

University of Maryland
School of Architecture, Planning & Preservation
ARCHITECTURE PROGRAM

STUDENT HANDBOOK
2024-25

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

We are proud of our diverse, inclusive, and respectful community. We embrace a multiplicity of ideals and aspirations that guide us in the design and building of a better world. We understand that collegial engagement and airing of opposing ideas is at the very heart of discourse in higher education. We believe that the freedom to engage, explore, and articulate ideas, even if they are controversial, is fundamental to the academic enterprise. We acknowledge that dispute and debate form the foundations of academic life. We agree that speech that unjustly targets individuals or specific groups is out of place in this environment. We encourage each of you to act as responsible stewards of our open and supportive climate of debate and discourse.

Best wishes for a successful semester!

Dr. Mohammad Gharipour
Professor and Director
Architecture Program

Note:

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

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ABOUT MARYLAND'S ARCHITECTURE PROGRAM

Since the school's founding in 1967, successive generations of faculty, students, staff, alumni, and administrators have worked hard to establish a truly collegial environment for teaching and learning about the built environment. The Architecture Program at the University of Maryland seeks to educate the next generation of innovative architects that will design a more sustainable and equitable future. Our faculty and leadership aim to support and celebrate our diverse community of design thinkers and to be vigilant advocates for social justice. The program is allied with the disciplines housed in our School, and we actively cultivate relationships with the larger University, whose value systems resonate with those of the Program.

In our scholarship, research, teaching, and creative practice, we value design excellence and inquiry that embraces the craft of building and urban design at all scales; stewardship, responsibility and sustainable design through the study of diverse cultures and environments; innovation and its ability to address contemporary issues; action-based, critical and speculative learning as a model for integrated design thinking; history and theory of architecture and urbanism as a way to understand the past, illuminate design concepts and principles, and inspire the future; and civic engagement that promotes social justice through design and design thinking.

These values shape our community of students, staff, and faculty. They guide the ongoing evolution of our curriculum and pedagogies, and the social culture we foster through our extra-curricular programs and events.

At the undergraduate level students can receive a 4-year Bachelor of Science in Architecture (pre-professional) or 4-year Bachelor of Arts degree that provides a liberal arts foundation to architecture. The accredited professional degree is offered at the graduate level and is a Master of Architecture degree. There are two tracks that lead toward this degree. The Master of Architecture Advanced Standing (referred to as Path A) is a 2-year complement to the Bachelor of Science degree. The second track to the professional degree (referred to as Path B) is a 3-1/2 year program that has been designed for individuals with a baccalaureate in a field other than architecture. Though Path B students receive a similar education to the undergraduate students in the first two years of the program, they are taught in separate studios. However, undergraduates and Path B students share many common lecture and seminar courses together. A student's professional education is capped by an individually authored thesis project.

ACADEMIC INTEGRITY

The student-administered [Honor Code and Honor Pledge](#) prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents and forging signatures. On every examination, paper or other academic exercise not specifically exempted by the instructor, students shall write by hand and sign the following pledge:

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

Failure to sign the pledge is not a violation of the Code of Academic Integrity, but neither is it a defense in case of violation of this code. Students who do not sign the pledge will be given the opportunity to do so. Refusal to sign must be explained to the instructor. A student's decision about this will not be considered in grading or judicial procedures. Material submitted electronically should contain the pledge, and submission implies an electronic signature. Compliance with the code is administered by the Student Honor Council, which strives to promote a community of trust on the College Park campus. Allegations of academic dishonesty should be reported directly to the [Honor Council](#) (301-314-8450) by any member of the campus community. For additional information, consult the [Office of Student Conduct](#).

ACADEMIC INTEGRITY AND DESIGN STUDIO

The following guidelines have been established to clarify the role of academic integrity in the design studio context:

Students enrolled in the 400 level studio courses are evaluated on the basis of the mastery of

knowledge, design ability, and the demonstration of skill, thus students enrolled in ARCH 400-407 are to be the sole author and sole executor of their projects. Students should be aware that there is a difference between critique, assistance, and authorship. Generally, critique is permitted in the ARCH 400-407 studios, while limitations exist in the areas of assistance and authorship:

- **Critique:** Because Architecture is taught and studied in a university context, the faculty and administration encourage the free and open exchange of knowledge. Students should feel free to share ideas, to look at each other's work, and to engage in a critical discourse concerning the development of architectural ideas and forms throughout their career in architecture school. Indeed it is acceptable for students of all levels to communicate their ideas in verbal as well as visual form. That is, students who are engaged in an exchange of ideas in architecture will naturally have to communicate by making drawings and diagrams, often of each other's work, in order to facilitate discourse.
- **Assistance:** Students in the 400 level studios are required to demonstrate their skill levels, in drawing, model-making, digital modeling, etc. When another person makes, in whole or in part, the drawings, models, and/or computer-models for a student enrolled in ARCH 400- 407, this constitutes a situation that has transgressed the boundaries of critical discourse. All drawings, models, digital-models, etc. submitted by students in ARCH 400-407 are to be crafted solely by the author. Students in the ARCH 400-407 studios may not receive assistance, in whole or in part, in the completion of their drawings, models, or digital models.
- **Authorship:** When a student is an active participant in the design process of another, and/or when a student actually made the designs, drawings, or models for another student enrolled in the studio, this constitutes a situation that transgressed the boundaries of critical discourse. Since a mastery of knowledge and design ability is a criteria for evaluation in this course sequence, it is essential that a student enrolled in any portion of the studio sequence be the sole author of his or her design work (with the exception of group design projects).

ACADEMIC INTEGRITY AND THESIS PROJECTS:

Master's Thesis Assistance Policy
Approved 18 April 2007

Introduction

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

Background

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

History of Thesis Assistance at Maryland

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

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

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

Intent

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

Definition of Assistance

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

Procedures for Securing Assistance

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

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

Boundaries

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

1. All presentation materials (documents, drawings, and models, etc.) must be conceived, and designed by the candidate. No document or model may be presented by the candidate in a medium with which he or she has no previously demonstrated facility, unless the candidate produces it him/herself with no assistance.

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

ACADEMIC CULTURE AGREEMENT

Overview

The University of Maryland School of Architecture, Planning, and Preservation's Academic Culture Agreement is an accord between the students, faculty, and administration to promote and maintain a positive, supportive, and academically prosperous environment. A healthy studio and academic culture empowers its students with creativity, confidence, and problem solving skills so they may innovate with today's knowledge to address tomorrow's challenges. Therefore, the MAPP+D community is dedicated to upholding these values of Communication & Collaboration, Wellbeing & Balance, Diversity & Respect, and Constructive Evaluation & Instruction. Together, we are all committed to uplifting and continually improving this school and community. The Academic Culture Agreement is a living document which will be reviewed and edited annually to reflect the school's continuous development and growth as a community.

Values

1. Communication & Collaboration

- i. This school is composed of students, faculty, and staff of diverse perspectives, backgrounds, and stages in their academic/professional career. Faculty and students will respect this diversity of perspectives, and faculty will include multiple voices in discussions and activities inside the classroom and beyond it.
- ii. Students are encouraged to build a culture of excellence through generosity, shared-knowledge, and collaboration in conjunction with healthy competition that encourages outside-of-the-box thinking.
- iii. Faculty will facilitate and guide healthy debate and discussion during class time. Students will be open-minded about criticism and engage in healthy discussion and debate. Both will communicate issues and concerns as they arise.
- iv. Faculty will communicate goals, expectations, and deadlines of the course at the beginning of the semester and as they change throughout the course. They will provide documentation of schedule for classes at the beginning of the semester and be timely in their grading and feedback.
- v. Faculty will strive to collaborate with other courses—studio and non-studio—to create an intertwined and encompassing learning experience.
- vi. Faculty and administration will communicate and collaborate with each other to create a fair and positive learning environment.
- vii. Administration will communicate expectations to students and faculty.

2. Well-being & Balance

- i. The school will create an atmosphere which fosters creativity, positivity, and empathy among its community members. Time management will be taught and exemplified for students in their early curriculum with the intent to develop responsible habits.
- ii. The school community supports balance of school and work with personal time, mental wellness, and sleep in order to facilitate the best efforts from everyone.
- iii. Workload expectations of students and faculty will be well-communicated and realistic and will prioritize health and wellbeing for rigor. Faculty will recognize the intense demands of time, money, and concentration from the students that architecture education requires. Students will recognize the demands of time, responsibilities, and efforts from the faculty and administration that the operation of the school requires. Everyone will respond with empathy and solutions when challenges arise.
- iv. This school recognizes the diverse range of obligations that make an education possible and will not expect students, faculty, or administration to complete planning or schoolwork as if they have no other (familial, financial, etc.) obligations.
- v. This school supports and encourages a well-rounded enrichment of different course types, extracurricular activities, and exposure to diverse career opportunities.
- vi. The Administration will provide the faculty and students with the means to attain their responsibilities. They will provide and maintain a healthy and safe living and working environment. They will maintain the condition of the building and physical resources.
- vii. Adopting chronically unhealthy sleeping patterns in order to complete studio, classwork, or other work is not a tolerated facet of this school and will not be encouraged or praised.

3. Diversity & Respect

- i. This school values and respects multiple perspectives of gender, race, sexual orientation, ethnicity, etc. in its community members, in its teachings, and in its academic discourse. Every member of the community will embrace and respect the differences in values, background, and interests of other students, faculty, and administration.
- ii. This school recognizes the importance of encouraging a diverse range of career opportunities post-graduation, and will endeavor to reflect that in curricular instruction.
- iii. Students will operate in an atmosphere of solidarity, shared effort, and mutual support. They are expected to be understanding and supportive of the realities their peers may be facing.
- iv. Students, faculty, and administration will respect each other's property and space and will strive to keep common areas clean and functional for all.
- v. The faculty and administration will lead by example in upholding these values of respect and professionalism as well as the others listed in this document.

4. Constructive Evaluation & Instruction

- i. The measurement of student performance transcends letter grading. Public review of work is a means of constructive engagement and discourse to be held in respectful dialogues of debate and discussion. Such discussions will never be critical of the person, but always be directed to the work as it stands.
- ii. Students, faculty, and administration can all be expected to put in their best efforts in their academics and work. Assignments will be given enough time to be completed based on a time management standard which centers on wellness.
- iii. Students will be evaluated according to clearly defined criteria which advances their skills in clarity of communication. For example, in design studios this includes creating tangible results from conceptual solutions to a posed problem or condition and embracing design as an opportunity to affect positive change. In non-studio courses, this includes writing assignments, research papers, and other forms of verbal expression. Faculty and administration will support creativity and exploration of new ideas across the curriculum.
- iv. Students, faculty, and administration will respect class time, each other's time, and strive to complete tasks in a timely manner. Students and faculty will come prepared to class, meetings, and other tasks, and be ready to participate in academic discourse.
- v. Faculty will provide each student with academic support and individual attention as appropriate. They will provide engaging and up-to-date academic information in their

courses. They will build off of their predecessors resources with their own knowledge and experience when possible. Faculty will recognize that students benefit the most from a variety of academic activities and strive to diversify the learning experience with field trips, collaborative activities, guest lectures, etc.

vi. The Administration will support a challenging and diverse curriculum (lectures, gallery events, field trips, etc).

vii. The Administration will manage resources to provide as many opportunities as possible for scholarships and education abroad.

EXECUTION & IMPLEMENTATION

Policy Review

The explicit goal of the Academic Culture Agreement is to support a positive academic and work environment within the MAPP+D Community. This goal requires the commitment of the school administration, faculty, and students. The Academic Culture Agreement must be reviewed annually by the Academic Culture Committee. This review will ensure that the policy reflects the school's continuous development and that all existing values are being upheld.

The Architecture Program Plan of Organization states that the Director shall appoint the members of the Academic Culture Committee. It will be comprised of no more than three Faculty members and no more than three Student representatives (at least one undergraduate and one graduate) to serve one-year renewable appointments. The Director shall designate two chairpersons, one faculty and one student, from the committee to co-chair the Academic Culture Committee. The Architecture Student Assembly (ASA) Ombuds officers (graduate and undergraduate) and one faculty representative from the Architecture Program Curriculum Committee (APCC) shall be ex-officio members of the Academic Culture Committee. The committee shall report its actions to the Director and Assembly.

The Academic Culture Committee shall be responsible to:

a. Meet once per academic year to review the Academic Culture Agreement (ACA); Act to serve the Policy Implementation conditions and mentor the ASA student Ombuds officers; Update and modify the ACA to reflect the shared aspirations of the students and faculty of the Architecture Program.

b. Periodically review Arbitration Requests and implement the Arbitration Review Process if necessary as per the ACA Policy and convene Academic Culture Arbitration Committees as necessary.

c. Meet at the request of Students or Faculty to review or discuss the ACA Policy.

d. Hold one Town Hall Meeting per academic year to solicit ideas and feedback from students and Faculty

Party Disagreements

If any party (student, faculty, admin) feels that another party is not operating in accordance with the Academic Culture Agreement and the Values set forth within this document they have the right and opportunity to raise their concerns with the necessary parties in order to resolve the issue.

The First Step in clarifying Academic Culture Agreement issues is Party-to-Party conversation (student to student, faculty to faculty, student to faculty, students to administration, etc.). The Academic Culture Agreement should be used as a reference during this process so either party can be held accountable for any actions that do not align with the Policy's values.

The Second Step, if necessary, is for both parties to meet in consultation with the Architecture Student Assembly Ombudsperson to act as a mediator between either party and aid in resolving the issue through candid discussion. An Ombuds is a student nominated by program leadership and trained by program leadership and student services in accordance with the standards set forth by the International Ombuds Association. The Ombudspersons are confidential, independent, impartial, and work informally to help the parties resolve the issue. Please see the end of the document for further information on Ombudspersons.

The Third Step, if necessary, is for the parties to discuss the issue in consultation with the Architecture Program Director.

The Fourth and Final Step, if the issue can not be resolved through the first three steps, is to seek resolution through the Policy Arbitration System. This step is the last means of resolution for an

Academic Culture Agreement issue. The Policy Arbitration Process will convene an ad-hoc Academic Culture Arbitration Committee to hear from both parties individually on the issue to then make a verbal presentation of recommendation. Please see the next section for further detail of the Policy Arbitration Process.

Policy Arbitration Process

If any party to the Academic Culture Agreement relationship structure (student, group of students, faculty, administration) feels that another party is not acting in the spirit of the ACA then they are entitled to file an Arbitration Request with the Architecture Program Director. The intent of this process is to provide a mechanism for the timely resolution of an Academic Culture Agreement related issue within the course of a semester or outside the semester boundaries.

Once a request for Arbitration has been made, an Academic Culture Arbitration Committee must be formed to hear both sides of the issue presented by both parties within five school days of the request being filed with the Architecture Program Director. This committee will be comprised of the following persons: Associate Dean of Student Affairs, 2 faculty members, MAPP+D equity Officer, the ASA Ombudsperson, 2 undergraduate student representatives selected by the ASA, and 2 graduate student representatives selected by the ASA.

Once the Academic Culture Arbitration Committee convenes to hear the issue from both parties, they have two days to complete a committee report and reconvene an Arbitration Session of the parties involved in the arbitration. The Academic Culture Arbitration Committee will hear both parties explain their point of view on the issue(s) raised by the Arbitration Request individually and bring the parties together only after the Academic Culture Arbitration Committee has completed their recommendation. The committee recommendation is presented verbally at the arbitration session and serves as a guide for both parties to clarify and/or resolve the issue(s) at hand.

Please see the end of this document for the Arbitration Request Form.

If at any point during this process a party feels that the issue goes beyond the boundaries of the Academic Culture Agreement, they are encouraged to utilize University resources.

University Confidential Resources:

- <https://ocrsm.umd.edu/campus-confidential-resources>

University Reporting Resources:

- Undergraduate Reporting Options can be found [here](#).
- Graduate School Reporting Options can be found [here](#).
- Kristen Stack (kstack@umd.edu), MAPP+D Title IX Liaison [OCRSM Information](#).

Party Disagreement Resolution Steps:

1. Party to Party Conversation
2. Both Parties meet with Student Assembly Ombudsperson
3. Both Parties meet with Architecture Program Director
4. Arbitration Process
 - i. File Policy Arbitration Request: Complete Arbitration Request Form and file with Director of the Architecture Program.
 - ii. Assemble Committee: Director receives request and assembles Academic Culture Arbitration Committee within 5 days of Request (or at the discretion of the Director).
 - iii. Convene First Arbitration Session: Chair of Student Affairs Committee convenes an Academic Culture Arbitration Committee Session to hear verbal positions from both parties.
 - iv. Meet to Compile Report / Recommendation: Academic Culture Arbitration Committee meets to complete report and define recommendations
 - v. Convene Second Arbitration Session: Academic Culture Arbitration Committee

reconvenes Arbitration Session within 2 days (or at the direction of the Director) of the first Arbitration Session to make verbal presentation of recommendation.
vi. Process Complete

Ombudspersons

According to the University of Maryland Ombuds Services, an ombuds is a person who can be consulted by members of the architecture program community who want information about policies relating to their activities, or who encounter problems that they cannot resolve through ordinary means. Architecture program ombudsperson listens to concerns, brainstorms strategies to address the concerns, provides resources and information, and tries to assist in addressing the concerns. Ombudspersons follow the standards of practice outlined by the International Ombuds Association.

1. An ombuds is confidential. Communications with an ombuds are confidential and no information or opinion presented to an ombuds (or even the fact that the ombuds has been contacted) will be shared with other parties without the express permission of the visitor. The only exceptions to confidentiality are when there appears to be imminent risk of serious harm to self or others, or if required by law, litigation, or University policies.
2. An ombuds is independent. The ombuds position is outside of all regular chains of authority and reporting responsibility. An ombuds emphasizes fairness in seeking solutions to problems.
3. An ombuds is impartial. An ombuds does not take sides or advocate any particular position. Instead, an ombuds tries to help all parties understand the viewpoint of others, and develop mutually satisfactory ways of resolving conflicts.
4. An ombuds works informally to address concerns. The ombuds does not keep formal records of meetings with faculty, staff or students. The ombuds provide an alternate channel of communication outside of any formal process.

Student Assembly Ombudspersons are nominated by program leadership on a semester to semester basis. There shall be one representative from the undergraduate and graduate programs. To be nominated, students must demonstrate the four qualities listed in the Standards of Practice, through their previous service to the school and academic performance. This may include leadership in school activities and student organizations, attendance to town halls and retrospectives, high level achievement in academics, university-level service, and performance as a teaching assistant (graduate students).

Each semester, selected Student Assembly Ombudspersons will receive training in accordance to the standards set forth by the International Ombuds Association, which the University of Maryland follows. This training will be provided within the first two weeks of each semester, by program leadership and student services.

UMD MAPP+D ACADEMIC CULTURE AGREEMENT ARBITRATION REQUEST FORM

This form must be submitted to the Architecture Program Director.

Party(ies) Filing the Request:

Please check one of the request types below

Name(s):

Please list up to 5 names of those parties filing the request below

- Individual (1 student) _____
- Group (2 or more students) _____
- Studio / Course (all enrolled in class/section) _____
- Class (Jr, Sr, 1st year grad, Thesis, etc.) _____
- Faculty _____
- Administrator _____

Please designate the party you request be reviewed in this process below (circle one):

Student | Faculty | Administrator

Date of Request Date of Policy Review Arbitration
This date is to be set within 5 school days of the request.

Please check the Values you feel requires review from the list below (check as many as apply):

Please Initial below to confirm the first three steps of Party Disagreement Resolution have been completed prior to filing this request:

Communication & Collaboration
 Wellbeing & Balance
 Diversity & Respect
 Constructive Evaluation & Instruction

Step 1 Complete
(Party to Party Conversation)
 Step 2 Complete
(Parties meet with Ombudsperson)
 Step 3 Complete
(Parties meet with Architecture Program Director)

Issue(s) for Review

Please provide a brief description of the issue for review by the Academic Culture Arbitration Committee.

ADVISING

Undergraduate students seek advising from the Undergraduate Advising Office. The Undergraduate Advisors can be reached via archadvise@umd.edu and appointments are available throughout the week. If you have questions about Undergraduate Advising, contact the Director of Student Services, Kristen Stack (kjstack@umd.edu).

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

One tool to help students meet these benchmarks and requirements for graduation is the 4-year academic plan. Students pursuing an undergraduate degree are required to develop an individual plan and to review that plan each semester with an academic advisor. The Director of Student Services oversees the work of the Undergraduate Advising Office.

ARCHITECTURAL EXPERIENCE PROGRAM (AXP)

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

The [Architectural Experience Program \(AXP\)](#) can be initiated while students are still enrolled in architecture school. The process is overseen by the NCARB Licensing Advisor. Periodically the architecture program will host AXP information sessions and workshops. All students are strongly encouraged to attend. Clinical Associate Professor Brittney Williams has served as the [NCARB Architect Licensing Advisor](#) for the Architecture Program since F2022.

ARCHITECTURE PROGRAM COMMITTEES WITH STUDENT REPRESENTATIVES

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

Academic Culture Committee: 1 graduate and 1 undergraduate student
Curriculum Committee: 1 graduate and 1 undergraduate student

ATTENDANCE AND UNEXCUSED ABSENCE POLICIES

Student attendance in courses is vital to the success of the student and the course. Thus, attendance is required in courses in the Architecture Program. Please refer to the syllabi of each course for specific policies regarding excused and unexcused absences.

AWARDS AT COMMENCEMENT

The following awards are awarded annually at Commencement:

- Architecture Thesis Award is awarded to a graduate student for excellence in the Master of Architecture Thesis.
- Alpha Rho Chi Medal is a national award that recognizes a Master of Architecture degree candidate in the Architecture Program for leadership, service, and professionalism.
- American Institute of Architects Henry Adams Certificate is a national award that recognizes a Master of Architecture degree candidate in the Architecture Program for outstanding academic excellence.
- Faculty Awards for Academic Excellence and Academic Achievement recognizing Master of Architecture and Bachelor of Science degree candidates.
- Faculty Awards for Design Excellence and Design Achievement recognizing Master of Architecture and Bachelor of Science degree candidates.
- Alumni Chapter Award recognizes a Master of Architecture degree candidate and a Bachelor of Science degree candidate for service to the community.

COURSES AT OTHER INSTITUTIONS – TRANSFER CREDITS

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

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

Additional Grad Info:

<http://apps.gradschool.umd.edu/Catalog/policy.php?the-academic-record#transfer-credits>)

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

1. The student must petition the Director of the Architecture Program at least one semester prior to enrolling in coursework at another institution. The student must provide:
 - a. A letter describing coursework, how it fits with the student's curricular plan, and the reasons to undertake study at another institution.
 - b. The name of the institution and unit offering the course.
 - c. The accreditation status of the institution and the program offering the course.

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

COURSE EVALUATIONS

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

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

EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION

A condition of admission with advanced standing in the Architecture Program is documentation to verify completion of National Architectural Accreditation Board (NAAB) accreditation criteria that applicants have satisfied in prior coursework at their undergraduate institution. This requirement is now a condition of accreditation for all NAAB accredited architecture programs.

FABRICATION LAB

The School has a fabrication lab with tools for manual and digital fabrication. Students can obtain access to these facilities after completion of a safety-training course. Small hand tools may be borrowed from the fabrication lab for use in the studio areas of the building. The use of power tools is restricted to the fabrication lab. Students may not bring personal power tools into the studio or Great Space.

FIELD/CLASS TRIPS

Field trips augment classroom learning with direct experience. Students are reminded that they are ambassadors of the University when they participate in off-campus functions and should conduct themselves in a manner appropriate to the host culture.

GRADES

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

The following symbols are used on the student's permanent record for all courses in which the student is enrolled after the initial registration and schedule adjustment period: A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, XF, I, P, S, W, and AU. These marks remain as part of the student's permanent record and may be

changed only by the original instructor on certification, approved by the department chair and the dean, that an actual mistake was made in determining or recording the grade.

- A+, A, A- denotes excellent mastery of the subject and outstanding scholarship. In computations of cumulative or semester averages, a grade of A+ or A will be assigned a value of 4.0 quality points per credit hour. A grade of A- will be assigned 3.7 quality points per credit hour.
- B+, B, B- denotes good mastery of the subject and good scholarship. A grade of B+ is assigned a value of 3.3 quality points per hour. A grade of B is assigned a value of 3.0 quality points per credit hour. A grade of B- is assigned a value of 2.7 quality points per hour.
- C+, C, C- denotes acceptable mastery of the subject. A grade of C+ is assigned a value of 2.3 quality points per hour. A grade of C is assigned a value of 2.0 points per credit hour. A grade of C- is assigned a value of 1.7 quality points per credit hour. · D+, D, D- denotes borderline understanding of the subject and marginal performance. It does not represent satisfactory progress toward a degree. A grade of D+ is assigned 1.3 points per credit hour. A grade of D is assigned a value of 1.0 quality point per credit hour. A grade of D- is assigned 0.7 quality points per credit.
- F denotes failure to understand the subject and unsatisfactory performance. A grade of F is assigned a value of 0.0 quality points per credit hour.
- XF denotes failure due to academic dishonesty. An XF is treated in the same way as F for the purposes of cumulative average. · The mark of 'I' is an exceptional mark that is an instructor option. It is only given to a student whose work has been qualitatively satisfactory, when, because of illness or other circumstances beyond the student's control, he or she has been unable to complete some small portion of the work of the course. In no case will the mark 'I' be recorded for a student who has not completed the major portion of the work of the course. For further explanation see "Incompletes" below.
 - The mark of P is a student option mark, equivalent to a grade of D- or better. This grade is not used in any computation of quality points or cumulative average totals at the end of the semester. The student must inform the Office of the Registrar of the selection of this option by the end of the schedule adjustment period. For a full explanation see "Pass-Fail Policy" below.
 - S is a department option mark that may be used to denote satisfactory performance by a student in progressing thesis projects, orientation courses, practice teaching, and the like. In computation of cumulative averages a mark of S will not be included. · W is used to indicate withdrawal from a course after the end of the schedule adjustment period. For information and completeness, the grade of W is placed on the student's permanent record by the Office of the Registrar. The instructor will be notified that the student has withdrawn from the course. This grade is not used in any computation of quality points or cumulative average totals at the end of the semester.
 - AU denotes a student registering to audit a course or courses which have been designated as available under the audit option and in which space is available. The notation AU will be placed on the transcript for each course audited. A notation to the effect that this symbol does not imply attendance or any other effort in the course will be included on the transcript in the explanation of the grading system.

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

Grade Point Average in Major Policy for Undergraduates:

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

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

GRADUATE ASSISTANTS AND TEACHING ASSISTANTS

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

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

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

Graduate student assistants play a crucial role in the work of the School - teaching undergraduates and working to support the teaching and research mission of the School. These students bring their expertise and dedication to nearly every aspect of the School's work.

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

INDEPENDENT STUDY

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

Independent Study Proposal Procedure

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

Overview

The Architecture Program offers qualified undergraduate and graduate students an opportunity to engage innovative and challenging course work with faculty mentors through its independent study course offerings. To qualify for independent study course work, students must be in good academic standing with the University and in their major (3.0 or higher GPA). Independent study is not intended to provide remedial instruction.

Independent study courses are offered in order to challenge students to broaden the scope of their knowledge in architecture, urbanism, and related topical areas.

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

Students are required to work directly with a faculty advisor in the development of an independent study

proposal. The proposal serves as a contract for performance (equivalent to a course syllabus); consequently, the terms and conditions of the course must be clearly stated prior to submission to the Director.

Student-Faculty Interaction

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

Student Workloads

It is difficult to set precise workloads that students will experience outside of class time since all individuals learn and assimilate knowledge at different rates. Time management is a particularly important skill in independent study courses and consequently a calendar establishing course activities and due dates is an essential component of successful independent study proposals.

Required Supporting Materials

The following information must accompany the Independent Study Proposal Form when it is submitted to the Director for review:

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

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

Guidelines for Submission

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

Independent Study Submission Procedure:

- Download an independent study form from the Architecture Program [website](#).
- Discuss the independent study proposal with a faculty mentor.
- The Independent Study Proposal Form must be filled out electronically and saved in PDF format.
- This document is to be titled "Indep_FOX_StudentLastName.pdf."
- Required additional information can be produced using any application, but it must be saved in PDF format.
- The Independent Study Proposal Form and Required Additional Information documents are to be uploaded to this [Box](#) on the due date specified.
- An email must be sent to the Assistant Director of Graduate Architecture indicating that the form has been uploaded to the Box.

- A hard copy of all documents must be submitted to the mailbox of the Assistant Director of Graduate Architecture in the main office by the due date.

Important Independent Study Deadlines

- Current Academic Year Winter Session:
Proposals are due by Friday at 5:00 pm at end of first week October
- Current Academic Year Spring Semester:
Proposals are due by Friday at 5:00 pm at end of first week November
- Upcoming Summer Sessions:
Proposals are due by Friday at 5:00 pm at end of first week March
- Next Academic Year Fall Semester:
Proposals are due by Friday at 5:00 pm at end of first week April

Course Numbers

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

- ARCH 419 Independent Studies in Architectural Technologies (1-4 credit hours)
Proposed work must have a faculty sponsor and receive approval from the Curriculum Committee.
Repeatable to a maximum of six credits, provided the content is different.
- ARCH 429 Independent Studies in Architectural History (1-4 credit hours)
Proposed work must have faculty sponsor and receive approval of the Curriculum Committee.
Repeatable to a maximum of six credits, provided the content is different.
- ARCH 449 Independent Studies in Visual Studies (1-4 credit hours)
Proposed work must have faculty sponsor and receive approval of the Curriculum Committee.
Repeatable to a maximum of six credits, provided the content is different.
- ARCH 459 Independent Studies in Urban Planning (1-4 credit hours)
Proposed work must have a faculty sponsor and receive approval of the Curriculum Committee.
Repeatable to a maximum of six credits, provided the content is different.
- ARCH 479 Independent Studies in Architecture (1-4 credit hours)
Proposed work must have a faculty sponsor and receive approval of the Curriculum Committee.
Repeatable to a maximum of six credits, provided the content is different.
- ARCH 489 Independent Studies in Architectural Preservation (1-4 credit hours)
Proposed work must have a faculty sponsor and receive approval of the Curriculum Committee.
Repeatable to a maximum of six credits, provided the content is different.
- ARCH 629 Independent Studies in Architectural History (1-4 credit hours)
Proposed work must have faculty sponsor and receive approval of the Curriculum Committee.
Repeatable to a maximum of six credits, provided the content is different.
- ARCH 679 Independent Studies in Architecture (1-4 credit hours)
Proposed work must have faculty sponsor and receive approval of the Curriculum Committee.
Repeatable to a maximum of six credits, provided the content is different.

Repeated Independent Study Course Numbers

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

Credit Hours

Independent study courses may carry between 1-4 credit hours. Three credit hours are standard for most independent study courses.

Independent Study Workload Information for Faculty Members:

- Other graduate level individual studies (500-798), 18 credit hours is equivalent to one (1) course unit; and
- Undergraduate level individual studies (100-499), 21 credit hours is equivalent to one (1) course unit.

Review and Approvals of Independent Study Proposals

The Architecture Program Director provides the first review of the proposal. The Director may elect to disapprove any independent study proposal based on excessive faculty workload (in consultation with the faculty mentor) or in such cases where resources do not exist to support the intended study.

Following the Director's review and approval process, all proposals (both rejected and approved) are then submitted to the Architecture Program Curriculum Committee (APCC). APCC to provide further review to ensure that all proposals meet the requirements of the University of Maryland for awarding academic credit.

The reviews by the Director and the APCC assess the following:

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

Actions Regarding Independent Study Proposals

Upon review, the Director and/or the APCC may approve the independent study proposal, return the proposal to the student and faculty-mentor for clarifications, or reject the proposal.

Once approved by both the Director and the APCC the completed independent study form is forwarded to the Director of Student Services and Architecture Program Assistant.

MENTORSHIP PROGRAM

Inaugurated in 2023, the [Mentorship Program](#) includes two initiatives: student mentorship and professional mentorship. This program facilitates conversations, provides guidance and opens up new opportunities to students. Mentoring is a critical component of a healthy studio culture. The principles of this program start with a shared understanding of mutual respect, a collaborative attitude, enthusiastic critique and the

necessity to value one another's unique perspectives. This program attempts to more effectively structure a positive mentorship culture, building on decades of tradition at the University of Maryland.

NAAB ACCREDITATION

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

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

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

- Master of Architecture (pre-professional degree + 60 graduate credits)
- Master of Architecture (non-pre-professional degree + 105 credits)

Next accreditation visit for both programs: 2026

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

OWNERSHIP OF STUDENT WORK

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

REGISTRATION

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

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

Graduate students must register for courses at the 400 level or higher in order for the coursework to count towards a degree.

RESEARCH

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

RETROSPECTIVES

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

At the start of each semester, the faculty assembles at a “Retrospective” to review the academic activities of the previous semester and to take stock of successes and challenges.

REVIEWS

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

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

SCHOLARSHIPS

There are four categories of scholarships administered by the architecture program:

Education Abroad Scholarships – awarded in support of students participating in overseas coursework.

Merit Scholarships – determined annually based upon student performance

Recruitment Scholarships – determined by the admissions committee ranking of applicants

Internship / Scholarships – awarded annually to graduate students in conjunction with professional offices that provide summer internships

Students should check the Scholarships webpage for up to date information about scholarships:

<https://arch.umd.edu/programs/architecture/architecture-resources/architecture-student-resources/architecture-financial-aid>

SAFETY

The University of Maryland Police Department provides an escort service for anyone who feels unsafe when walking across campus. The escorts are conducted by the [Student Police Auxiliary](#) foot patrol program in which Student Police Aides (SPAs) patrol the campus on foot and on bicycle.

If you would like an escort, please call the UMDPS to request one at: 301-405-3555 (off campus) / 53555 (on campus). You may also use a blue light emergency PERT phone to call for an escort.

In addition to the foot patrol program, SPAs are involved in a parking garage security program on campus. As a part of this program, SPAs augment the [Department of Campus Parking](#) PIT Crew and provide jump starts, unlock cars, and give escorts. The parking garage security program operates seven days a week from 10:00 p.m. to 2:00 am.

SEXUAL MISCONDUCT

The University of Maryland is committed to maintaining a working and learning environment free of sexual misconduct. Such an environment must be free of unwelcome, unwanted and/or uninvited sexual or gender based conduct; this includes, verbal, nonverbal, and/or physical conduct.

Below are links for confidential reporting options for students:

- <https://ocrsm.umd.edu/campus-confidential-resources>
- Undergraduate Reporting Options can be found [here](#).
- Graduate School Reporting Options can be found [here](#).
- Kristen Stack (kstack@umd.edu), MAPP+D Title IX Liaison [OCRSM Information](#).

STUDENT AFFAIRS COMMITTEE (GRADE APPEALS / CAPRICIOUS GRADING):

The Student Affairs Committee convenes at the discretion of the Director of the Architecture program to resolve issues as they may arise concerning student-faculty relations including but not limited to grade appeals regarding capricious and arbitrary grading. This process is different from the Academic Culture Agreement, which is intended to resolve issues prior to the end of the semester and the assignment of grades.

All students are advised to read the links below carefully, which describe the process and procedures for appealing grades. Keep in mind there is a separate policy for undergraduate and graduate courses. Both policies require students and faculty to meet in an informal setting to resolve the differences. In the event that no satisfactory resolution is reached, students must notify the Architecture Program Director in writing within 20 working days after the first day of instruction in the next regular semester (regular semesters are spring and fall). The policies below give guidance to the student for how this process unfolds.

Grades in Undergraduate Courses:

University of Maryland Procedures for review of Alleged Arbitrary and Capricious

Grading – Undergraduate Students:

https://policies.umd.edu/policy/ded07b69-b556-4d33-899a_ad8fcc432079/

Grades in Graduate Courses:

University of Maryland Graduate Policies and Procedures for Review of Alleged Arbitrary and

Capricious Grading:

<https://policies.umd.edu/policy/5327b77f-d8e7-4085-9a01-e94ee4ccd428>

STUDENTS WITH DISABILITIES

The University is legally obligated to provide appropriate accommodations for students with disabilities. The campus's [Disability Support Service Office](#) (DSS) works with students and faculty members to address a variety of issues ranging from test anxiety to physical and psychological disabilities. If an instructor believes that a student may have a disability, DSS should be consulted (4-7682 or dissup@umd.edu). Note that to receive accommodations, students must first have their disabilities documented by DSS. The office then prepares an Accommodation Letter for course instructors regarding needed accommodations. Students are responsible for presenting this letter to their instructors by the end of the drop/add period.

STUDENTS IN DISTRESS

Life can often be stressful. Recognizing the signs of stress before they become problematic can often

contribute speedy resolution of problems. Services for students in various forms of distress are offered by the [Counseling Center](#) and the [Mental Health Service](#) in the Health Center. During evenings and weekends, the student peer-counseling hotline (4-HELP or 4-4357) is available. If you are unsure of how to proceed or where to ask for help, reach out to a faculty mentor, the Director of Student Services, If you need assistance in accessing the above services, contact the Director of Student Services, Kristen Stack (kjstack@umd.edu), or the Architecture Program Director. All inquiries will be handled with the strictest confidentiality and care.

STUDENTS, UNDOCUMENTED

We welcome all undocumented members and mixed status families to be a part of our campus community. We provide resources at the University to support undocumented students and students from mixed status families. We encourage you to learn more information by visiting UndocuTerps in Suite 1120 in the Stamp Student Union or call (301) 314-8600 to learn more.

STUDENT ORGANIZATIONS

There are a variety of student organizations that contribute to the academic and extra-curricular life of the architecture program. We encourage all students to become involved in a student organization that enhances the life of the program, school, and university.

- AIAS (American Institute of Architecture Students) is an independent, non-profit organization committed to promoting excellence in architectural education, training, and practice. Nationally recognized, the University of Maryland AIAS chapter belongs to a community of architecture students across the country devoted to bettering the educational and professional experience of its members. By hosting social, professional, academic, and service events, AIAS offers its members the opportunity to become more active in their scholastic careers.
- ASA (Architecture Student Assembly) consists of all students enrolled in the Architecture Program including undergraduate and graduate students. The ASA provides official student representation to the Architecture Program Assembly and is the source from which student representatives are selected for membership in the program's committees.
- NOMAS (National Organization of Minority Architecture Students) celebrates diversity in the School of Architecture, Planning and Preservation through a variety of programs and events. As architects, we remain conscious of the continuing deteriorating physical, economic, social and political fabric of this country. The various cultures and experiences that students bring to the table will aid in defining solutions that will ensure a healthy living and working environment for all communities.
- LGBTQIA+ Design Collective is a student group dedicated to providing a voice, increasing visibility, and fostering connections to professionals for MAPP's LGBTQIA students.
- APX (Alpha Rho CHI) is the national fraternity for architecture and the allied arts. Its brotherhood unites men and women for the purpose of fellowship and lifelong friendships and mutual interest in professional development. This is exemplified by the fraternity's motto: Fidelitas, Amor et Artesor, "Fidelity and Love of the Arts."
- Women in Architecture is an important student group given a field that is predominantly male. It is vital to fill the absence of a well-established community to specifically empower women. Through weekly meetings and planned events, members discuss and understand how to empower women within the discipline as well as build a network of aspiring and established female architects and designers.
- LatinX Architects United is a dynamic student organization, inaugurated in Spring 2024, and committed to enriching the architecture school experience by fostering inclusivity, diversity, and the vibrant cultural tapestry that defines Latino heritage. Recognizing the underrepresentation of Latino voices in the field, the group is driven to amplify Latino presence, contribute meaningfully

to architectural discourse, and elevate the awareness of Latino culture in higher education. The group kicked off its inauguration with a lecture series featuring LatinX professors in MAPP+D.

STUDENT RECORDS

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

STUDIO CONDUCT

- INJURIES OR ACCIDENTS – should be reported immediately to Campus Security – 405–3333. If you, or a friend, have been injured do not attempt to go to the student health center alone, either summon help from Campus Security or ask for assistance from a fellow student. Studio first aid boxes are available; be sure to acquaint yourselves with the location and contents of these.
- Visitors are not permitted in studio during class hours. Strangers in studio should be asked to identify themselves and their business. Generally, this can be accomplished in a friendly and helpful manner. But, should the person in question appear suspicious, you owe it to yourself and your fellow students to notify Campus Security at once, particularly during off hours!
- When you leave your work area, be sure that all articles of value are either properly secured or removed from the studio. The University assumes no responsibility for theft or vandalism of your personal property. Laptops should be properly secured.
- Smoking is forbidden in the Architecture Building at all times.
- The use or possession of alcoholic beverages and/or illegal drugs is strictly forbidden in the building at all times.
- Radios, CD players, iPods, and other audible devices are to be used in conjunction with headphones at all times. The use of speakers in studio is forbidden at all times. 7. No televisions, DVD Players, etc., are permitted in the studio. Recent studies have confirmed both the personal safety, physical, and intellectual challenges that are associated with multitasking. While in studio, students are encouraged to focus on the tasks at hand. Watching DVDs, YouTube videos, playing digital games, etc., can be detrimental to your performance and distracting to those around you. See: *New York Times*, “The Mediocre Multitasker,” (<http://www.nytimes.com/2009/08/30/weekinreview/30pennebaker.html?scp=4&sq=multitasking&st=cse>) *NPR*, “Multitasking May Not Mean Higher Productivity” (<http://www.npr.org/templates/story/story.php?storyId=112334449>)
- Personal desk areas should be kept as neat as possible at all times. Note: you should not place anything of value on the floor, it is liable to be mistaken for garbage by the cleaning staff. Prior to desk critiques, students should organize their desk areas and provide a seat for their critic.
- Aerosol paint, glue, or other aerosol media may not be used in or outside the building. Painted models (paint obscures poor craft) are forbidden in ARCH 400.
- The use of X-Acto knives or similar cutting devices will be conducted with the utmost care for personal safety, university owned furnishings and room finishes. All cutting must be done on surfaces designated expressly for that purpose and provided by the individual student. Used blades should be safely and properly disposed of in the red containers provided throughout the studio area.

STUDY ABROAD/OTHER OFF-CAMPUS OPPORTUNITIES

Faculty members offer Study Abroad programs during Summer Term and often during Winter Term, as well. Students apply through the University of Maryland Education Abroad Office, Short Term Programs.

The architecture program offers a semester abroad in Florence, Italy. The Maryland-in-Florence Architecture Program is designed to facilitate study abroad for juniors and graduate students during spring semesters. Information about this opportunity is available at the beginning of the fall semesters.

STUDIO FEE

Students are required to pay a Studio Fee that supports maintenance and use of the woodshop, fab lab and studio space. The list of courses that require the Studio Fee can be found [here](#) under Specific Course Fees.

SYLLABUS

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

Course Information:

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

Course Description, Goals, and Expectations

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

Course Policy and Procedures

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

University of Maryland Course Policy Information

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

Graduate Course Related Policies

<https://academiccatalog.umd.edu/graduate/policies/academic-record/>. The Graduate School has prepared this guide in order to provide you with information about graduate course policies, other policies related to graduate study, and relevant on-campus resources. Your syllabus applies specifically to a given course. The following applies in general to your graduate coursework and experience at UMD.

TECHNOLOGY REQUIREMENTS (COMPUTER HARDWARE AND SOFTWARE)

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

University, also there are some kinds of software that you can purchase with a student discount. See this page for hardware and software recommendations:

<https://arch.umd.edu/resources/school-resources/technology-solutions-center-tsc>

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

THESIS

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

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

As the thesis investigation draws to a conclusion, students work with their committee to design a presentation of their work. Students are encouraged to document and present the process along with the products of their work.

The Public Presentation gives students an opportunity to present their work to an audience composed of their peers, faculty, guests, and a panel of invited critics. Based upon feedback at this review, students make any necessary revisions and/or additions to their work and present to their committees at a Thesis Defense.

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

APPENDIX A - Architecture Building Plans



UPPER FLOOR



LOWER FLOOR

APPENDIX B – Contact Information

University of Maryland – www.umd.edu

School of Architecture, Planning, and Preservation www.arch.umd.edu

Faculty Staff Directory Search - <https://directory.umd.edu/search>

Architecture Faculty <https://arch.umd.edu/programs/architecture/people>

Course Information – www.testudo.umd.edu

Undergraduate Studies - <http://www.ugst.umd.edu/>

Graduate School - <http://www.gradschool.umd.edu/>

Mailing Address and General Information:

- School of Architecture, Planning, and Preservation
University of Maryland
Building 145
College Park, MD 20742
USA

Phone: 301.405.8000

Fax: 301.314.9583

Dean's Office

- Dawn Jourdan, PhD, Professor and Dean djourdan@umd.edu
- Katie Nave, Administrative Coordinator dbritt@umd.edu

Architecture Program Director's Office

- Dr. Mohammad Gharipour, Director and Professor mgr@umd.edu
- Paula Riff, Program Specialist riffp@umd.edu
- Ken Filler, Assistant Director of Undergraduate Architecture kfiller@umd.edu
- Michael Ezban, Assistant Director of Graduate Architecture mezban@umd.edu

Student Services

- Advising and Course Registration, archadvise@umd.edu
- Kristen Stack, Director of Student Services kjstack@umd.edu
- Brendan Decoster, Graduate Coordinator decoaster@umd.edu
- Lena Redisch, Academic Advisor redisch1@umd.edu
- Maiya Smith Academic Advisor msmith76@umd.edu

APPENDIX C – Handy Shortcuts for Students

STUDIO SUPPLIES

Plaza Art (locations in Silver Spring, MD, Washington, DC, Bethesda, MD, and Rockville, MD)

<https://www.plazaart.com/>

Blick Art Materials (location in Washington DC)

<http://www.dickblick.com/>

Artist & Craftsman Supply (Hyattsville, MD)

<https://www.artistcraftsman.com/store-art-supplies-college-park-hyattsville-md>

ADMINISTRATIVE STUFF

Undergraduate Course Policies:

<https://www.ugst.umd.edu/courserelatedpolicies.html>

Graduate Course Policies:

<http://apps.gradschool.umd.edu/Catalog/policy.php>

Attendance Policies:

https://faculty.umd.edu/teach/attend_student.html

Grading Policies:

<https://faculty.umd.edu/main/activity/teaching-policies-guidelines#gradedef>

Enterprise Learning Management System (ELMS) - ELMS utilizes Canvas as the engine for organizing course materials. Instructions are on the “Home Page” for all of your courses.

<http://www.elms.umd.edu>

APPENDIX D

COVID RESOURCES

COVID-19 Information for UMD

<https://umd.edu/4Maryland>

UM COVID Dashboard:

<https://umd.edu/covid-19-dashboard>

Requirements for Coming to Campus

<https://return.umd.edu/>

Faculty Health & Safety Expectations

<https://faculty.umd.edu/media/181/download>

COVID-19 Related Disability Accommodations & Requests for Consideration

<https://umd.edu/virusinfo/emails/063021-2>