HISP 650: Final Project in Historic Preservation (6 credits)
Fall 2013

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

Instructor: Dr. Michele Lamprakos
Office: ARC 1218
mlamprak@umd.edu
Office phone: 301-405-8677
Cell: 301-538-5994

Class time: Tuesday and Thursday 4:00-6:30
Class locations: ARC 1117

Course overview

The studio experience is an opportunity for you to apply classroom knowledge to "real world" conditions. The class is conducted as a professional exercise, working with a “client” - usually a governmental agency, community group, or non-profit organization involved with the issues of preservation and revitalization. Teamwork, presentation skills, clear graphics, and concise and clear writing will be as critical to successful completion of the exercise as research, documentation, and analytical skills. Throughout the course we will benefit from the expertise of a number of instructors and visitors. We are fortunate to have Christine Henry, architect and PhD candidate, as a visiting critic. Connie Ramirez and Al Tetrault are important resources for the class. They, along with Don Linebaugh, Mary Konsoulis, and others, will attend mid- and final reviews.

The studio is taught from the viewpoint that the past can be used to "grow" the future. It is assumed that your proposals will respond creatively to site conditions and resources and the needs of stakeholders, while addressing the requirements of stewardship. The studio exercise requires you to pool your skills to study a complex and historically layered site. Students are expected to devote a substantial amount of time outside of class and group meetings to site analysis, research, interviews, etc. Firsthand knowledge and experience of the site is required. You are expected to spend time walking the site, observing, sketching, diagramming, meeting people – taking in the scale, pulse, and life of the neighborhood and recording these in your sketchbook.

The site under consideration, Old Goucher neighborhood in Baltimore, was introduced to students last spring. It is bounded by North Howard St. on the west; Guilford Ave. on the east; 20th Street on the south; and 27th Street to the north. Within the neighborhood boundaries lies the Old Goucher Historic District, a National Register district centered on the old campus of Goucher College. The area is not a local preservation district, although several structures have been designated as local landmarks (Lovely Lane Methodist Church, Goucher House, and St. Marks Lutheran Church; the public interior of the latter has recently been landmarked). The neighborhood does have some preservation oversight under a local urban renewal plan.

As part of the 1888 extension to Baltimore, the neighborhood represents an edge condition just above the old northern boundary of the city. Charles Street, the main commercial corridor of Baltimore, runs through the neighborhood. The center of the old college campus is at 23rd and
St. Paul, parallel to Charles. A freight line runs along the northern edge of the neighborhood (parallel to 26th Street); farther to the west lie Jones Fall and the Jones Fall Expressway (Route 83). Old Goucher is surrounded on all sides by developing communities: Station North Arts and Entertainment District to the south; Charles Village and the Homewood Campus of Johns Hopkins to the north; Barclay to the east, where the Telesis project is located; and the future 25th Street Station mixed use development to the west.

The fabric of the neighborhood consists of commercial, residential, and public buildings, located around and within the old college campus. The college buildings have been reused for different purposes, and are under various owners. Open spaces, some inherited from the campus, provide opportunity for new green/public space. You will document the transformation of the campus – both buildings and open spaces – as part of your study. In socio-economic terms Old Goucher is a "transitional" neighborhood, perceived by some in the city as less than safe. Residents seem to fall into two general groups: middle income, highly educated, mostly (but not all) white; and low income black, some of whom are in programs and live in substandard rentals.

The Old Goucher Community Association (OGCA, our “client”) wants the neighborhood to become a node in the city by leveraging its location and resources. OGCA and the Old Goucher Business Association (OGBA) have just launched a master plan, led by the Neighborhood Design Center. Our studio will contribute to this effort by studying the historic resources and evaluating how they can help create a vision for the neighborhood.

It is important to remember that the studio is first and foremost a pedagogical exercise; it’s also intended to provide useful information and tools to our partners. However, the client does not determine the scope of the work: this is done jointly by the instructor, who acts as “project manager,” and the students.

Throughout the semester, you will be prompted by your instructor and visiting critics to “think outside the box” and to continually link the part and the whole: the single historical event to the larger “story line”; and the individual resource to the wider fabric. In contrast to many other classes, the studio format is non-linear: the work process and product evolve during the course of the semester, according to information gathered and feedback from the instructor and visitors. The studio environment simulates the kind of workplace experience that you will have upon graduation, where you must interact with different professions, deal with a variety of actors, and report back to your project manager. Success in the studio requires creativity, flexibility, discipline, collegiality, and collaboration.

Work outline and schedule

Kick off meeting
The initial kick-off meeting on Tuesday, September 10 at 3:30, at ARQ, 34 East 25th Street, Second Floor, Baltimore, MD 21218. There is metered parking on the street, and unmetered parking on St Paul Street around the corner from the office.

Attending the meeting:
• Jay Orr of ARQ, an architect and member of Old Goucher Business Alliance. He prepared drawings and documentation for the neighborhood (including the CAD drawing/pdf in Dropbox);
• Kenny Abrams, President of the Old Goucher Business Association;
• Officer William O'Donnell, who will offer a brief safety orientation.
The aim of the studio exercise is to analyze and understand Old Goucher in the context of the wider city; and to make recommendations for the preservation, reuse, and interpretation of historic resources (buildings, complexes, streets, open spaces). The larger question is: how does the history of the neighborhood – physical, social, cultural, economic – contribute to its present life? How can it contribute to a vision of the future? Throughout the semester, you will be prompted by your instructor and visiting critics to continually link the part and the whole: the single historical event to the larger “story line”; and the individual resource to the wider fabric.

The work is divided into two main phases:
1) Scoping, research, and documentation; and
2) Development, analysis, and production.
Although research and documentation are identified with the first phase, and analysis with the second, these activities naturally overlap. You will be analyzing your findings on an on-going basis; research and documentation will continue in phase 2, although in a more targeted manner.

Phase 1: Scoping, research, and documentation (September 4-October 10)
At the first class meeting, students will divide into two working groups. The two groups will focus on specific tasks, but they must work together closely:

• Historical documentation. Tasks include:
  - research on the historical development of the neighborhood and its relation to the city;
  - history of the old Goucher College campus, buildings, open spaces, mission, etc.;
  - socio-economic history of the neighborhood, as it relates to the wider city. This includes developments in areas like housing, transportation, water supply, etc. through the era of urban renewal and up to the present day.

• Physical documentation and mapping. The goal is to index information to a master (GIS) map. Tasks include:
  - jurisdictional boundaries (local, National Register, urban renewal district);
  - old Goucher campus layout and boundaries;
  - historical maps of the neighborhood and surrounding area; location maps
  - study of representative buildings types; identify original use, reuse; index to map

In addition to these tasks, both groups should research:
  - Relevant planning tools and their relevance to the site.
  - Neighborhood data, like property values, income, racial-ethnic make-up, and other demographic indicators. This data may be linked to the GIS map.

Mid-review
On Thursday October 10 students will present their findings to the professor and guest critics, along with a scope of work and work plan. You should cover, and weave together, the work of both groups, and provide an overview of existing planning and preservation tools, jurisdictions, etc. The scope of work is a working table of contents for your final report - "working" because it can, and should, evolve as your work progresses.

Your presentation will consist of a powerpoint presentation with key graphics that illustrate the work of both groups. You should aim to create a series of slides that can be used in the final presentation, with some refinements. In other words, "work smart": everything you produce now should be usable later, in the final report and presentation.
Phase 2: Development and production of the final work product (October 10-December 10)

After the mid-review, you will assess feedback from reviewers, and refine the scope of work and work plan in consultation with the instructor. Your appointed editors (see below, “course structure”) will coordinate the production of the report and presentation.

The most challenging part of this kind of group project is creating a report that speaks with a single “voice.” This requires close communication between all students, and between written and graphic portions of the work, which must support each other.

Following is a sketch outline of the main sections of the final report:

Executive Summary (write last!)

Part I Historical narrative and documentation
• Introduction. What is the purpose of the study? What do you hope to achieve, and why? What are the values that guide your work? Which constituencies will it serve? How can this particular site contribute to an evolving sense of place?
• Historical narrative: the “story” of the neighborhood, and how it relates to the wider city
• Old Goucher campus: historic layout, present form
• Old Goucher neighborhood: the “fabric,” representative building types, old and current uses
• Overview of existing preservation controls and applicable zoning

Part II - Analysis and recommendations
• Analysis of findings
• Statement of significance. This updates, and expands, the statement of significance provided in the National Register nomination. It should be drawn from your analysis, and reflect “values-centered” preservation.
• Implications for the preservation, management, interpretation of Old Goucher

Part III – Appendices
• Inventory of historic resources: complexes, buildings, streets/open spaces
• Specific work products. Possibilities include a walking tour (or portion thereof); draft web site; draft design guidelines; etc.

Annotated bibliography
List of figures, maps, illustrations with sources

Course structure, guidelines, and grades

Studio will meet twice a week as a group, Tuesday and Thursday, from 4:00-6:30 PM. Room 1117 has been designated as the HISP 650 studio space. In addition, Jay Orr of ARQ, secretary of OGCA, has offered the use of studio space at his office in Baltimore.

Initial site visits and talks have been arranged by the instructor. You are expected to initiate meetings, interviews, group site visits, and additional weekend/evening working sessions throughout the course of the semester. These will be coordinated by a secretary, appointed by the class. During the first week of the course, you should develop a file-sharing method (Dropbox or other). Compile a studio contact list: names, email address, and cell phone numbers and post.
Throughout the course of the semester, you will brief the instructor and visitors on a weekly basis. Briefing includes a verbal report, as well as pin-up (or projection) and discussion of maps, photos, and graphics. Briefing constitutes the major part of your class participation grade.

**Sketchbook.** You must keep an 8 X 10 (minimum) sketchbook, to record your impressions and sketches of the site, as well as notes from class discussion, interviews, lectures, etc. Feel free to collage in images, historical notices, photographs, etc. You should treat the sketchbook as a record of your intellectual/creative process. Sketchbooks will be handed in at the end of the semester for grading (counted toward your class participation grade).

Assigned tasks and readings must be prepared for the day they are due. Readings and individual or group assignments may be added over the course of the semester; written précis may be required. Books will be on the HISP 650 reserve carrel in the Architecture Library; some articles and chapters will be provided as pdf’s.

Final grades will be issued on a plus/minus basis, according to University policy. Late assignments will drop one-half letter grade per day late (i.e. B+ drops to a B after one day). Unexcused absences will adversely affect one’s grades; it is highly recommended that no one miss more than two class sessions. It is your responsibility to inform the instructor in advance of any intended absences for religious observances (missed assignments can be made up by the next class meeting without penalty).

**Grading and key dates**

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class participation/process/teamwork</td>
<td>25%</td>
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<tr>
<td>Mid-review: summary of research, work plan/outline of final report (October 10)</td>
<td>15%</td>
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<tr>
<td>Progress presentation (November 13)</td>
<td>Counted toward grade for final presentation</td>
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<tr>
<td>Drafts (November 14 and 27)</td>
<td>Counted toward grade for final report</td>
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<tr>
<td>Final report (December 12)</td>
<td>35%</td>
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<tr>
<td>Final presentations (to stakeholders, date T.B.D; to School, December 17)</td>
<td>25%</td>
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**Submission of work products**

The studio report and visual presentations are expected to be of a professional quality. You should consult prior studio reports, in particular, those listed in the bibliography. All work written for the studio should be at a level appropriate for graduate students, that is, thoughtful, well researched and well organized, with no grammar, syntax, or spelling errors.
The class will appoint two editors to coordinate the production of the final report and presentation: an editor for writing, and an editor for graphics. After submission of the individual draft sections (November 14), the editors should devote themselves primarily to editing and coordination.

Following are requirements for the draft report, due November 27:
   a) It must be complete, i.e. it should include all text and graphics;
   b) The narrative should flow smoothly (i.e. transitions should be worked out);
   c) The document should be formatted for final printing (margins, page numbers, etc.);
   d) Fonts for text, notes, captions, graphics, etc. should be consistent throughout.

Similarly, the progress presentation on November 21 should be as complete as possible. You should, however, use the progress presentation (like the mid-review) to seek the advice of reviewers on final structure and refinements.

The final report is due on Thursday, December 12. The instructor will return the final report with suggested changes. You are responsible for incorporating these changes and coordinating final printing and submission to the client, no later than the beginning of spring semester classes. (Your grades for the report and the course are contingent on incorporating final comments from the instructor.)

**Studio Calendar**

Note: The instructor reserves the right to add or change scheduled class topics, assignments and due dates. Meetings with instructors, guest speakers, pin-ups, discussions may be added on days marked as "independent work."

**Week 1**

**Tues, Sept 3**

Introduction to the course

**Thurs, Sept 5**

Independent work in groups.
   • Set up file sharing system
   • Prepare for Sept. 12 class: assemble a few slides of context, e.g. Google Earth images of Old Goucher, neighborhood plans/boundaries, historical maps, diagram of historical development of the city. (Some of this material has been provided for you in Dropbox.)

**Week 2**

**Tues, Sept 10**

Kick-off meeting at ARQ, Baltimore. We will begin at 3:30 sharp.
Required reading to be completed prior to class:

Old Goucher National Register District nomination (especially pp. 15-25)
The Architecture of Baltimore, pp. 209-11 (pdf)

Recommended:

**Thurs, Sept 12**

Introduction to site analysis. Guest lecturer: Professor Hooman Koliji.
Required reading to be completed prior to class:

E. White, *Site Analysis*, pp. 26-43
In addition, review sample diagrams, especially pp. 46, 48, 51, 52, 53** (age and condition of buildings), 54, 55, 57, 58, 61, 62, 78, 89, 90, 93, 94, 96, 98, 100, 101, 102.

**Week 3**

**Tues, Sept 17**
Brief instructor on work plan
Discussion of required reading from last week

**Thurs, Sept 19**
Guest lecture on the history of the urban development of Baltimore City
Eli Pousson, Director of Preservation & Outreach, Baltimore Heritage (HISP alumnus)

Required reading:
Hayward and Belfoure, *The Baltimore rowhouse*, pp. 7-46; skim one additional chapter (divide chapters among students). Prepare bullet points on chapter one and your selected chapter, and distribute.

**Week 4**

**Tues, Sept 24**
“Reading Old Goucher through planning frameworks”
Site tour/informational session with Eric Holcomb, Lauren Schiszik (HISP/Planning alumna) from the Historical and Architectural Preservation Division of Baltimore City’s Planning Department (CHAP).
Tentative meeting place: St. Mark’s Evangelical Lutheran Church, 1900 St. Paul Street.

**Thurs, Sept 26**
Independent work in groups.

**Week 5**

**Tues, Oct 1**
Brief instructor. Independent work in groups.

**Thurs, Oct 3**
Independent work in groups

**Week 6**

**Tues, Oct 8**
Brief instructor. Independent work in groups.

**Thurs, Oct 10**
Mid-review: visual and oral presentation on research, scope of work, and work plan (guest reviewers)

**Fri, Oct 11**
Bmore Historic: Unconference -
[http://bmorehistoric2013.baltimoreheritage.org](http://bmorehistoric2013.baltimoreheritage.org)
Please plan to attend as representatives of UMD-HISP. Be prepared to discuss phase one of your work and to contribute to discussions.

**Week 7**
Tues, Oct 15  Students report on Bmore Historic: Unconference. Independent work

Thurs, Oct 17  Independent work

Weeks 8-10  Weekly briefing to instructor (Thursday, typical) Independent work.

Note: class on Thursday, October 31 is cancelled for the National Trust conference. Students are expected to attend at least one workshop that relates to studio.

Week 11
Tues Nov 12  Discuss National Trust conference. Independent work

Thurs Nov 14  Draft report sections due. See guidelines above.

Week 12
Tues Nov 19  Independent work

Thurs Nov 21  Progress presentation (guest reviewers)

Week 13
Tues Nov 27  Complete draft due. See guidelines above.

Thurs Nov 28  Thanksgiving - University closed

Week 14
Tues Dec 3  Discuss draft with instructor; independent work

Thurs Dec 5  Independent work

Week 15
Tues Dec 10  Independent work

Thurs Dec 12  Final report due, final format. Sketchbooks due

Tues Dec 17  Final presentation to the School, 6:00 PM (presentation to client/stakeholders T.B.D.)

January  Final edits; print and deliver report to client
Contact List:

Phil Lacombe  
Secretary of Old Goucher Community Association. Phil is our studio liaison and a MAPP alumnus (HISP/Planning)  
placombe@gmail.com  http://oldgoucher.org

Jeanne Knight  
President, Old Goucher Community Association  
jeanneknight6@msn.com

Bob Brent  
Vice President, Old Goucher Community Association  
rbrent2@verizon.net

Peter Duvall  
Treasurer, Old Goucher Community Association  
Community Revitalization Coordinator, Greater Homewood Community Corporation  
pwduvall@yahoo.com  
Peter is a long-time resident and an expert on zoning, codes and property ownership in the neighborhood.

Kelly Cross  
Chair, Charles-25th Urban Renewal Ordinance (URO) Review Committee  
cross.kelly@gmail.com  
Kelly is an attorney who has revived the URO and is, with his husband Mateusz Rozanski, the driving force behind creating a CHAP District. He and Mateusz have also accomplished great community greening projects around their house.

Larry Principe  
lmafp@jhu.edu  
Neighborhood historian and author of the National Register District nomination. He is also a long-time resident and a professor at Johns Hopkins University.

K.D. Kuntz  
xray_ism@yahoo.com  
K.D. (aka Kip) is Larry's partner; he led the walking tour of the neighborhood last spring.

Kenny Abrams  
President, Old Goucher Business Alliance  
abramsins@comcast.net

Jay Orr  
Old Goucher Business Alliance  
jay@arqarchitects.com  
Architect at ARQ and visiting professor at the School of Architecture and Planning, Morgan State University; he was the main organizer behind the community charrette on August 24.

Richard A. Ortt, Jr.  
Maryland Geological Survey, 2300 St. Paul Street  
rortt@dnr.state.md.us  www.mgs.md.gov
Richard has offered to arrange a tour of the building at Bennett Hall (northwest corner of 23rd and St. Paul). They have a collection of historical photographs and possibly, other documents that may be of interest.

Bruce Willen  
bruce@posttypography.com  
Bruce is a professional typographist who lives and works in Old Goucher. He's an exceptional designer who has done some wonderful pro bono work for the neighborhood.

Jennifer Goold  
Director, Neighborhood Design Center  
jgoold@ndc-md.org  
NDC will facilitate the master planning process. Jennifer assembled the community charrette team on August 24; contact her and/or Elaine Asal for summary of charrette proceedings, which should be available in early September.

Elaine Asal  
elaine_asal@gensler.com  
Architect at Gensler; led the community charrette.

Alex Hoffman  
Planner, Baltimore City Planning Department  
alexandra.hoffman@baltimorecity.gov  
Alex is the planner assigned to the neighborhood south of 25th Street.

Katie-Rose Imbriano  
Planner, Baltimore City Planning Department  
kathleen.imbriano@baltimorecity.gov  
Katie-Rose is the planner assigned to the neighborhood north of 25th Street.

Lauren Schiszik  
Planner, Baltimore City Commission for Historical and Architectural Preservation; HISP/Planning alumna. Has shown a special interest in our studio.  
lauren.schiszik@baltimorecity.gov

Ashley Wallace  
Community Planner, Central Baltimore Partnership  
awallace@centralbaltimore.org  
Ashley has been involved with Old Goucher because her organization is leading the implementation of the Homewood Community Partners Initiative, sponsored by Johns Hopkins University.

Johns Hopkins  
Executive Director, Baltimore Heritage  
hopkins@baltimoreheritage.org

Eli Pousson  
Director of Preservation & Outreach, Baltimore Heritage; HISP alumnus  
pousson@baltimoreheritage.org  
Eli has expressed interest in creating an Old Goucher tour for the Explore Baltimore mobile/web app.
Resources

Reports and guides
These have been provided as pdf’s via Dropbox:


Barclay-Midway-Old Goucher Master Plan, 2005


Old Goucher College Historic District (National Register nomination, 1993)

Key HISP 650 reports
These have been provided as pdf’s via Dropbox; other HISP reports are available on DRUM.

“H Street, NE: Tools for Preserving Neighborhood Character,” fall 2004


“Market Square: Bladensburg, Maryland,” volumes 1 and 2. This is the product of an interdisciplinary studio (HISP, Landscape, Real Estate) in fall 2010

Web resources
See also “Baltimore Local History Research Guide” (in Dropbox)

Baltimore City Landmarks. Includes the three exterior landmarks in Old Goucher, Lovely Lane Methodist Church, Goucher House, and St. Marks (additional information on these at CHAP)

Cityview: a planning tool that allows you to view multiple jurisdictions (urban renewal boundaries, national register boundaries, etc.)
http://cityview.baltimorecity.gov/

Goucher College web site: history, including list of old campus buildings:
http://www.goucher.edu/about/who-we-are/history

Sanborn maps (UMD digital database)

(Note: all information obtained through Wikipedia should be verified. It is not acceptable as a bibliographic source.)
Newspapers and magazines

*Baltimore Sun* [http://www.baltimoresun.com](http://www.baltimoresun.com)
Covers current planning issues. See also Baltimore Sun Historical Archive; requires Pratt Library card for access, which you can get on line. This database is also available through ProQuest [http://www.prattlibrary.org/findanswers/database.aspx?id=23026](http://www.prattlibrary.org/findanswers/database.aspx?id=23026)

*Urbanite Magazine* [http://issuu.com/urbanitemagazine](http://issuu.com/urbanitemagazine)
A great journal about urban affairs in Baltimore, with lots of articles about preservation.

Some published works on Old Goucher and Baltimore
See additional sources in the bibliography of the National Register nomination. Please check with Joanne Archer, Special Collections librarian, University of Maryland, to learn about holdings, maps, etc. that are relevant for the project: jarcher@umd.edu


A book on the environmental history of the Chesapeake and the human settlements along its banks, including Baltimore. Cronon’s essay is useful in developing an historiographical approach to complex sites, i.e. history as a “palimpsest” of environmental, social, cultural, and economic factors.

An overview of the environmental history of the area, good for developing an approach to historiography.


Hayward, M. E., and Belfoure, C., *The Baltimore rowhouse*, New York: Princeton Architectural Press, 1999. In addition to the text, see maps that lay out a chronology related to transportation history (the walking city, streetcar suburbs, etc.)


Lewand, K., *North Baltimore: from Estate to Development*, Baltimore: Department of Planning, 1989 (from Hornbake, on HISP 650 reserve carrel)


**General reading**


Rypkema, D., “Preservation and Affordable Housing: the Missed Connection,” for the National Trust for Preservation, August 2002.


APPLICABLE ACADEMIC POLICIES

Academic integrity
Both collaborative and individual effort will be important components of the studio experience. The University’s Code of Academic Integrity provides the guiding principles under which this work shall be carried out. Please refer to the following web site:
http://www.inform.umd.edu/jpo/AcInteg/code_acinteg2a.html
Plagiarism or other forms of cheating will not be tolerated in this course. The Student Honor Council has requested that faculty include the following statement in each course syllabus:
"The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.shc.umd.edu/SHC"

Attendance: Regular attendance and participation in this class is the best way to grasp the concepts and principles being discussed. However, in the event that a class must be missed due to an illness, the policy in this class is as follows: Students who miss a single class for a medical reason must make a reasonable effort to contact their instructor in advance. If a student is absent more than two times, the instructor requires documentation signed by a health care professional. If a student is absent on days when tests are scheduled or papers are due, he or she is required to notify the instructor in advance, and upon returning to class, bring documentation of the illness, signed by a health care professional. Religious Observance: as stated in www.faculty.umd.edu/teach/attendance.html “students shall be given an opportunity, whenever feasible, to make up within reasonable time any academic assignment that is missed due to individual participation in religious observances.”

Late Work: You must request a deadline extension before your assignment is due. Any late assignment for which no preliminary deadline extension was approved will lose one half letter grade per day late. Incomplete work is strongly discouraged. The School of Architecture Planning and Preservation does retain the right to retain certain projects for use in publicity or display, for archival reasons or in case of grade disputes.

Ownership of Student Work: Any creative work, 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 addition, projects may be retained for archival reasons or in cases of grade disputes. In all cases, projects will be made available to the authors for documentation purposes.

ADA Compliance: In compliance with section 504 of the Americans with Disabilities Act (ADA), the University of Maryland is committed to ensure that "no otherwise qualified individual with a disability... shall, solely by reason of disability, be excluded from participation in, be denied the
benefits of, or be subjected to discrimination under any program or activity...” If you feel that you are a student who may need academic accommodations due to a disability, please notify the instructor within the first two weeks of the semester. You should also immediately register with the office of Disability Support Services (DSS) at 0126 Shoemaker Hall, 301.314.7682. DSS is the University of Maryland office that authorizes special accommodations for students with disabilities.

**Academic/Studio Culture Policy:** The University of Maryland School of Architecture, Planning and Preservation encourages an academic environment that is conducive to learning through thoughtful connections between studio and non-studio courses. Studio education encourages critical thinking and 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, make proposals, and develop ideas. Mutual respect, team spirit, and active participation are absolute requirements in studio.