's responsibility to set up a meeting schedule with his or her faculty sponsor; it is also the student's responsibility to maintain contact with his or her faculty sponsor throughout the semester. It is the faculty member's responsibility to make sure that he or she is available to meet with his or her student(s). The student fills out an application form, writes a short description of what will be covered during the semester, and has the faculty sponsor sign the application form.

Students are required to work directly with a faculty advisor in the development of an independent study proposal. The proposal serves as a contract for performance (equivalent to a course syllabus); consequently, the terms and conditions of the course must be clearly stated prior to submission to the APCC.

Student-Faculty Interaction:
Students and faculty are expected to meet weekly. However, the specific nature of engagement may be modified provided it is clearly stated and supported in the proposal. The State of Maryland (COMAR 13B.02.02.16C) specifies, "An institution shall award one semester hour of credit for a minimum of 45 hours, of 50 minutes each of instructional situations such as practica, internships, and cooperative education placements, when supervision is ensured and learning is documented."

Student Workloads:
It is difficult to set precise workloads that students will experience outside of class time since all individuals learn and assimilate knowledge at different rates. A rule of thumb used by many universities is for every credit hour awarded students are generally expected to spend 3 to 3.5 hours outside of class time engaging the subject matter. For a student with a full course load (15 credit hours), this could mean 45 – 53 hours of work outside of class. Consequently time management is an essential skill that students will need to master throughout the undergraduate and graduate careers. Time management is a particularly important skill in independent study courses and consequently a calendar establishing course activities and due dates is an essential component of successful independent study proposals.

Required Supporting Materials:
The following information must accompany the Independent Study Proposal Form when it is submitted for APCC review:
- Description of the course, outline of work, methods, schedules, and bibliography.
- Objectives of the course.
- Final product(s) expected at the conclusion of the course.
- Detailed method(s) of evaluation for coursework.
- Student's reasons (qualitative and/or quantitative) and qualifications (prior experience/course work) for pursuing study.
- Description of how this study complements the student's academic program and professional goals.
- Faculty advisor's written comments to the APCC. (Faculty advisors must submit written comments on the proposal in order to assist the APCC in the review process. Proposals submitted without faculty comments will be rejected).
- Any additional information as necessary.

Samples of successful proposals are available for review in the Architecture Program office.

Guidelines for Submission:
- All independent study proposals are the responsibility of the student.
- Students must submit an electronic version of the proposal to the Architecture Program Office on or before the deadline date established by the APCC.
- Late proposals or proposals that do not follow submission requirements, and/or incomplete proposals will not be considered by the committee.

Independent Study Submission Procedure:
- Download the Independent Study Form: www.arch.umd.edu/arch/student-services

- Discuss the independent study proposal with a faculty mentor.
- The Independent Study Proposal Form (page 1) must be filled out electronically and saved in PDF format.
- This document is to be titled "Indep_FOX_StudentLastName.pdf."
- Required additional information can be produced using any application, but it must be saved in PDF format.
- This document is to be titled "Indep_AddInfo_FOX_StudentLastName.pdf."
- The Independent Study Proposal Form and Required Additional Information are to be e-mailed as attachments to ARCHforms@umd.edu for receipt on the due date specified.
- A hard copy of all documents must be submitted to the ARCHforms box next to the faculty mailboxes in the main office by the due date.

Course Numbers:

Students should work closely with their advisor to determine the appropriate course number for their intended independent study. The APCC reserves the right to reassign a course number if the proposed content does not match the intent of the particular area of study. Graduate students should select appropriate course numbers in the ARCH 6XX series. The available course numbers and titles are:

ARCH 419 Independent Studies in Architectural Technologies (1-4 credit hours)
Proposed work must have a faculty sponsor and receive approval from the Curriculum Committee. Repeatable to a maximum of six credits, provided the content is different.

ARCH 429 Independent Studies in Architectural History (1-4 credit hours)
Proposed work must have faculty sponsor and receive approval of the Curriculum Committee. Repeatable to a maximum of six credits, provided the content is different.

ARCH 449 Independent Studies in Visual Studies (1-4 credit hours)
Proposed work must have faculty sponsor and receive approval of the Curriculum Committee. Repeatable to a maximum of six credits, provided the content is different.

ARCH 459 Independent Studies in Urban Planning (1-4 credit hours)
Proposed work must have a faculty sponsor and receive approval of the Curriculum Committee. Repeatable to a maximum of six credits, provided the content is different.

ARCH 479 Independent Studies in Architecture (1-4 credit hours)
Proposed work must have a faculty sponsor and receive approval of the Curriculum Committee. Repeatable to a maximum of six credits, provided the content is different.

ARCH 489 Independent Studies in Architectural Preservation (1-4 credit hours)
Proposed work must have a faculty sponsor and receive approval of the Curriculum Committee. Repeatable to a maximum of six credits, provided the content is different.

ARCH 629 Independent Studies in Architectural History (1-4 credit hours)
Proposed work must have faculty sponsor and receive approval of the Curriculum Committee. Repeatable to a maximum of six credits, provided the content is different.

ARCH 679 Independent Studies in Architecture (1-4 credit hours)
Proposed work must have faculty sponsor and receive approval of the Curriculum Committee. Repeatable to a maximum of six credits, provided the content is different.

Repeated Independent Study Course Numbers:

Independent study course numbers are repeatable to a maximum of six credits, provided the content is different.

Credit Hours:

Independent study courses may carry between 1-4 credit hours. Three credit hours are standard for most independent study courses. See "Student-Faculty Interaction," above for additional information concerning contact time and

Independent Study Workload Information for Faculty Members:
(source: http://www.usmh.usmd.edu/regents/bylaws/SectionII/II125.html)
500-798 (other graduate level individual studies) 18 credit hours = 1 course unit
100-499 (graduate/undergrad level individual studies) 21 credit hours = 1 course unit

Important Independent Study Deadlines:
> Current Academic Year Winter Session:
> Proposals are due one week prior to the October APCC meeting.
>
> Current Academic Year Spring Semester:
> Proposals are due one week prior to the November APCC meeting.
>
> Upcoming Summer Sessions:
> Proposals are due one week prior to the March APCC meeting.
>
> Next Academic Year Fall Semester:
> Proposals are due one week prior to the April APCC meeting.

Review and Approvals of Independent Study Proposals:
The Architecture Program Curriculum Committee (APCC) reviews independent study proposals to ensure that all proposals meet the requirements of the University of Maryland for awarding academic credit. The APCC also:

- Determines if the student is in good academic standing with the University and the Architecture Program.
- Reviews the proposal and determines if the intellectual underpinnings of the proposed coursework have been clearly and responsibly articulated.
- Establishes that the resources are available for the proposed coursework to be undertaken.
- Establishes that both the student and faculty-mentor are qualified to undertake the proposed course work.
- Reviews specific teaching-learning goals of the proposed coursework.
- Reviews proposal to ensure that specific work products have been articulated.
- Reviews student-faculty contact modes and regularity of meetings.
- Reviews evaluation and grading procedures.
- Establishes the semester in which the coursework will take place, course number, and the date of completion.
- Evaluates the workload proposed, the timeframe frame in which the proposed coursework will take place, and the appropriate credit hours proposed for the endeavor.
- Determines if the "contract" between student and faculty mentor is clearly defined and equitable.

APCC Actions Regarding Independent Study Proposals:
Upon review the APCC may approve the independent study proposal, return the proposal to the student and faculty-mentor for clarifications, or reject the proposal.

Once approved by the APCC the completed independent study form is forwarded to the Architecture Program Director, undergraduate/graduate advisor, and registration assistant. The Architecture Program Director may elect to disapprove any independent study proposal based on excessive faculty workload (in consultation with the faculty mentor) or in such cases where resources do not exist to support the intended study.

Architectural Experience Program (AXP) (was: Intern Development Program (IDP))

All of NCARB's 54 U.S. jurisdictions have an experience requirement that must be documented and completed before one becomes licensed. This time between fulfilling the education requirement and getting licensed is referred to as an architectural internship. NCARB's Architectural Experience Program (AXP) guides interns through this process and is the standard accepted means of completing the experience requirement in almost all U.S. jurisdictions. Download the *AXP Guidelines* for complete program rules and requirements.

To learn about the other registration requirements, see Studying Architecture and Architect Registration Examination

Periodically the architecture program will host IDP information sessions and workshops. All students are strongly encouraged to attend. Professor Garth Rockcastle, FAIA is the Architecture Program's IDP Coordinator. Any questions concerning IDP should be directed to Professor Rockcastle.

NAAB Accreditation

In the United States, most registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year, three-year, or two-year term of accreditation, depending on the extent of its conformance with established educational standards.

Doctor of Architecture and Master of Architecture degree programs may require a pre-professional undergraduate degree in architecture for admission. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

University of Maryland, School of Architecture, Planning, and Preservation, offers the following NAAB-accredited degree programs:

> M.Arch (pre-professional degree + 60 graduate credits)
> M.Arch (non-pre-professional degree + 109 credits)

Next accreditation visit for both programs: 2017

Additional information about NAAB can be found at: www.naab.org

NAAB Student Performance Criteria

The following information on Student Performance Criteria is quoted from the NAAB 2014 Conditions for Accreditation (you can read the full document at www.naab.org).

The accredited degree program must demonstrate that each graduate possesses the knowledge and skills defined by the criteria below. The knowledge and skills defined here represent those required to prepare graduates for the path to internship, examination, and licensure and to engage in related fields. The program must provide student work as evidence that its graduates have satisfied each criterion.
The criteria encompass two levels of accomplishment:[1]

- *Understanding*—The capacity to classify, compare, summarize, explain, and/or interpret information.

- *Ability*—Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation.

---

[1] See also L.W. Anderson and D.R. Krathwold, eds., *Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (New York: Longman, 2001).

II.1.1 Student Performance Criteria (SPC): The NAAB establishes SPC to help accredited degree programs prepare students for the profession while encouraging education practices suited to the individual degree program. The SPC are organized into realms to more easily understand the relationships between each criterion.

Realm A: Critical Thinking and Representation. Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the study and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. Graduates must also be able to use a diverse range of skills to think about and convey architectural ideas, including writing, investigating, speaking, drawing, and modeling.

Student learning aspirations for this realm include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Assessing evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

The accredited degree program must demonstrate that each graduate possesses the following:

A.1   **Professional Communication Skills:** *Ability* to write and speak effectively and use representational media appropriate for both within the profession and with the general public.

A.2   **Design Thinking Skills:** *Ability* to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards

A.3   **Investigative Skills:** *Ability* to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

A.4   **Architectural Design Skills:** *Ability* to effectively use basic formal, organizational and environmental principles and the capacity of each to inform two- and three-dimensional design.

A.5   **Ordering Systems:** *Ability* to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

A.6   **Use of Precedents:** *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects.

A.7   **History and Global Culture:** *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, ecological, and technological factors.

A.8   **Cultural Diversity and Social Equity***: Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures.

Realm B: Building Practices, Technical Skills, and Knowledge. Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials and be able to apply that comprehension to architectural solutions. In addition, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately.

The accredited degree program must demonstrate that each graduate possesses skills in the following areas:

B.1   **Pre-Design:** *Ability* to prepare a comprehensive program for an architectural project that includes an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

B.2   **Site Design:** *Ability* to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation, in the development of a project design.

B.3.   **Codes and Regulations:** *Ability* to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards.

B.4   **Technical Documentation:** *Ability* to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

B.5   **Structural Systems:** *Ability* to demonstrate the basic principles of structural systems and their ability to withstand gravitational, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

B.6   **Environmental Systems:** *Ability* to demonstrate the principles of environmental systems' design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.

B.7   **Building Envelope Systems and Assemblies:** *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

B.8   **Building Materials and Assemblies:** *Understanding* of the basic principles used in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

B.9   **Building Service Systems:** *Understanding* of the basic principles and appropriate application and performance of building service systems, including lighting, mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection systems.

B.10   **Financial Considerations:** *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

Realm C: Integrated Architectural Solutions. Graduates from NAAB-accredited programs must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution.

Student learning aspirations for this realm include:

- Comprehending the importance of research pursuits to inform the design process.
- Evaluating options and reconciling the implications of design decisions across systems and scales.
- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an integrated solution.

The accredited degree program must demonstrate that each graduate possesses skills in the following areas:

C.1 **Research:** *Understanding* of the theoretical and applied research methodologies and practices used during the design process.

C.2 **Integrated Evaluations and Decision-Making Design Process:** *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

C.3 **Integrative Design:** *Ability* to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

Realm D: Professional Practice. Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and the need to act legally, ethically, and critically for the good of the client, society, and the public.

Student learning aspirations for this realm include:

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.
- Understanding a professional code of ethics, as well as legal and professional responsibilities.

The accredited degree program must demonstrate that each graduate possesses skills in the following areas:

D.1 **Stakeholder Roles in Architecture:** *Understanding* of the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—and the architect's role to reconcile stakeholder needs.

D.2 **Project Management:** *Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

D.3 **Business Practices:** *Understanding* of the basic principles of a firm's business practices, including financial management and business planning, marketing, organization, and entrepreneurship.

D.4 **Legal Responsibilities:** *Understanding* of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

D.5 **Professional Conduct:** *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of the NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct.

Ownership of Student Work

Any design project, drawing or model that is submitted for academic credit is recognized by the University of Maryland and the School of Architecture, Planning, and Preservation to be the equivalent to a formal examination. Therefore, upon submission, all projects, drawings and/or models become the property of the School. Generally, University regulations require the professor to retain all final examinations for a period not less than one academic year. However, in practice, projects submitted to the school are usually returned to the individual student for inclusion in their academic portfolio. The School of Architecture, Planning, and Preservation does reserve the right to retain certain projects for use in publicity, display, or other official uses. In all cases, projects will be made available to the authors for documentation purposes.

Registration

Open registration continues up to the first day of classes. During this time students may make schedule adjustments or process an original registration. The schedule adjustment period is the first ten days of classes for the fall and spring semesters, and the first five days of classes for summer sessions. During this period, full-time undergraduates may drop or add courses, change sections, or change credit level with no charge. Part-time undergraduates may also drop or add courses, change sections, or change credit level, but they should consult the deadline section in the Schedule of Classes to avoid incurring additional charges. The choice of grading method option may be changed only during the schedule adjustment period.
Registration is final and official when all fees are paid.

After the schedule adjustment period, courses may not be added without special permission of the dean. In no case may a student attend a class all semester without a current registration, and then add the class after final grades have been submitted. The drop period for undergraduate students will begin at the close of the schedule adjustment period and terminate at the end of the tenth week of classes during the fall and spring semesters and at a corresponding time for summer sessions. During the drop period a student may drop a maximum of four credits. Such a drop will be recorded on the student's permanent record with the notation "W".

Research

Research opportunities include working with Faculty Members on their research projects, undertaking competitions, participating in the University of Maryland Summer Scholars program (undergraduates), and presenting research at the University of Maryland GRID.

Retrospective

At the conclusion of each semester the faculty assembles at a "Retrospective" to review the academic activities of the semester and to take stock of successes and challenges.

Following the Retrospective, the Architecture Student Assembly convenes a Student-Faculty-Staff Retrospective in the Great Space. This event provides an opportunity for a candid exchange of viewpoints and permits faculty, staff, and students alike to better understand the successes and challenges of the prior semester. This discussion helps faculty and students to plan for a positive approach to the upcoming semester.

Reviews

Reviews give students the opportunity to present their work to their peers, their studio faculty, and a panel of critics. All studio faculty members (both full-time and part-time) and full-time non-studio faculty members participate in these reviews. Studio faculty members are also encouraged to invite professional and academic colleagues to participate in reviews. Students participate in reviews in formal and informal ways.

Every studio course will typically have a midterm and a final project review. The Comprehensive Studio replaces these reviews with four workshops throughout the semester. The thesis sequence utilizes a series of committee meetings in place of the studio review cycle.

Reviews and Criticism

At the conclusion of each project, and at various points through out the design process, an open forum of criticism will be conducted in order to facilitate studio discourse. Reviews are an important part of the learning process. Failure to attend and participate in these sessions will inhibit a student's education. The purpose of the review is not to receive endorsement for a "good" or "bad" project, rather the intention is to explore the means to pursue better design solutions. Students will be expected to attend their peers' reviews, take notes, make diagrams, and participate fully in discussions. Appropriate dress (business attire, or business casual attire) is recommended. A long-standing tradition in Architectural Education and Professional Practice, criticism is one of the most important tools an architect uses to rigorously develop a project. Inexperienced students often assume, erroneously, that favorable comments about their work are personal endorsements of them as people (conversely, the same students will also be inclined to assume that unfavorable comments about their work are intended as personal assaults upon their character). These assumptions are gross misunderstandings of the role of criticism. Criticism is not personal. It is always directed towards the establishment of a critical discussion investigation of the *Why*, *How* and *What* of any problem, and its primary goal is to improve the understanding and quality of design and the design process.

- *Why?* Generally examines the formulation and validity of the beginning Architectural Idea / Concept.
- *How?* Generally examines the Design Process and Methods being employed. (i.e., appropriateness, consistency, etc.).
- *What?* Generally examines the Specific Product (i.e., architectural form and space, which embodies the architectural idea, and the concerns of architectural principles, formal order, structure, light, sequence/movement, etc.).

The goal of self, peer, and faculty criticism is to stimulate and augment intellectual and professional growth. History has demonstrated that great architects have furthered their development by actively giving and receiving criticism. Criticism should be encouraging and positive, but is should also be direct, honest, and rigorous. Students should expect the critics to be respectful in the delivery of a critique. Likewise critics can expect students to be respectful of their observations and points of view.

Scholarships

Students apply for scholarships by filling out the application form on the architecture website and submitting it to the Program Director by the deadline indicated. The Scholarship Committee is responsible for the selection process and makes recommendations to the Program Director. In certain cases, the selection process involves the sponsor organization and may include an interview and/or presentation of student work. There are four categories of scholarships administered by the architecture program:

> *Education Abroad Scholarships* – awarded in support of students participating in overseas coursework.
> *Merit Scholarships* – determined annually based upon student performance.
> *Recruitment Scholarships* – determined by the admissions committee ranking of applicants.
> *Internship / Scholarships* – awarded annually in conjunction with professional offices that provide summer internships

Students should check the Scholarships webpage for up to date information about scholarships: http://arch.umd.edu/arch/scholarships

Sexual Misconduct

The University of Maryland is committed to maintaining a working and learning environment free of sexual misconduct. Such an environment must be free of unwelcome, unwanted and/or uninvited sexual or gender based conduct; this includes, verbal, nonverbal, and/or physical conduct. Please familiarize yourself with the University's policy on sexual misconduct, found at: http://president.umd.edu/policies/docs/vi120a.pdf

If a student feels that the grade that he or she has received is not equitable, the student has the right to appeal the grade. The first course of action the student may take is to directly consult the professor or teaching assistant responsible for the grade in question. If the student feels the need for a further appeal, the student may appeal to the Student Affairs Committee.

The purpose of the Committee, which consists of 3 members of the faculty, 1 graduate student, and 1 undergraduate student, is to insure the equity and academic integrity in the evaluation of student performance. In order to appeal to the Committee, the student must write a letter to the Chairperson of the Committee within 30 days of the commencement of the semester following the completion of the course in question.

The Committee will meet to hear from both the student and the faculty member. After the Committee has reviewed the grade in question, it will make a written recommendation regarding the matter (copied to the student, faculty member, Program Director, and Dean).

If the student continues to dispute the grade, he or she may petition to meet with the Architecture Program Director within 10 days of receipt of the Student Affairs Committee decision. The Director will confer with the student, the faculty member, and the Chairperson of the Student Affairs Committee. The Director will inform the student of his or her decision in writing (with copies to the Student Affairs Chairperson, faculty member, and Dean).

Failing to find resolution, the student may finally request a meeting with the Dean. The student must be aware, however that, both the Committee, Director, and the Dean's Office are empowered in this matter in an advisory position only. The power to change a grade lies solely with the faculty member.

The Chair of the Student Affairs Committee must notify the student in writing of the committee's action. All members of the committee should review the memorandum of notification prior to its issuance to the student. Copies of the memorandum are to be placed in the student's file and forwarded to the Dean's Office.

Grade Appeal Sequence:
1. A student disputes his or her grade.

2. The student requests a consultation during faculty office hours with the faculty member responsible for grade.
   > Outcome A: Resolution
   > Outcome B: Student continues to dispute grade (proceed to step 3)

3. Within 30 days of posting the grade, the student must petition the Chairperson of the Student Affairs Committee to conduct a hearing. A hearing is conducted and the Chairperson prepares a written report outlining the Committee's deliberations.
   > Outcome A: Resolution
   > Outcome B: Student continues to dispute grade (proceed to step 4)

4. Within 10 days of issuance of the Student Affairs Committee report, the student must petition the Program Director to review the case. The Director confers with the student, faculty member, and the Chairperson of the Student Affairs Committee. The Director issues a report outlining his or her deliberations.
   > Outcome A: Resolution
   > Outcome B: Student continues to dispute grade (proceed to step 5)

5. Within 10 days of the issuance of the Director's recommendations, the student must petition the Dean to review the case. The Dean will confer with the student, faculty member, Student Affairs Committee Chairperson, and/or Director, at his or her discretion. The Dean issues a report outlining his or her deliberations.
   > Outcome: Resolution

Student Organizations

Architecture Student Assembly
The Architecture Student Assembly is a non-membership organization made up of all undergraduate and graduate students in the Architecture Program. Representative students serve on program committees and attend faculty meetings. The Architecture Student Assembly is advisory to the Architecture Program Director.

Alpha Rho Chi
Alpha Rho Chi derived its name from the first three letters of the Greek spelling of the word "architecture"— alpha (A), rho (P) and chi (X). Our brotherhood—unique in its membership of men and women—strives to achieve fellowship and unity by perpetuating merit in studies and rigor in tradition. For us, there is no compromise, no uncertainty and no regret. For us, personal and collective strength is of the essence. Our numbers are small but sufficient. We are not an elitist organization. We believe in equality of gender and race. We strive to uphold standards and ethics of the design world and society in general. So if you have the inclination, a love of the arts, and a desire to succeed, seek us out and understand why this brotherhood is forever.

American Institute of Architecture Students
The American Institute of Architecture Students (AIAS) is a non-profit organization serving the needs of architecture students in the United States and Canada. The AIAS is a student organization designed to expose its members to issues and ideas concerning the Architectural profession. The organization accomplishes this through publications such as *CRIT: The Journal of The American Institutes of Architects,* and the *AIAS News*, and meetings such as FORUM and the Grassroots leadership Conference. Students from the School of Architecture are elected to the positions of President, Vice President, Secretary, and Treasurer each year. There are also other officers that take responsibility for various programs throughout the year. These students will be involved in many activities that concern the School of Architecture and the architecture community. AIAS officers meet regularly and consult as necessary with the assigned Faculty Advisors.

National Organization of Minority Architecture Students
The University of Maryland chapter of NOMAS is affiliated with the national professional organization NOMA (www.noma.net) NOMAS is a group of students from a variety of backgrounds pursuing architecture degrees at the undergraduate and graduate levels, interested in contributing to the UMD School of Architecture, Planning and Preservation by building a sense of community based on shared experiences unique to our diverse student body.

Tau Sigma Delta (Honor Society)
The organization was established to provide a national collegiate honor society open to students of all American colleges and universities wherein an accredited program of Architecture, Landscape Architecture or Allied Arts is established. Its prime objective is to celebrate excellence in scholarship, to stimulate mental achievement, and to award those students who attain high scholastic standing in Architecture, Landscape Architecture, and Allied Arts of Design by the rewards of membership in an honor society.

USGBC Students
The USGBC Students at the University of Maryland represents a coalition of undergraduate and graduate students intent on learning about and promoting sustainable design and building practices. Formed in Spring 2007, the group meets in the architecture building on a bi-weekly basis. USGBC Students hosts a variety of events each semester including lectures, workshops, field trips, and activities. USGBC Students welcomes students from other disciplines within the University to join.

Student Records

Each student is ultimately responsible for ensuring that all degree requirements have been met: incomplete assignments have been made up within the deadlines; and missing grades, changed grades and transfer credits have been properly recorded with the campus registrar. During advising sessions, each student has an opportunity to review his or her degree requirements and graduation status well in advance of their anticipated graduation time.

Studio Decorum

The following items are intended as guidelines for the occupation and use of studio space.
1. INJURIES OR ACCIDENTS -should be reported immediately to campus security 405-3333. If you, or a friend, have been injured, do not attempt to go to the health center alone, either summon help from Campus Security or ask for assistance from a fellow student.
2. Visitors are not permitted in studio during class hours.
3. Strangers in studio should be asked to identify themselves and their business. Generally, this can be accomplished in a friendly manner. But, should the person in question appear suspicious, you owe it to yourself and your fellow students to notify campus security at once, particularly during off hours. Do not confront suspicious individuals.
4. When you leave your work area, be sure that all materials of value are either properly secured or removed from the studio. The University assumes no responsibility for theft or vandalism of your personal property.
5. Smoking is not permitted in the School of Architecture.
6. Audible devices are to be used in conjunction with headphones at all times.
7. Televisions are not permitted in the School of Architecture.
8. Personal desk areas should be kept as neat as possible at all times. Note: you should not place anything of value on the floor, it is liable to be mistaken for garbage by the cleaning staff. Weekly cleaning and recycling programs will be scheduled on a studio wide basis.
9. Aerosol paint, glue, or other aerosol media may not be used in the School of Architecture or on the grounds of the University of Maryland.
10. The use of X-Acto knives or similar cutting devices will be conducted with the utmost care for personal safety, university owned furnishings and room finishes. All cutting must be done on surfaces designated expressly for that purpose and provided by the individual student. Used blades should be safely and properly disposed of.
11. Fire corridors must be kept clear of furnishings and debris at all times.
12. The construction of partitions of any kind is prohibited by fire and campus safety regulations.
13. Studio furnishings may not be removed from their designated locations. All studio furnishings have been placed to maintain easy access and egress. No additional furnishings such as couches, stuffed chairs, beds, etc., will be permitted in the studio at any time. The Studio Coordinator reserves the right to dispose of any furnishings that are inappropriate to the studio environment.
14. The Great Space is **Shared Space**. Various classes meet in the Great Space throughout the week. No individual or group may assume ownership of the Great Space without direct permission of the Architecture Program Director.

Study Abroad/Other Off Campus Opportunities

Faculty members offer Study Abroad programs during Summer Term and often during Winter Term, as well. Students apply through the University of Maryland Education Abroad Office. Other off-campus opportunities include summer study at Ghost Studio in Canada.

Syllabus

On or before the first day of class, faculty members are contractually obligated to distribute a course syllabus. The course syllabus is to contain the following information:

Course Information:
Course Title
Course Section and Number

Meeting Times and Location
Name of Instructor
Instructor Contact information
ELMS Site or Course Webpage
Required Textbooks
Required Technology
Prerequisites
Method for Communication with Students Outside the Classroom
Emergency Protocol

Course Description, Goals, and Expectations
General Description of the Course
Statement of Course Goals and/or list of Student Learning Outcomes
Course Schedule
Due Dates
Expectations for Students
Grading Procedures

Course Policy and Procedures
Course Attendance Policy
Written Absence Policy
Academic Integrity Expectations
Arrangements for Students with Disabilities
Copyright Notice

Every Undergraduate Syllabus **must** contain the information in this box and an active link exactly as it appears here:

Course Related Policies: http://www.ugst.umd.edu/courserelatedpolicies.html. These policies were developed by the Office of Undergraduate Studies and approved by University of Maryland Senate. You should be aware of these policies as they govern many aspects of this class.

Technology Requirements (Computer Hardware and Software)

You'll need a laptop computer for use in studio. Many students also purchase monitors so that they can expand their digital workspace. Keep in mind the computer will need sufficient "horsepower" to deal with graphics and modeling programs, so cheaper isn't necessarily better. Hold off on purchasing software because once you are here you'll be eligible for free software from vendors that have contracts with the University, also there are some kinds of software that you can purchase with a student discount. This is what we recommend:

Apple MacBook Pro
Processor Intel Core i5 or i7
Memory (RAM) 16 GB or greater
Display 13 or 15-inch widescreen
HardDrive 500 GB HD @ 7200 RPM or 512 Flash
Storage or greater
Wireless + Bluetooth
Warrant y 4-year AppleCare protection plan

Dell Latitude
Processor Intel Core i5 or i7
Memory (RAM) 16 GB
Display 15 inch widescreen
HardDrive 500 GB HD @ 7200 RPM or 512 Flash
Storage or greater
Wireless + Bluetooth
Warrant y 3-4 year ProSupport on-site plan

Video Card 1 GB memory (RAM) or greater
Ext . Monitor 27-inch flat panel or LCD/LED HDTV via HDMI if equipped
Ext . Storage 1TB mini USB 3.0 hard drive
Mouse & Keyboard 3-button wired or bluetooth wireless mouse

We recommend that you refrain from making major software purchases until the beginning of the semester. Once you are enrolled as a student there are numerous software applications that are available to you at significantly reduced rates or free of charge.

Thesis

The culmination of the Master of Architecture degree programs is a year-long thesis project. Each student works independently on a sustained investigation of a thesis. Graduate students in their final year of study register for ARCH 797 Thesis Proseminar. In the first week of the semester, students present their thesis proposals at an evening Thesis Match event in the Great Space. Students post their proposals on the walls and faculty members circulate to view the proposals and meet with students individually to discuss their thesis concepts. Informed by expressions of interest from students and faculty following the Thesis Match event, the Thesis Chair appoints an advisory committee for each thesis student. Each committee is comprised of a Committee Chair, the Thesis Chair, and one additional faculty member. Students meet regularly with their Committee Chairs on a mutually agreed-upon schedule. During the semester in which students are enrolled in ARCH 797, the Committee Chair will be available to meet for approximately one-half hour per week. During the ARCH 798 / 799 semester Committee Chairs will meet with thesis advisees for at least one hour per week. Other committee members are available on a "catch-as-catch-can" basis. The full thesis committee meets with students at scheduled intervals throughout the thesis year to review the material that students are developing independently in consultation with their Committee Chairs.

In the final semester of study, students register for ARCH 798 Thesis in Architecture and ARCH 799 Masters Research.

As the thesis investigation draws to a conclusion, students work with their committee to design a presentation of their work. Students are encouraged to document and present the process along with the products of their work.
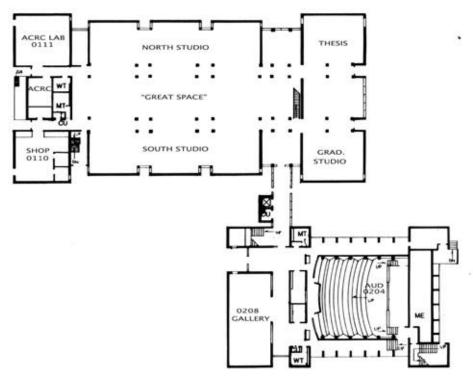
The Public Presentation gives students an opportunity to present their work to an audience composed of their peers, faculty, guests, and a panel of invited critics. Based upon feedback at this review, students make any necessary revisions and/or additions to their work and present to their committees at a Thesis Defense.

Following the successful Thesis Defense, each student must format and submit the Master of Architecture Thesis according to the requirements of the Graduate school. Information is on the web at www.gradschool.umd.edu.

UPPER FLOOR

LOWER FLOOR

Appendix B – Contact Information

Internet:
University of Maryland – www.umd.edu
School of Architecture, Planning, and Preservation – www.arch.umd.edu
Faculty Staff Directory Search - https://directory.umd.edu/search
Architecture Faculty – http://arch.umd.edu/arch/people

Course Information – www.testudo.umd.edu
Undergraduate Studies - http://www.ugst.umd.edu/
Graduate School - http://www.gradschool.umd.edu/

Mailing Address and General Information:
School of Architecture, Planning, and Preservation
University of Maryland
Building 145
College Park, MD 20742
USA

Phone: 301.405.8000
Fax: 301.314.9583

Program Information:
arcinfo@umd.edu

Dean's Office
David Cronrath, AIA, Professor and Dean
dcronrath@umd.edu
301.405.2260

Architecture Program Director's Office
Brian Kelly, AIA,
Professor and Director, Architecture Program
bkelly@umd.edu
301.405.4592

Michael Ambrose, AIA,
Clinical Associate Professor and Assistant Director, Architecture Program
ambrosem@umd.edu
301.405.2372

Alysia Simpson, Architecture Program Administrative Assistant
alysias@umd.edu
301.405.0325

Student Services:
Michael Brick
Student Affairs Coordinator
brickm@umd.edu
301.405.6291

Undergraduate Advising
archadvise@umd.edu

Graduate Advising
grarchadvise@umd.edu