

UNIVERSITY OF MARYLAND 2011 NAAB ANNUAL STATISTICAL REPORT

SECTION A. INSTITUTIONAL CHARACTERISTICS

1. Program Contact Information:

Name	University of Maryland
Title	School of Architecture, Planning & Preservation
Office Phone Number	301.405.8000
Fax Number	301.314.9583
Email	arcinfo@umd.edu

2. Institution Type:

Public

3. Carnegie Classification:

a. Basic Classification: research activity)	RU/VH: Research Universities (very high
b. Undergraduate Instructional Program: professions, high graduate coexistence	A&S+Prof/HGC: Arts & sciences plus
c. Graduate Instructional Program: (no medical/veterinary)	CompDoc/NMedVet: Comprehensive doctoral
d. Size and Setting:	L4/R: Large four-year, primarily residential

4. Which regional accreditation agency accredits your institution?

Middle States Association of Colleges and Schools (MSACS)

5. In which ACSA region is the institution located?

Mid Atlantic

6. Who has direct administrative responsibility for the architecture program?

Name	Madlen Simon
Title	Associate Professor and Director
Office Phone Number	301-405-8677
Fax Number	301-314-9583
Email	mgsimon@umd.edu

7. To whom should inquiries regarding this questionnaire to be addressed?

Name	Madlen Simon
Title	mgsimon@umd.edu
Office Phone Number	301-405-8677
Fax Number	301-314-9583
Email	mgsimon@umd.edu

8. Who is the university administrator responsible for verifying data (and completing IPEDS reports) at your institution?

Name	Pamela Phillips
Title	Associate Director
Office Phone Number	301-405-5685
Fax Number	301-314-9443
Email	pphillip@umd.edu

9. Institutional Test Scores

a. SAT

Critical Reading

25th percentile SAT score: 580

75th percentile SAT score: 680

Mathematics

25th percentile SAT score: 610

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75th percentile SAT score: 720

Writing

25th percentile SAT score: 0

75th percentile SAT score: 0

b. ACT

25th percentile ACT score:

75th percentile ACT score:

c. Graduate Record Examination (GRE)

Verbal: 535 (200-800)

Quantitative: 718 (200-800)

Analytical: 4.1 (0.0 – 6.0)

SECTION B – NAAB-ACCREDITED ARCHITECTURE PROGRAMS

1. DEGREE PROGRAMS

a. Which NAAB accredited / candidate degree programs were offered during the last fiscal year? (B. Arch, M. Arch, D. Arch)

Accredited

M. Architecture

Candidate

N/A

b. Did your institution offer any pre-professional architecture degree programs during the last fiscal year? Yes

Degree Type	Available?	Full Degree Title
Bachelor of Science	Yes	Bachelor of Science in Architecture
Bachelor of Architectural Studies	No	
Bachelor of Arts	No	
Bachelor of Design	No	
Bachelor of Environmental Design	No	
Bachelor of Fine Arts	No	
Other	No	

c. Did your institution offer any post-professional architecture degree programs during the last fiscal year?

Yes

Full Degree Title
Master of Science in Architecture

2. Does your institution have plans to initiate any new NAAB-accredited degree programs?

No

3. Does your institution have plans to discontinue any of its NAAB-accredited degree programs?

No

4. What academic year calendar type does your institution have?

2 Semesters or Trimester

5. Articulation Agreements

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Does the architecture program have articulation agreements with local community colleges?

If yes, how many articulation agreements does the program have?

Does the articulation agreement include the B. Arch. degree program?

Is the articulation agreement for a four-year preprofessional degree?

6. Credit Hours for Completion for each program:

- a. Indicate the total number of credit hours taken at your institution to earn each NAAB accredited/candidate degree program offered by your institution:
 - M. Architecture undergraduate (five years, no baccalaureate degree awarded prior): 0
 - M. Architecture Pre-Professional (degree designed for candidates who have a pre-professional degree in architecture): 60
 - M. Architecture Non-Pre-Professional (degree designed for candidates who have an undergraduate degree in a discipline other than architecture): 109

- b. By degree, what is the distribution of credit hours in the following: General Education, Professional, and Electives?
 - M. Architecture undergraduate:
 - General Education: 0
 - Professional: 0
 - Electives: 0
 - M. Architecture Pre-Professional:
 - General Education: 0
 - Professional: 45
 - Electives: 15
 - M. Architecture Non-Pre-Professional:
 - General Education: 0
 - Professional: 94
 - Electives: 15

7. Average credit hours per student per term by degree program?

M. Architecture undergraduate: 0

M. Architecture Pre-Professional: 15

M. Architecture Non-Pre-Professional: 16

8. Is your degree program(s) offered in whole, or in part, at more than one campus or location

No

If YES, please provide location and credit hours offered.

City and State	Country	Credit Hours
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SECTION C –TUITION, FEES AND FINANCIAL SUPPORT FOR STUDENTS IN NAAB-ACCREDITED PROGRAMS

1. Tuition is defined as “the amount of tuition and required fees covering a full academic year most frequently charged to students for instructional services.”

- a. What were the tuition and fees for the institution for the last fiscal year?

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M. Architecture: Full-Time Student (In-State) \$6000.00 (Tuition), \$675.00 (Fees); Full-Time Student (Out-of-State) \$12924.00 (Tuition), \$675.00 (Fees); Part-Time Student (In-State) \$0.00 (Tuition), \$0.00 (Fees); Part-Time Student (Out-of-State) \$0.00 (Tuition), \$0.00 (Fees)

- b. Does the institution offer discounted or differential tuition for a NAAB-accredited degree program? No
- c. Is a summer session required for any portion of your accredited degree program(s)? No
If yes, what is the additional tuition and fees for the summer program? No
- d. Does the institution offer discounted or differential tuition for summer courses for a NAAB accredited degree program? No

2. Financial Aid: What was the percent of students financial aid at both the institutional and architecture program levels (grants, loans, assistantships, scholarships, fellowships, tuition waivers, tuition discounts, veteran’s benefits, employer aid [tuition reimbursement] and other monies [other than from relatives/friends] provided to students to meet expenses? *This includes Title IV subsidized and unsubsidized loans provided directly to student) provided by the institution to students enrolled in each program(s) leading to a NAAB accredited degree during the last fiscal year.*

Grant Type	% Students Receiving Aid	Average Amount by Types of Aid
b. Architecture Program Federal Grants	0%	0
b. Architecture Program State/Local Grants	1%	400
b. Architecture Program Institutional Grants	78%	11005
b. Architecture Program Student Loans	68%	21586
a. Institution Federal Grants	2%	8351
a. Institution State/Local Grants	1%	1607
a. Institution Institutional Grants	40%	17146
a. Institution Student Loans	36%	23652

3. Graduate Assistantships (What was the total number of graduate-level students employed on a part-time basis for the primary purpose of assisting in classroom or laboratory instruction or in the conduct of research during the last fiscal year (Jul 1 – Jun 30) within the NAAB-accredited programs offered by your institution? *Please include: graduate assistant, teaching assistant, teaching associate, teaching fellow or research assistant in your calculation.* **39**

SECTION D – STUDENT CHARACTERISTICS FOR NAAB-ACCREDITED AND PREPROFESSIONAL DEGREE PROGRAMS

1. Entering Students:

M. Architecture: 21

Race	Male	Male	Female	Female	TOTAL	TOTAL	GRAND
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	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	1	0	1	0	1
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0
Hispanic/Latino	1	0	1	0	2	0	2
White	11	0	4	0	15	0	15
Two or more races	0	0	2	0	2	0	2
Nonresident alien	1	0	0	0	1	0	1
Race and ethnicity unknown	0	0	0	0	0	0	0
TOTAL	13	0	8	0	21	0	21

Pre-Professional: 39

Race	Male Full Time	Male Part Time	Female Full Time	Female Part Time	TOTAL Full Time	TOTAL Part Time	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	1	0	2	0	3	0	3
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	4	0	0	0	4	0	4
Hispanic/Latino	4	0	3	0	7	0	7
White	12	0	8	0	20	0	20
Two or more races	0	0	1	0	1	0	1
Nonresident alien	1	0	0	0	1	0	1
Race and ethnicity unknown	1	0	2	0	3	0	3
TOTAL	23	0	16	0	39	0	39

2. Total undergraduate/graduate architecture enrollment in NAAB accredited program by race/ethnicity.

M. Architecture 81

Race	Male Full Time	Male Part Time	Female Full Time	Female Part Time	TOTAL Full Time	TOTAL Part Time	GRAND TOTAL
American Indian or Alaska Native	1	0	0	0	1	0	1
Asian	2	0	9	0	11	0	11
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	0	0	2	0	2	0	2
Hispanic/Latino	4	0	2	0	6	0	6
White	26	0	23	0	49	0	49
Two or more races	1	0	3	0	4	0	4
Nonresident alien	2	0	4	0	6	0	6
Race and ethnicity unknown	1	0	1	0	2	0	2
TOTAL	37	0	44	0	81	0	81

Pre-Professional 192

Race	Male	Male	Female	Female	TOTAL	TOTAL	GRAND
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	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	TOTAL
American Indian or Alaska Native	0	0	1	0	1	0	1
Asian	7	0	13	0	20	0	20
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	8	0	4	0	12	0	12
Hispanic/Latino	15	0	12	0	27	0	27
White	63	0	59	0	122	0	122
Two or more races	1	0	2	0	3	0	3
Nonresident alien	2	0	1	0	3	0	3
Race and ethnicity unknown	2	0	2	0	4	0	4
TOTAL	98	0	94	0	192	0	192

SECTION E -- DEGREES AWARDED

1. What is the total number of NAAB-accredited degrees that were awarded in the last fiscal year?

M. Architecture:

Race	Male	Female	TOTAL
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0
Black or African American	1	0	1
Hispanic/Latino	1	3	4
White	6	9	15
Two or more races	0	0	0
Nonresident alien	0	1	1
Race and ethnicity unknown	1	1	2
TOTAL	9	14	23

Pre-Professional:

Race	Male	Female	TOTAL
American Indian or Alaska Native	0	0	0
Asian	1	0	1
Native Hawaiian or other Pacific Islander	0	0	0
Black or African American	0	1	1
Hispanic/Latino	2	1	3
White	18	10	28
Two or more races	1	0	1
Nonresident alien	0	0	0
Race and ethnicity unknown	0	0	0
TOTAL	22	12	34

2. Time to Completion/Graduation

a. Time to completion equals the total number of semesters/quarters to complete the degree:

b. Percentage of students that graduate in “normal time to completion”:

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3. Graduation rate for B. Arch programs

Graduation rate for Institution:

Graduation rate for B. Architecture programs:

SECTION F -- RESOURCES FOR NAAB-ACCREDITED PROGRAMS

1. What is the total number of permanent workstations (studio desks) that can be assigned to students enrolled in design studios?

Main Campus 183

Other Locations

2. Are your students required to have a laptop computer?

No

3. Any portion of the program offered online? (NAAB accredited program only)

If yes, how many credit hours

4. Please indicate which of the following learning resources are available to all students enrolled in NAAB-accredited degree programs(s).

Resource Type	Available?
Shop	Yes
Computer Facilities (Lab)	Yes
Computer Output Facilities (Plotters, Specialized plotting)	Yes
Digital Fabrication Facilities	Yes
Wireless Network	Yes
Image Collection (Slide Library)	Yes
Photo Studio/Darkroom	No
Lecture Series	Yes
Gallery/Exhibits	Yes
Other	No

If other resources are available, please describe:

5. Financial Resources

a. Total Revenue from all sources \$1942453

b. Expenditures

i. Instruction \$1916972

ii. Capital \$0

iii. Overhead \$0

c. Per Student Expenditure: What is the average per student expenditure for students enrolled in a NAAB accredited degree program. *This is the total amount of goods and services, per student, used to produce the educational services provided by the NAAB-accredited program.*

Instruction + Overhead / FTE Enrollment: 7022

SECTION G - HUMAN RESOURCE SUMMARY (Architecture Program)

1. Credit Hours Taught (needs definition and perhaps example)

a. Total credit hours taught by full time faculty: 651

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b. Total credit hours taught by part time faculty: 276

c. Total credit hours taught by adjunct faculty: 425

2. Instructional Faculty

a. Full-time Instructional Faculty (Professor, Associate Professor, Assistant Professor, Instructor):

Full Time Professor

Race	Tenured Male	Tenured Female	Tenure-Track Male	Tenure-Track Female	Non-Tenure-Track Male	Non-Tenure-Track Female	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	4	0	0	0	0	0	4	0	4
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	4	0	0	0	0	0	4	0	4

Full Time Associate Professor

Race	Tenured Male	Tenured Female	Tenure-Track Male	Tenure-Track Female	Non-Tenure-Track Male	Non-Tenure-Track Female	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	2	2	0	0	0	0	2	2	4
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	2	2	0	0	0	0	2	2	4

Full Time Assistant Professor

Race	Tenured Male	Tenured Female	Tenure-Track Male	Tenure-Track Female	Non-Tenure-Track Male	Non-Tenure-Track Female	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	1	0	0	0	0	0	1	0	1
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	2	0	0	0	0	0	2	0	2
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	3	0	0	0	0	0	3	0	3

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Full Time Instructor

Race	Tenured Male	Tenured Female	Tenure-Track Male	Tenure-Track Female	Non-Tenure-Track Male	Non-Tenure-Track Female	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0

b. Part-Time Instructional Faculty (Professor, Associate Professor, Assistant Professor, Instructor).

Part Time Professor

Race	Tenured Male	Tenured Female	Tenure-Track Male	Tenure-Track Female	Non-Tenure-Track Male	Non-Tenure-Track Female	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	5	0	0	0	0	0	5	0	5
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	5	0	0	0	0	0	5	0	5

Part Time Associate Professor

Race	Tenured Male	Tenured Female	Tenure-Track Male	Tenure-Track Female	Non-Tenure-Track Male	Non-Tenure-Track Female	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	1	0	0	0	0	0	1	1
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	1	0	0	0	0	0	1	1

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Part Time Assistant Professor

Race	Tenured Male	Tenured Female	Tenure-Track Male	Tenure-Track Female	Non-Tenure-Track Male	Non-Tenure-Track Female	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	1	0	0	0	0	0	1	0	1
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	1	0	0	0	0	0	1	0	1

Part Time Instructor

Race	Tenured Male	Tenured Female	Tenure-Track Male	Tenure-Track Female	Non-Tenure-Track Male	Non-Tenure-Track Female	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0

c. Adjunct Faculty Professor, Associate Professor, Assistant Professor, Instructor):

Race	Professor Male	Professor Female	Associate Professor Male	Associate Professor Female	Assistant Professor Male	Assistant Professor Female	Instructor Male	Instructor Female	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	2	0	2	0	2
White	0	0	0	0	0	0	3	1	3	1	4
Two or more races	0	0	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	5	1	5	1	6
TOTAL	0	0	0	0	0	0	10	2	10	2	12

3. Faculty Credentials:

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Highest Degree Achieved	Professor Male	Professor Female	Associate Professor Male	Associate Professor Female	Assistant Professor Male	Assistant Professor Female	TOTAL Male	TOTAL Female	GRAND TOTAL
D. Arch. (accredited)	0	0	0	0	0	0	0	0	0
M. Arch. (accredited)	0	0	1	1	0	0	1	1	2
B. Arch. (accredited)	0	0	0	0	0	0	0	0	0
Ph.D. in architecture	1	0	0	0	0	0	1	0	1
Ph.D. in other discipline	1	0	0	0	0	0	1	0	1
Post-professional graduate degree in architecture	2	0	1	1	2	0	5	1	6
Other degrees	0	0	0	0	1	0	1	0	1
Registered in U.S. Jurisdiction	2	0	2	2	0	0	4	2	6

4. Salaries

Instructional Faculty Type	Number	Minimum	Average	Maximum	University Average
Professor	4	101783	135849	161161	136322
Assoc. Prof.	4	73034	83486	95028	95723
Assist. Prof.	3	58500	64715	71144	83877
Instructor	0	0	0	0	60094

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- *Name of institution: University of Maryland – School of Architecture, Planning, and Preservation*
- *Name of academic unit: Architecture Program*
- *Name of program administrator as identified in Section A: Madlen Simon*
- *Date of last accreditation/candidacy visit: March 2011*

Part II (Narrative Report)

The Architecture Program hosted an NAAB Accreditation visit in Spring 2011. The following excerpt from the VTR conveys the team's comments and summary:

1. Team Comments & Visit Summary

• **Summation of visit overall and consider the results of the assessment as a whole.** *The 2011 Visiting Team characterizes the past six years since the program in architecture's last accreditation visit as one of change and loss. The program has dealt with the consequences of a complete administrative turnover, global economic downturn and the death and illness of revered colleagues. In spite of these profound challenges, the program quickly, effectively and openly dealt with each situation in remarkably resilient ways. The success can be directly attributed to the program's strong relationships with the professional and academic communities, along with supportive students and staff. Since its last accreditation visit in 2005, the faculty tapped into its network of diverse and multidisciplinary resources to craft a strong program. The 2011 Visiting Team's review of conditions and student performance criteria revealed only one criterion which was not met. This was in the area of technical specifications imbedded in the A.4 Technical Documentation requirement. The team identified only one area of concern under the category of Financial Resources. Six years ago, eight areas of concern were highlighted [These areas were: Diversity, Compensation, Faculty Retirement, New Initiatives, Physical Plant, Library Relocation, Graphic Communication, and Course-Criteria Density]. The 2011 Visiting Team found all of these areas of concern to have been successfully addressed. In addition to these findings, there were five areas of distinction. Of special note is the positive vision and supportive communication between the new administrators and the program in architecture. Newly appointed President Loh already sees the School as instrumental in helping to forge improved alliances and to develop infrastructure plans with the community. The Provost is looking at promoting research opportunities and connections and the Dean is making visible strides in effectively advocating on behalf of preservation, planning and architecture programs.*

(University of Maryland Visiting Team Report February 26-March 2, 2011)

From most recent VTR:

1.4. Conditions/Criteria Not Met

II.1.A.4. Technical Documentation: Ability to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

2011 Visiting Team Assessment: This criterion has not been met. The team found a lack of evidence of student ability meeting the outline specification writing portion of this criterion. Evidence meeting the remainder of this performance criterion was found in Tracks I and II in the required courses ARCH 600 Comprehensive Design studio, ARCH 601 Topical Studio, and ARCH 611 Advanced Architectural Technology Seminar.

Since the visit last March, the Architecture Program has taken steps to address this Condition not Met, The ARCH 600/611 Comprehensive Studio and Advanced Technology Syllabus (attached) for Fall 2011 explicitly lists the NAAB Student Performance Criteria addressed in these two courses (please see syllabus, attached). The Final Review requirements (please see assignment, attached) include thorough technical documentation with an explicit requirement to provide Outline Specifications using 16-division format. This syllabus and assignment are being linked to ARCH 600/611 in the Course Directory on the Architecture Program website.

1.5. Causes of Concern

A. Financial Resources (Condition 1.2.4): Current financial resources are adequate; however, meetings with administrators revealed that the global economic downturn will generate university-wide budget reductions. A substantially reduced budget could adversely impact faculty and staff hires and the caliber of program offerings.

The Architecture Program has initiated action to address this Cause of Concern; this will be an ongoing process. As state funds continue to decline, the School is taking steps to seek alternate sources of funds in order to maintain sufficient budgets to continue and enhance our activities. The Architecture Program, along with the other academic programs in the School, has begun to adopt an entrepreneurial attitude. This year, the program has focused on generating revenue from teaching activities. This gives us the opportunity to do more of what we do well and to gain revenue in the process. The program has traditionally provided a rich variety of Education Abroad offerings during summer and winter sessions. In the past couple of years, we have added a Spring semester abroad option at Kiplin Hall in Great Britain and we are currently exploring the addition of another option in Stabiae, Italy. The Architecture Program receives revenue from each of these programs. The Architecture Program also generates revenue from courses taught on campus during Summer and Winter Sessions. Some recent Summer and Winter course offerings include Building Information Modeling and Measuring Sustainability. These courses prepare students with current professional expertise, including Revit and LEED accreditation, along with the ability to think critically about the use of this expertise in practice. The Architecture Program also generates revenue from General Education courses offered to undergraduate students around the University. Access funding provides revenue each year to assist the program in offering seats in General Education courses. In addition, the Provost designates funding for special courses. The Architecture Program piloted a new i-Series (issues-inspiration-imagination) course, *Smart Growth Goes to School*, this past Spring and is offering it again this Fall. The program is developing a second i-Series course, *Design in Practice*, to give students in a variety of disciplines an understanding of the collaborative processes that architects undertake as they address the complex issues facing society.

The School has also submitted a proposal, which has been accepted, to develop an Oral Communication course to be implemented in three undergraduate studio levels. These courses generate revenue in the form of course-development funds and funds per seat filled each semester they are offered. In addition to generating revenues, the courses contribute to the development of the University of Maryland's new General Education system and bring our program's expertise to the campus as a whole. The Architecture Program is also offering courses in the Freshman Connection program, which provides Fall course offerings to Freshmen who are admitted to start their studies in the Spring semester. In addition, the Architecture Program added a summer Discovering Architecture program for Middle School students to the ongoing Discovering Architecture program for High School students, adding to the revenue generated by these Young Scholars programs. In summary, the Architecture Program has been doing more of what we do well, reaching out and serving a broader population, and generating revenue in the process.

The next step for the Architecture Program to consider is to increase our capacity for funded research, in order to generate grant money that can support graduate research assistants. We currently have state funds to support graduate teaching assistants and graduate assistants in a variety of positions that offer key support to our teaching mission. We need to plan ahead, however, to be able to replace declining state funding with enhanced research funding. Grant funding this year includes a \$100,000 grant from NREL for the Solar Decathlon 2011, a \$29,650 grant shared with the Landscape Architecture Department to fund a PhD student, a \$23,300 grant to fund faculty release time to develop a Blended Learning Course, and a CAPAA grant from the University of Maryland for faculty release time in Fall 2011.

Changes in Program since last NAAB visit

A new faculty hire in the area of Technology, Powell Draper, PhD, is a structural engineer. Assistant Professor Draper's dissertation research focused on the design of thin-shell concrete structures in the work of architects including Felix Candela and Pier Luigi Nervi. With the addition of Assistant Professor Draper, the Architecture Program once again has two full-time tenure/tenure-track faculty in the area of technology. Draper joined us this Fall, teaching structures, advanced technology, and elective courses and advising Master of Architecture thesis students.

The School has undergone staffing changes. The Architecture Program had been sharing an Administrative Assistant with two other academic programs. In 2011, the Administrative Assistant position became full-time and a new Administrative Assistant, Lauren Brown, joined the Architecture Program this Fall. In addition, the School has a new Coordinator for Student Affairs, Jaime Oliver, who works particularly with the Pre-Professional Bachelor of Science in Architecture degree students.

ARCH 600 COMPREHENSIVE STUDIO AND ADVANCED TECHNOLOGY SYLLABUS

ISSUED 08.31.11

ARCH 600A 2 CREDITS
ARCH 600B 3 CREDITS
ARCH 600C 1 CREDIT

FALL 2011

School of Architecture, Planning and Preservation
University of Maryland

Note: ARCH 611 is a Co-requisite course for all students in Arch 600a, 600b, and 600c.

STUDIO FACULTY:

Section 1:	Critic:	Prof. Garth Rockcastle, FAIA, Office 1226 301 405 5755, gcr@umd.edu , office hours by appt
Section 2:	Critic:	Paul Mortensen, Lecturer, Office 1205 301 405 8000, paul.mortensen@yahoo.com , office hours by appt
Section 3:	Critic:	Prof. of the Practice Peter Noonan AIA, LEED AP Office 1213, 301 229 3705, pnoonan@mcinturffarchitects.com , office hours by appt

"There is also in architecture a life of details, which is independent of style. Many details have stylistic and historical associations...They may articulate the building's mass. They may establish scale or destroy it. They may explain or deny the structural behavior of the building. They may express or conceal the way the building has been assembled. Designers whose attitudes toward historical styles are identical may differ greatly in their response to these and other questions."

Edward Ford in The Details of Modern Architecture

Now, at the turn of the millennium, in a comparison between the engineering tradition and the other tradition of British architecture (the craft tradition of brick and thatch buildings), it is our engineering tradition that looks more solid. Paxton and Brunel were certainly great innovators - they believed in a good skeleton; they felt there had to be a certain honesty in a good structure. Design for them was nothing to do with appearance or decoration, it was to do with the way the whole building worked, how the parts were integrated and held together, from the structure right down to the detail. I would say we look at our work very much in that way too. We have taken those ideals of design integrity and have attempted to take them further by exploiting the potential of new materials.

Nicholas Grimshaw in Equilibrium, the Work of Nicholas Grimshaw and Partners

COURSE DESCRIPTION, FORMAT AND MEETINGS:

What constitutes Arch 600/611?

This syllabus is a joint syllabus for the course Arch 600, which is comprised of Arch 600a, 600b, and 600c. They jointly form a course focused on design for the material realization of ideas. Arch 600a focuses on conceptual, strategic, and formal skills, Arch 600b focuses on the demonstration of synthesis and integration, and Arch 600c focuses on process and craft. Arch 611 provides the technical content for the studio project and is an integrated component of the Comprehensive Studio.

What are the intents and underlying premises?

The study of architectural form traditionally takes place in the design studio, while the study of the materials and methods of producing those forms has been concentrated in technology courses outside studio. The intent of the course Arch 600abc/611 is to recognize the unity of design and technology by concentrating on the impact of material and technique on architectural form in a studio setting. Doing this helps to establish a connection between the architectural idea and the way that idea is realized; to establish that the design does not end with the broad architectural idea. The goal is to instill as much interest in the siting of a building and the making of a window as in their formal composition. The underlying premise of the studio is that the same level of creativity,

enthusiasm, and personal initiative must be applied at every level of detail in the realization of an architectural idea as is brought to its original inception.

Another underlying premise of the studio involves the exploration of architectural ideas through material and technique, and the exploration of the relationship between the technology of building assembly and broad cultural themes. The root for the word technology is the classic Greek word *tekhne*. We may make a distinction between the term *tekhne*, in which there is no distinction between industrial production and symbolic art, and *technique* as the means by which work or industrial production may occur. Architecture must resolve both of these means of building; as a craft and as a (potentially mechanized) process by which artifacts are produced. Technology may be understood as one of the means by which building traditions at all scales develop.

What is the role of Arch 600/611 in the overall studio curriculum?

The course Arch 600abc/611 relies and builds upon principles of order, composition, and content as well as a working knowledge of architectural history, historical precedents, and basic cultural literacy developed in previous studios. Arch 600abc/611 is not a reprise of previous studios, nor are previous studios a "warm-up" for Arch 600abc/611. Correspondingly, Arch 600abc/611 is not a "warm-up" for the Thesis project. The intent of this studio is to design a relatively small building to a relatively high degree of detail. Moreover, that building should be the material realization of serious design inquiry, exploration, and solid architectural ideas. To create such a building in any studio setting, whether academic or professional, requires an organized process that allows the design tasks to move logically from one phase to another, as well as allowing for ample iteration within each phase.

So, what are the projects?

There will be a sequence of design exercises that have been crafted to meet the pedagogical goals of the course. Each sequential project will be longer in duration, and introduce more issues and design factors for investigation, as we move towards a final project. A program and set of building sites will occupy your attention throughout the course, and we have selected for you a program that meets the following specifications: 1. It is big enough to provide a variety of spaces, but small enough to be manageable, 2) it is a building type with public functions that has a long and rich culture and history, 3) it is a program that is being addressed successfully by serious architects.

COURSE FORMAT:

The course Arch 600abc/611 will utilize a combination of lecture and studio formats. In addition to lectures and desk visits, there will be joint pin-up/discussions sessions among the sections of the studio. The course will enjoy a close relationship with Arch 611, in which you will be completing part of the necessary design project explorations. During the semester you will be asked to make explorations in which the major effort will be to find a way to technically realize your design intentions.

COURSE MEETINGS:

From 2-6 PM, Monday, Wednesday and Friday, with exceptions that are noted in the schedule and that will be announced during the semester. You are required to be present and working in the Architecture Building studio from 2-6 PM every Monday, Wednesday, and Friday.

Additionally, there are supplemental course meetings scheduled, in order to accommodate enhancements to the studio. Please see **Schedule**, and adjust your schedule accordingly. Please see your studio critic if you have a problem. Attendance at the School of Architecture **Lecture Series** is mandatory requirement for this course.

CONTENT, GRADING, COURSE STRUCTURE AND REQUIREMENTS OF THE THREE COMPONENTS:

Arch 600a Conceptual, Strategic, and Formal Skills

2 credits *In this component, you are responsible for and will be graded on the overall development of conceptual, strategic, and formal concepts. The work and components of the course that comprise these two credits include the formal development of the projects as represented during everyday crits and the evolution of the projects, and the formal development of the projects as depicted by your drawings and models in reviews (Workshops and Final Review). Additionally, assignments given throughout the course, such as the precedent analysis, are evaluated as part of this component.*

- Strategy of the whole
 - comprehension of practical, cultural, and thematic aspects of the program
 - program organization
 - environmental fit
 - formal organization
- Site strategy
- Plan
- Spatial
- Elevational
- Sectional
- Symbolic/iconographic

Arch 600b Demonstration of Synthesis and Integration

3 credits *In this component, you are responsible for and will be graded on the degree to which synthesis and integration is demonstrated in your process and products. The work and components of the course that comprise these three credits include the technical development and integration of the various technical project requirements (orientation, environmental control, structure, lighting, etc.) as represented during everyday crits and the evolution of the projects, and as depicted by your drawings and models in reviews (Workshops and Final Review). Additionally, assignments given throughout the course, such as the ADA analysis and the detailed assembly assignments are evaluated as part of this component.*

- Strategic and Tectonic Conceptual Thinking
- Demonstration of impact of tectonic Concepts on thematic concepts / and integration
- Demonstration of impact of thematic Concepts on tectonic concepts / and integration
- Development of building infrastructure
 - material, fabric
 - structural,
 - mechanical, environmental
 - lighting, (day lighting and other)
 - egress
 - acoustical systems
- Integration of building infrastructure (itemized above) with formal strategy and elements
- Spatial
- Organizational
- Interior and Exterior surfaces
- Interior Rooms

Arch 600c Process and Craft

1 credit *In this component, you are responsible for and will be graded on the way in which you work through problems, and the degree of refinement and craft demonstrated in drawings, models, assignments, etc. The work and components of the course that comprise this credit include the care and craft with which you create drawings, models, etc. of the project during everyday crits and the evolution of the project, and the presentation images and models of the project in the main reviews (Workshops and Final Review). Additionally, the methodology of your process throughout the course is evaluated as part of this component.*

- Completion of Work (including assignments)
- Graphic Skills/Craftsmanship
- Process by which intentions are developed:
 - diagrams
 - perspectives
 - orthographic drawings
 - models

Ability to work independently
Methodology for working through problems
Timely completion of work necessary to explore problems
Choice/completion of appropriate drawing/model to explore the project
Willingness to consider alternatives solutions or criticism

JOINT REQUIREMENTS FOR THE THREE COURSES:

- Assignments that are listed in the detailed schedule for which you are responsible.
- Daily studio progress/process requirements.
- Workshop requirements, as announced prior to the Workshops.
- Attendance at Workshops, field trips, Program in Architecture Lecture Series, and other events as noted in the Syllabus and as announced
- Final drawing and model requirements, as announced prior to the Final Review
- Final digital submission:

We will be collecting some of the models and drawings that you produce for the purposes of our next required NAAB accreditation visit. Your critic will be speaking with you. We will also be collecting SOME select final drawings in digital format from each of you. Model photographs will be required. Digital format specifications to be announced. **YOU WILL NOT RECEIVE A GRADE UNTIL YOU SUBMIT DIGITAL DOCUMENTATION.**

CONTENT: NAAB REQUIREMENTS:

ARCH 600/611 satisfies the following NAAB requirements:

II.1.1 Student Performance Criteria: The SPC are organized into realms to more easily understand the relationships between individual criteria.

Realm B: Integrated Building Practices, Technical Skills and Knowledge:

B. 6. Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:

- A.1. Communication Skills
- A.2. Design Thinking Skills
- A.3. Visual Communication Skills
- A.4. Technical Documentation
- A.5. Investigative Skills
- A.6. Fundamental Design Skills
- A.7. Use of Precedents
- A.8. Ordering Systems
- A.9. Historical Traditions and Global Culture
- A.11. Applied Research
- B.1. Pre Design
- B.2. Accessibility
- B.3. Sustainability
- B.4. Site Design
- B.5. Life Safety
- B.6. Comprehensive Design
- B.7. Financial Considerations
- B.8. Environmental Systems
- B.9. Structural Systems
- B.10. Building Envelope Systems
- B.11. Building Service Systems
- B.12. Building Materials and Assemblies
- C.1. Collaboration
- C.2. Human Behavior

ADDITIONAL NOTES:

There will be deadlines issued for the various tasks and phases of the project, and days upon which you may not work on the project in order to attend the scheduled workshops. Work may be required to be turned in for these deadlines. There are several reasons for which we have deadlines. Firstly, in some ways architectural education is shaped on the model of the professional world. There are always deadlines in architectural and construction practice, as arbitrary as one may find them. These deadlines cut across all circumstances; knowing about them in advance allows you to plan for them. Secondly, we want you to be awake for events that are for the enhancement or review studio work. Finally, deadlines exist to preserve equity. As in a competition, all work is evaluated relative to the same time frame.

Lest you consider requesting at any point, there will be a pre-Thanksgiving Day deadline for any large-scale models. That deadline will not, under any circumstances, be extended.

Additionally, in Arch 600abc/611, you may not have any help from anybody. The point of this is that you learn to manage this kind of task by yourself. It will be considered a violation of the University Honor Code should you seek help in the form of manual labor in this studio. See the last section of this syllabus or the Schedule of Classes for more information on the Honor Code.

SUSTAINABILITY:

Sustainability is an issue that will increasingly influence architecture and its practice in the coming years. If you haven't read Cradle to Cradle by William McDonough, you are encouraged to do so. The website www.architecture2030.org provides an excellent statement on global climate change and architecture's capacity to reduce it. If you'd like a demonstration of your resource consumption compared to others in the world, try www.myfootprint.org for an assessment of your individual contribution to the problem. Alison Kwok summarizes specific sustainable architectural strategies and tactics in *The Green Studio Handbook* and Walter Grondzik published by Elsevier.

Interpretations of sustainable design and the selection of design strategies, building systems and materials are broad and widely varied. In addition to the simple thermal strategies which Professors Bovill and Draper and your engineering consultants will remind you of, we will provide you with presentations, examples and information to aid you in formulating your own approach to these issues, which will be considered as part of your design method and result.

NOTES ABOUT THE USE OF COMPUTERS:

We plan to introduce the concept of Building Information Modeling to you in the course. In the last few years, students have used both Revit and ArchiCAD for work in this course, in addition to visualization programs such as SketchUp, Rhino, FormZ, and others.

We also plan to offer access to several programs to assist you in discovering the most suitable for yourself while you are expanding your capability. We encourage utilizing a variety of software in combination throughout the semester, including such programs as Photoshop, Illustrator, In-design, Sketch-up, Form-z, Rhino, and Maya along with Revit or ArchiCad. We also will require and strongly encourage montage techniques integrating hand drawings, photographs, and model photos into digital drawings and models.

The faculty wishes to emphasize the following points in explaining our approach to BIM this fall:

- BIM or something very like it is inevitable in the profession as the architecture profession and others in building culture develop new technologies and processes. We believe that we must take the initiative to lead its use; otherwise industry and other organizations will drive it, much to the detriment of our profession.

General Guidelines for the Use of Digital Images:

1. Student work may be reviewed on screen during studio or on reviews with the negotiated approval and coordination of your critic, and the appropriately sized monitor to view live models and animations.

2. In general, we encourage you to use computer-generated imagery to simulate the human experience which might be provided by your design. Most of us experience the world with eyes that are about five feet above the ground plane. Consider this when generating perspective views.
3. Be very cautious about using stock textures and material representations. Distracting textures ruins many useful drawings.
4. Captions: Vignette perspectives should be captioned and located using key plans. In presentations, students should actively connect perspectives to plans and other orthographic projections in their presentation narratives.
5. No perspective or other presentation drawing should be pinned on the wall for a workshop or review without having been seen by your instructor. This measure is designed to 1) prevent unpleasant surprises, 2) cause the student to use perspectives for design, not just presentation, and 3) ease the last minute demands on the plotters.

POLICIES:

Attendance Policy:

Attendance: Attendance in lectures is mandatory. Attendance is required for the entire class period. During this time presentations, and discussions will be held. Class participation is encouraged.

All students should be familiar with the University's attendance policy that is adopted into this syllabus by reference. The policy is available at: <http://www.testudo.umd.edu/soc/atedasse.html>

Excused Absences: Excused absences are generally granted for documented personal medical reasons (obtain verification from student health center or on a physician's letterhead) or an extreme crisis in the immediate family (death or extreme illness - verify by means of death notice or physician's letterhead). Persons granted an excused absence will be granted 1 class day for each day excused to make up work. Regardless, it is the responsibility of the individual student to notify the Instructor of these circumstances. Students who fail to notify the Instructor of these circumstances will not be eligible for an excused absence.

Un-excused Absences: Failure to qualify under the category *Excused Absence* will result in the awarding of a zero for class days missed and any work not submitted. The first 3 unexcused absences will result in the loss of one letter grade; each subsequent 2 will result in the loss of one letter grade.

Grading Policy:

All students should be familiar with the University's grading policy that is adopted into this syllabus by reference. The policy is available at: <http://www.faculty.umd.edu/teach/grading.htm>

Academic Integrity

Excerpt from the Undergraduate Catalog: "In 2002, the University adopted an honor pledge in which students are asked to write out and sign the pledge on major assignments and exams, as designated by the instructor. The Honor Pledge is designed to encourage instructors and students to reflect upon the University's core institutional value of academic integrity. Professors who invite students to sign the Honor Pledge signify that there is an ethical component to teaching and learning. Students who write by hand and sign the Pledge affirm a sense of pride in the integrity of their work. The Pledge states:

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

For more information regarding the Code of Academic Integrity, the Honor Pledge, or the Student Honor Council please refer to www.shc.umd.edu or contact the Office of Student Conduct.”

It is recommended that instructors provide more detail about what constitutes academic dishonesty within the context of the particular course. Also, it is recommended that instructors note that class lectures and other materials are copyrighted and that they may not be reproduced for anything other than personal use without written permission from you.

Authorship of Work:

Any work that is judged to be either wholly or in part based on the work of another student or author (published or not), which is not properly credited (i.e. Footnoted), will be considered **plagiarism**, and therefore failing to meet the major educational objectives of the University of Maryland. In addition, all design projects, drawings, models tests, etc.; submitted by students enrolled in ARCH 600ABC/611 must be entirely the product of the individual student. Plagiarism undermines the integrity of the individual, his or her fellow students, and the entire university community at large. It is for this reason that students who have committed plagiarism in this course will receive a **failure** for a final course grade, and appropriate steps will be taken in accordance with university policy prohibit future occurrences. No warnings will be issued.

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 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.

Late Work:

Late work will not be accepted unless it qualifies as *Excused* (See: guidelines provided in *Attendance*). All assignments are due at the date and time indicated. Late assignments will be downgraded one letter grade per day late.

Incomplete Work:

Incomplete work is generally discouraged. Severe incompleteness will result in the downgrading of individual assignments based upon the degree of incompleteness. All assignments are due in completed form at the date and time indicated

Passing Grades: You must receive a "B-" or better to pass Architecture 600a,b, and c.

Accommodations for Students with Disabilities

The University is legally obligated to provide appropriate accommodations for students with documented disabilities. Students who seek special accommodations due to disabilities must first set up an appointment with the [Disability Support Services](#) (DSS) in the Counseling Center, 314-7682. Students should download the [DSS registration forms](#) and bring appropriate documentation to the DSS office prior to the meeting.

The DSS representative will make a determination of the appropriate accommodations and provide an accommodation form to distribute to instructors. Faculty should request that students both present these forms at the beginning of the semester and make an appointment to discuss the arrangements. When the arrangements involve modifications of testing procedures, students will present a test authorization form which instructors are to complete and hand deliver along with the test to DSS.

CourseEvalUM

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. CourseEvalUM will be open for you to complete your evaluations for fall semester courses between Tuesday, December 1 and Sunday, December 13. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations starting December 1. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

ACADEMIC/STUDIO CULTURE POLICY:

Academic/Studio Culture Policy

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 non-studio 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.

Please review the complete Academic/Studio Culture Policy provided at:
<http://www.arch.umd.edu/architecture/resources/>

IT Resources and Computer Lab Etiquette:

The IT Group Technology Solutions Center (TSC) is a valuable resource for computing related information and inquiry for all students and faculty of the school. Please direct questions and concerns for IT services and equipment and report any and all service problems/outages to the TSC either in person at their office space or via email at TSC@umd.edu. The Digital Media Lab (DML) upstairs and the Digital Research Lab (DRL) downstairs and the Document Output Center (DOC) are public IT facility areas available to all students that must be shared by all students across the school and maintained in a professional manner through appropriate student conduct for the beneficial use of all. The DOC is a facility provided for the support of academic mission of the school relating to student media input/output. The equipment provided is available for student use of the "pay-for-print" system. Students must prepay for all output in the facility. The IT Group offers instructional Workshops throughout the school year in specialized applications, processes and facilities operation standards. These workshops are free and open to the student population of the school. While quiet and constructive communication between students in the lab is encouraged, visits by other students outside the class during class time are not permitted. Students must respect the work and workspace of others at all times. NO FOOD OR DRINK is permitted in the computer labs or IT facilities at any time. Any paper or refuse should be disposed of or recycled in the proper receptacles.

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, then you should 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.

Studio Etiquette and Decorum:

While thoughtful, quiet and constructive communication between students in studio is encouraged; **visits by others during class time are not permitted.** The studios and Great Space are academic facility areas available to all students enrolled in the architecture program that must be shared by students across the school and maintained in a professional manner at all times through appropriate student conduct for the beneficial use of everyone. There will be no playing of music/video in any format during class. There will be no mobile phone/text activity during class. Headsets are required for listening to audible content in studio beyond class hours. Students must respect the work and workspace of others at all times.

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 (301-405-3333). If you have been injured do not attempt to go to the Health Center alone - summon help from Campus Security or ask for assistance from a fellow student.
2. No visitors are 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 and courteous manner. Should the person in question appear suspicious, you owe it to yourself and fellow students to notify Campus Security at once, particularly during off hours.
4. Properly secure articles of value. When you leave your work area, be sure that all valuables are secured or removed from the studio. The University assumes no responsibility for theft or vandalism of your personal property.
5. No smoking is permitted in the School of Architecture, Planning, and Preservation building at any time.
6. Music players, laptops, and other audible devices/content are to be used in conjunction with headphones at all times. No televisions are permitted in the studio.
7. Public desk areas in the great space and studio spaces are to be kept neat and clean. Students must remove all unwanted materials after work is completed. All food items must be removed immediately after the "meal" is consumed. Everyone is responsible to maintain order and respect of the designated public work areas.
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, as it is liable to be mistaken for garbage by the cleaning staff. Each student is responsible for his or her own designated personal work area.
9. Aerosol paint, glue or other media may not be used in or outside of the building.
10. The use of X-acto knives or similar cutting devices will be conducted with the utmost care for personal safety as well as the maintenance of 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 in the designated receptacles placed throughout the studio.
11. No cell phones, music players, video players, or entertainment electronic devices of any type are permitted in studio during class hours. No phone calls or text messages (cellular, IM, or web-based) are permitted during class hours.
12. Personal power tools may not be used in the studio areas unless the student has proper authorization from the Shop Supervisor. Such tools may only be operated in designated model making areas during specified non-class times.

ARCH 600, 611 COMPREHENSIVE DESIGN STUDIO

Final Review 12.09.11

University of Maryland School of Architecture, Planning and Preservation

Faculty: Mortensen, Noonan, Rockcastle

Requirements for Workshop 4 and Activities for the Final Weeks of the Semester

List of Requirements for Final Review:

- Rendered site plan/project location plan as figure ground: 1"=100' or 1"=50'
- Plans, elevations (except as noted below), 1 building section, 1/8"=1'-0"
- Principal elevation, & 1 building section: 1/4"=1'-0"
- Wall section through exterior wall, deep enough to show space behind, with elevations (inside and out) wide enough to show one bay with bits of adjacent bays, inside and out and a matching plan: 1"=1'-0".
- Samples of proposed materials, as available
- Model at 1/2" = 1'-0"
- ARCH 611 materials, documentation of systems - print them large enough to be seen from the wall by reviewers.
- Keep and bring earlier documentation including sections and models, process, diagrams, supporting drawings, and precedents as necessary and appropriate.
- Outline Specifications using 16-division format.
- Process/study models (massing/site/parti) at a variety of scales
- 1/8" or 1/4" scale sectional model of a portion of the project. (from midterm review)
- Perspective vignettes to illustrate the following aspects of your design: Approach sequence, Major space, & Relationship to site. Create 2 interior perspectives, 2 exterior perspectives, and one should be a perspective section and one should show the major approach to your building.
- area take-off (know (or lightly label) the overall dimensions of your buildings, larger rooms)
- % of glazing, calculated by dividing the estimated total area of glazing by the total wall surface.
- Diagrams:
 1. Site strategy diagram showing the important factors that led you to locate your building where you did (use marks/symbols to indicate sun, metro, pedestrian access, wind, view, vegetation, neighboring structures, etc.)
 2. Structure diagrams - plan diagram (indicate columns, bearing walls, shear walls, dashed lines for beams) and section diagram (show structural shapes, connections, indicate forces). Diagram showing construction systems used (tectonics) + other diagrams as appropriate.
 3. Sustainability strategy - section diagram (indicate day-lighting, shading, thermal mass, natural ventilation, any solar collectors, photovoltaic's, green roofs, etc.)

4. Environmental systems strategy - plan diagram showing the concept for locating and distributing building services, and approaches to both active and passive environmental control systems.

Discuss all the requirements with your instructor as you plan for the presentation; a mockup (scale drawing) of the presentation may be helpful. All plans should be presented w/ North oriented up.

Be sure to reach agreement with someone to take notes on your review - this will help you get the most out of the Workshop.

Notes:

1. It is not intended that any of this documentation be redundant; consult with your instructor about your presentation.
2. Do not redraft documents which are substantially unchanged - it is better to spend your time broadening your documentation than redoing old work, even if there are inconsistencies in the documentation - use these inconsistencies to illustrate the energy of your search.
3. A mockup (scale drawing) of the presentation may be helpful.
4. Be sure to reach agreement with someone to take notes on your conversations - this will help you get the most out of the Workshop.

Activities for the Final Weeks of the Semester:

Digital Submission

Please consult the digital submission portion of the syllabus; more detailed criteria will be published later.

Online Course Evaluations