THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM PROPOSAL

DIRECTIONS: Provide one form with original approval signatures in lines 1 - 4 for each proposed action. Keep this form to one-page in length. Forms and appropriate attachments should be submitted to the Office of Academic Affairs, who will assign a Log Number to each proposal. Also submit an electronic version of as much of the proposal as is possible.

DATE SUBMITTED 6 October 2004

PCC LOG NO. 04014

COLLEGE/SCHOOL School of Architecture, Planning and Preservation

DEPARTMENT/PROGRAM Architecture Program

PROPOSED ACTION (A separate form for each) ADD _____ DELETE _____ CHANGE XX

DESCRIPTION (Provide a succinct account of the proposed action. Details should be provided in an attachment. Provide old and new sample programs for curriculum changes.)

Part One: Modify the science requirements for Bachelor of Science in Architecture. (See attached for detailed description.)

Part Two: Modify the undergraduate (Bachelor of Science in Architecture) curriculum and the graduate (Master of Architecture with Advanced Standing) curriculum to comply with National Architectural Accrediting Board standards for course work within discipline and course work outside of discipline. (See attached for detailed description.)

JUSTIFICATION/REASONS/RESOURCES (Briefly explain the reason for the proposed action. Identify the source of new resources that may be required. Details should be provided in an attachment.) – See attached documents for justification/reasons/resources.

APPROVAL SIGNATURES

1. Department Committee Chair
   
2. Department Chair
   
3. College/School PCC Chair
   
4. Dean
   
5. Dean of the Graduate School (if required)
   
6. Chair, Senate PCC
   
7. Chair of Senate
   
8. Vice President for Academic Affairs & Provost

DATE

13 Oct 2004

12 Oct 2004

13 Oct 2004

11-12-04

11/12/04

11/12/04

VPAAP Rev. 3/1/04
MEMORANDUM

TO: Garth Rockcastle
   Dean, School of Architecture, Planning and Preservation

FROM: Victor Korenman
       Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to (1) Modify the Science Requirements for the Bachelor of Science in Architecture; and, (2) Modify the Undergraduate (Bachelor of Science in Architecture) Curriculum and the Graduate (Master of Architecture with Advanced Standing) Curriculum (PCC Log No. 04014)

At its meeting on November 12, 2004, the Senate Committee on Programs, Curricula, and Courses approved your proposal to modify the science requirements for the Bachelor of Science in Architecture; and, (2) modify the undergraduate (Bachelor of Science in Architecture) curriculum and the graduate (Master of Architecture with Advanced Standing) curriculum to comply with National Architectural Accrediting Board Standards for course work within discipline and course work outside of discipline. A copy of the approved proposal is enclosed.

The change is effective in Spring 2005. The College should ensure that the new requirement is fully described in the Undergraduate and Graduate Catalogues and in all relevant descriptive materials, and that all advisors are informed.

VK:sfm
Enclosure

Cc: Sylvester Gates, Chair, Senate PCC
   Mary Giles, University Senate
   Barbara Hope, Data Administration
   Trudy Lindsey, Graduate Studies
   Phyllis Peres, Undergraduate Studies
   Steven Sachs, School of Architecture, Planning and Preservation
   Anne Turkos, Archives
   Linda Yokoi, Records & Registrations
Part One:
PROPOSAL TO MODIFY THE SCIENCE REQUIREMENTS FOR THE BACHELOR OF SCIENCE IN ARCHITECTURE
October 11, 2004

Supporting Materials:
Description of Proposed Change
Executive Summary
Justification/Reasons/Resources
Spread Sheet: Modifications in Context of Existing and Proposed Curriculum
Copy of BS in Architecture Curriculum from Undergraduate Catalog
PROPOSAL TO MODIFY THE SCIENCE REQUIREMENTS FOR THE BACHELOR OF SCIENCE IN ARCHITECTURE

October 11, 2004

DESCRIPTION OF PROPOSED CHANGE
Change Science prerequisites for the Bachelor of Science in Architecture degree from:

Existing:
PHYS 121 Fundamentals of Physics I (4) and
PHYS 122 Fundamentals of Physics II (4)

Proposed:
PHYS 121 Fundamentals of Physics I (4) and
PHYS 122 Fundamentals of Physics II (4) or one of the following to be selected in consultation with student's advisor:
BSCI 205 - Environmental Science (3)
GEOL 120 - Environmental Geology (3)
GEOG 140 - Coastal Environments (3)
GEOL123/METO123/GEOG 123 - Causes and Implications of Global Change (3)
plus 1 additional credit hour in an elective course work

EXECUTIVE SUMMARY:
Architecture has traditionally required two semesters of Physics as preparation for technology courses (principal structures). Considering contemporary methods of teaching structures, Physics I provides students with sufficient preparation for the ARCH 410-413 course sequence. Several of Maryland's peer institutions require only one semester of Calculus and one semester of Physics as a component of baccalaureate programs in architecture. Environmental stewardship, sustainability, and sustainable design form areas of inquiry that are critical to the study of architecture. These fields are best informed by the biological and earth sciences. This proposal seeks to balance the presentation of physical and earth/biological sciences to students in the Bachelor of Science degree program. These courses, as modified, will continue to meet University CORE Distributive Studies Requirements.

JUSTIFICATION/REASONS/RESOURCES:
Analysis of Physics 121 Course Content:
PHYS 121, Fundamentals of Physics I, provides exposure to important concepts that prepare students for technical courses in the discipline of Architecture. PHYS 121 covers: math concepts, kinematics, vectors, forces & Newton’s laws, energy, momentum & collisions, rotational motion & gravity, rotational dynamics, solids & fluids, thermal physics, thermal dynamics, vibrations & waves, and sound. The material covered in this course provides a foundation of knowledge for students when they study the behavior of structures, learn the fundamentals of heating ventilating and air conditioning systems, and study acoustical principles. This course is to remain a valuable component of the Bachelor of Science in Architecture curriculum.

Analysis of Physics 122 Course Content:
PHYS 122, Fundamentals of Physics II, covers electric charge, electric circuits, field potentials, capacitors, magnetism, light, refraction, wave propagation and interference, and radiation. While these are all important topics, ARCH 413 Technology IV covers electricity and light making this material redundant to the student’s experience. At the same time, most of the physics of wave propagation, refraction & interference, magnetism, and radiation theory is not particularly useful in architectural applications. While the Architecture Program does not seek to exclude PHYS 122 from the experience of students who desire to study this material, the faculty does believe that there are other areas of science that could better enrich a student’s preparation for the study of architecture. This proposal seeks to keep PHYS 122 as one of several options that pre-architecture students select to address science requirements.

Rationale for Additional Science Options for BS in Architecture students:
The discipline of architecture is increasingly engaged with the important issues of environmental stewardship, sustainability, and ecological change. PHYS 122 does not provide a scientific base for meaningful engagement of these issues. Architects work with other design professionals (urban planners, landscape architects, environmental engineers, and scientists) to shape the physical environment in ways that preserve the ecological balance. By permitting pre-architecture students an opportunity to enroll in courses in the biological and earth sciences, the University will be providing a foundation for engagement of
environmental stewardship imperatives both in an academic context and within the professional arena.

Analysis of BSCI 205 Environmental Science Course Content:
Lecture topics include: conservation, ecosystems, biogeochemical cycles, population dynamics, human effects on the biosphere, overpopulation, natural resources, soils and land use, water resources, water pollution, air pollution, biological diversity, energy and environment, Bio-power, wind energy, solar energy, nuclear energy, global warming. This material is directly applicable to course work in architecture and work within the profession. It would reinforce material covered in ARCH 410, Technology I, ARCH 413, Technology IV, ARCH 460, Site Analysis and Design, as well as courses encountered at the graduate level.

Analysis of GEOL 120 Environmental Geology Course Content:
A review of geologic factors underlying many environmental problems and the interactions between population and physical environment: geologic hazards, land-use planning, conservation, mineral resources, waste disposal, land reclamation and the geologic aspects of health and disease. The course is aimed at lower division students in education and liberal arts, and should be useful to any student concerned with geologic perspectives of environmental problems. This material is directly applicable to course work in architecture and work within the profession. It would reinforce material covered in ARCH 410, Technology I, ARCH 413, Technology IV, ARCH 460, Site Analysis and Design, as well as courses encountered at the graduate level.

Analysis of GEOG 140 Coastal Environments Course Content:
Lecture topics include: Plate Tectonics and Coasts, Sea Level Rise, Processes Shaping the Coast: Waves, Processes Shaping the Coast: Tides, Estuaries, Salt Marshes, Mangroves. Tidal Flats, Deltas, Beaches, Dune and Barrier Islands, Rocky Coasts, Coastal Problems. This material is directly applicable to course work in architecture and work within the profession. It would reinforce material covered in ARCH 410, Technology I, ARCH 413, Technology IV, ARCH 460, Site Analysis and Design, as well as courses encountered at the graduate level.

Analysis of GEOL 123 Causes and Implications of Global Change Course Content:
Also offered as GEOG 123 and METO 123. Credit will be granted for only one of the following: GEOG 123, GEOL 123, METO 123, or PBIO/BSCI 123. This course offers a unique experience in integrating physical, chemical, geological, and biological sciences with geographical, economic, sociological and political knowledge skills toward a better understanding of global change. Review of environmental science relating to weather and climate change, acid precipitation, ozone holes, global warming, and impacts on biology, agriculture, and human behavior. Study of the natural, long-term variability of the global environment, and what influence mankind may have in perturbing it from its natural evolution. Concepts of how physical, biological, and human behavioral systems interact, and the repercussions, which may follow from human endeavors. The manner in which to approach decision and policy making related to issues of global change. This material is directly applicable to course work in architecture and work within the profession. It would reinforce material covered in ARCH 410, Technology I, ARCH 413, Technology IV, ARCH 460, Site Analysis and Design, as well as courses encountered at the graduate level.

Impact on Resources:
Advising – Within recent years the School of Architecture, Planning, and Preservation has greatly improved its undergraduate advising system. We do not anticipate that this change will create any additional burden to the advising process.

Course work in other units – The curriculum currently requires two science courses of pre-architecture students. The proposed scenario maintains the science requirement at two courses. The proposal will obviously distribute students among several excellent science courses already open to undergraduates.

With the new requirement in place, students will continue be required to have grades no lower than C in any combination of the pre-requisite math and science courses and an average of 2.67 or higher for LEP.
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<th>SEMESTER 1</th>
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<th>SEMESTER 8</th>
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<td>ARCH 120</td>
<td>PHYS 121</td>
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Bachelor of Science in Architecture

Admission Review to University of Maryland

Gateway Admissions Review to Upper Division at 56 Credits

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<tr>
<th>SEMESTER 5</th>
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<tr>
<td>ARCH 401</td>
<td>ARCH 411</td>
<td>ARCH 402</td>
<td>ARCH 403</td>
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<tr>
<td>Technology I</td>
<td>Technology II</td>
<td>Study III</td>
<td>Study IV</td>
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BACHELOR OF SCIENCE IN ARCHITECTURE

Core Abbreviations:
CFS: Core Fundamental Studies (3 courses)
CDS: Core Distribution Courses (9 courses)
CAS: Core Advanced Studies (2 courses)
CHCD: Core Human Cultural Diversity (1 course)

* See list of approved Science Requirements

<table>
<thead>
<tr>
<th>PHYS 122</th>
<th>RCSC 325</th>
<th>GEOL 120</th>
<th>GEOG 140</th>
<th>GEOG 123</th>
<th>MEST 123</th>
<th>GEOG 123</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics II</td>
<td>Environmental Science</td>
<td>Environmental Geology</td>
<td>Coastal Environments</td>
<td>Causes and Implications of Global Change</td>
<td>Causes and Implications of Global Change</td>
<td>Causes and Implications of Global Change</td>
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</tbody>
</table>
School of Architecture, Planning, and Preservation

Historic preservation, visiting critics, lecturers, and the Kea Distinguished Professor augment the faculty; together they provide students with the requisite exposure to contemporary realities of architectural design.

The B.S. degree in architecture will qualify graduates to pursue a career in any of a number of fields, such as construction, real estate development, public administration, or historic preservation, or to continue in graduate work in professional fields such as architecture, urban planning, landscape architecture, or law.

Recruitment

1298 Architecture Building, 301-405-6284
www.arch.umd.edu

Associate Dean: Lee W. Waldrep, Ph.D.

The School’s Associate Dean serves as a resource and contact person for prospective students interested in the School’s B.S. in Architecture degree and also serves as a liaison to the Office of Undergraduate Admissions.

Admission to Architecture

Architecture is a Limited Enrollment Program (LEP). See the Admissions section in chapter 1 for general LEP admission policies.

Freshman Admission. Students with the most competitive records from high school will gain direct admission to the School of Architecture, Planning and Preservation from high school, as allowed by special considerations with the School. Because the number may be limited before all interested freshmen are admitted to the program, early application is strongly encouraged. Freshmen admitted to the program will have access to the necessary advising through their initial semesters to help them determine if architecture is an appropriate major for their interests and abilities.

Freshmen who are admitted to architecture will be subject to a performance review at the end of their third semester, typically 45 credits. To meet the provisions of the review, these students must demonstrate their ability to complete the following prior to enrollment of the studio sequence:

- Fundamental Studies CORE requirement
- Distributive Studies CORE requirement
- ARCH 170, 220, 221 and 242 with a minimum grade of B in each
- MATH 220, PHYS 121 and 122 with a minimum grade of C in each and a 2.67 combined GPA for the three courses

Students may be enrolled in ARCH 221, PHYS 122 and completing their distributive studies contemporaneous with the review process during their fourth semester. In addition, the review will include an assessment of a portfolio, the nature of which is specified by the School of Architecture, Planning and Preservation essay, the transcript. Please contact the School of Architecture, Planning and Preservation at 301-405-6284 for portfolio requirements and deadlines.

Students are admitted to the School of Architecture, Planning and Preservation during Fall semester only.

Transfer Admission. New transfer students to the university, as well as on-campus students who wish to change majors to architecture, will undergo a transfer admission process. Admission of transfer students may be severely limited, and capacity is determined each year in accordance with the success of incoming freshmen. To meet the provisions of the process, these students must demonstrate their ability to complete the following prior to enrollment of the studio sequence:

- Fundamental Studies CORE requirement
- Distributive Studies CORE requirement
- ARCH 170, 220, 221 and 242 with a minimum grade of B in each
- MATH 220, PHYS 121 and 122 with a minimum grade of C in each and a 2.67 combined GPA for the three courses

Students may be enrolled in ARCH 221, PHYS 122 and completing their distributive studies contemporaneous with the review process during their fourth semester. A minimum cumulative GPA of 3.00 in all college level coursework is also required. In addition, the review will include an assessment of a portfolio, the nature of which is specified by the School of Architecture, Planning and Preservation essay, two letters of recommendation, and the transcript. Please contact the School of Architecture, Planning and Preservation at 301-405-6284 for portfolio requirements and deadlines.

Students are admitted to the School of Architecture, Planning and Preservation during Fall semester only.

 Appeals. Students who are denied admission and who feel that they have extenuating circumstances may appeal in writing to the Office of Undergraduate Admissions, Mitchell Building. Students denied admission at the 45 credit review may appeal directly to the School of Architecture, Planning and Preservation.

For further information, contact the Counselor for Limited Enrollment Programs at 301-314-8385.

Curriculum Requirements

In the first two years of college, directly admitted students and those seeking to transfer into the School of Architecture, Planning and Preservation should adhere to the following curriculum:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>UNIV 100—The Students in the University</td>
<td>1</td>
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<tr>
<td>ENGL 101—Introduction to Writing (CORE)</td>
<td>3</td>
</tr>
<tr>
<td>MATH 220—Elementary Calculus I (CORE)</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 170—Introduction to the Built Environment (CORE)</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 121—Fundamentals of Physics I (CORE)</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 220—History of Architecture I</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 242—Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 122—Fundamentals of Physics II (CORE)</td>
<td>4</td>
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<tr>
<td>ARCH 221—History of Architecture II</td>
<td>3</td>
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</table>

Total Credits: 56

If admitted after completing 56 credits, students are expected to complete the following requirements for a total of 120 credits:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>ARCH 400—Architecture Studio I</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 410—Architectural Technology I</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 445—Arch. History/Area B*</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 401—Architecture Studio II</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 412—Architectural Technology II</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 343—Drawing II Line Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 391—Advanced Composition</td>
<td>3</td>
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<tr>
<td>CORE Requirements</td>
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</table>

Total: 32

Fourth Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>ARCH 402—Architecture Studio III</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 445—Visual Analysis of Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 412—Architectural Technology III</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 403—Architecture Studio IV</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 413—Architectural Technology IV</td>
<td>3</td>
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<tr>
<td>CORE Requirements</td>
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<td>One of the following:</td>
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<tr>
<td>ARCH 460—Site Analysis &amp; Design</td>
<td>3</td>
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<tr>
<td>ARCH 450—Introduction to Urban Planning</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 454—Theories of Urban Form</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 445—Arch. History/Area B**</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 32

Total Credits: 120

*Courses are to be taken in sequence as indicated by Roman numerals in course titles.

**Architecture history courses: Area A, ARCH 422, 423, 432, and 436
Area B, ARCH 433, 434, and 420.

Special Resources and Opportunities

The school is housed in a modern, air-conditioned building providing design workstations for each student, a large auditorium, and seminar and classroom facilities. A well-equipped woodworking and model shop, and computer terminal facilities are also provided. The Architecture Library, one of the finest in the nation, offers convenient access to a current circulating collection of more than 24,000 volumes, 6,000 periodicals, and an extensive selection of reference materials. Rare books and special acquisitions include a collection relating to international expositions and the 11,000-volume National Trust for Historic Preservation Library. A visual resources facility includes a reserve collection of 320,000 slides on architecture, landscape architecture, urban planning, architectural science, and technology as well as audio-visual equipment for classroom and studio use.
College of Arts and Humanities

The College of Arts and Humanities embraces a heterogeneous group of disciplines, all of which emphasize the development of critical thinking, fluent expression in oral and written form, the ability to access and analyze information, and the cultivation of an appreciation of history and culture. Programs in Arts and Humanities, while they have strong individual identities, are also involved in interdisciplinary fields of study. The College of Arts and Humanities provides a diverse curriculum, including a wide range of courses, departments, and programs, and offers opportunities for research and creative work that bring serious challenges to students in the fields of Art History and Art History at the graduate level, as well as in the Department of English, which educates students for advanced study in the humanities and social sciences.

Further examples of the special opportunities available to students in the College of Arts and Humanities include an exceptional slide library in Art History and Archaeology, the English Department's computerized writing laboratory; an AT&T Foreign Language Classroom; a study-abroad program in France; a special program in the U.S.; and Honors programs in other fields. In addition, the education options open to students in the College of Arts and Humanities have been enhanced by the recent opening of the Studio for Fiction and Creative Writing, which provides new opportunities for students to pursue their interests in the creative arts.

Recruitment

Office of Undergraduate Admissions
2100 E. Wacker Dr., 312-469-2001
www.uchicago.edu/admissions

The Office of Undergraduate Admissions serves as a resource and contact point for prospective students interested in Arts and Humanities degrees and also serves as a liaison to the Office of Undergraduate Admissions.

Entrance Requirements

Students wishing to major in the creative or performing arts are encouraged to seek the skills associated with such an area prior to admission. Students applying for entrance to these programs may be required to audition, present slides, or submit a portfolio as part of the admission requirements.

Graduation Requirements

The following College requirements apply only to students earning Bachelor of Arts, Bachelor of Fine Arts, or Bachelor of Music degrees from the College of Arts and Humanities. These requirements are in addition to or in fulfillment of campus and departmental requirements. For information concerning the Bachelor of Music in the School of Music, students should consult with the Music Department.

Students who double major in ARHU and another college on campus must complete the College requirements in ARHU of foreign language to the intermediate level, and 45 hours of upper-level credit.

Distribution

A minimum of 45 of the total of 120 semester hours must be upper-level work (i.e., courses numbered 300-499).

Foreign Language

Language proficiency may be demonstrated in one of several ways:

(a) Successful completion of level 4 in one language in high school. Students must provide a high school transcript to verify this.

(b) Successful completion of an intermediate-level college foreign language course designated by the department.

(c) Successful completion of a language placement examination in one of the campus language departments offering such examinations.

Students who have native proficiency in a language other than English must still complete the ARHU Office of Student Affairs, or call 312-469-2108.

Major Requirements

All students must complete a program of study consisting of a minimum of 60 semester hours. Students should consult the unit in which they will major for specific details; certain units have mandatory requirements. A major shall consist, in addition to the lower-division requirements, of 24 to 40 hours, at least 12 of which must be in courses numbered 300-499 and at least 12 of which must be taken at the University of Maryland, College Park.

A major program usually requires a secondary field of concentration (supporting courses). The nature and number of these courses are determined by the major department.

No grade lower than C may be used to fulfill major or supporting course requirements. No course for the major or support modules may be taken Pass-Fail.

Advising

Freshmen and new transfer students first register in the Arts and Humanities College Office on Student Affairs (312-469-2108) and select in the selection of courses and the choice of a major. After selecting a major, students must see the departmental advisor for that major. At first year students both freshmen and transfer students must complete 10-20 credits in both the College and the department. For further information about advising, students should see the section on advising in the Website, available from the College, or call the ARHU Office of Student Affairs, 312-469-2108.

Degrees and Majors

The College of Arts and Humanities offers the degree of Bachelor of Arts in the following fields: studies in:

American Studies
Art History and Archaeology
Chinese Language and Literature
Classics
Classical Humanities
Greek
Latin
Latin and Greek
Communication
Dance
English Language and Literature
French Language and Literature
Germanic Studies
History

College of Arts and Humanities 59
Part Two:
MODIFY THE UNDERGRADUATE (Bachelor of Science in Architecture) CURRICULUM AND THE GRADUATE (Master of Architecture with Advanced Standing) CURRICULUM TO COMPLY WITH NATIONAL ARCHITECTURAL ACCREDITING BOARD STANDARDS FOR COURSE WORK WITHIN DISCIPLINE AND COURSE WORK OUTSIDE OF DISCIPLINE.

October 11, 2004

Supporting Materials:
Description of Proposed Change
Executive Summary
Justification/Reasons/Resources
Sample: Directed Electives and Directed Advanced Electives
Spread Sheet: Modifications in Context of Existing and Proposed Curriculum
Excerpt from: 2000 National Architectural Accrediting Board Visiting Team Report
National Architectural Accrediting Board, Condition 11: Professional Degrees and the Curriculum
PART TWO:
MODIFY THE UNDERGRADUATE (Bachelor of Science in Architecture) CURRICULUM AND
THE GRADUATE (Master of Architecture with Advanced Standing) CURRICULUM TO COMPLY
WITH NATIONAL ARCHITECTURAL ACCREDITING BOARD STANDARDS FOR
COURSE WORK WITHIN DISCIPLINE AND COURSE WORK OUTSIDE OF DISCIPLINE.
October 11, 2004

DESCRIPTION PROPOSED CHANGE:
(see attached curricula compared)

Existing Bachelor of Science Program
Semester 6 ARCH 343 Line Drawing 3cr
Semester 7 ARCH 445 Visual Analysis 3cr
Semester 7 ARCH xxx Arch Elective 3cr
Total number of credits for B.S. in ARCH - 120

Amended Bachelor of Science Program
Semester 6 XXXX xxx Directed Elective 3cr
Semester 7 XXXX xxx Directed Elective 3cr
Semester 7 XXXX xxx Directed Elective 3cr
Total number of credits for B.S. in ARCH - 120

Existing Master of Architecture Program
Semester 2 ARCH xxx Arch Seminar 3cr
Semester 2 ARCH xxx Arch Hist Sem 3cr
Semester 3 ARCH xxx Arch Seminar 3cr
Total number of credits for M. Arch - 60

Amended Master of Architecture Program
Semester 2 XXXX xxx Dir. Advanced Elective 3cr
Semester 2 XXXX xxx Dir. Advanced Elective 3cr
Semester 3 XXXX xxx Dir. Advanced Elective 3cr
Total number of credits for M. Arch - 60

Distribution of credit hours (existing):
Professional Studies 69.4%
Other 30.6%

Distribution of credit hours (amended):
Professional Studies: 59.4%
Other: 40.6%

EXECUTIVE SUMMARY:
Currently 69.4% of the credit hours taken in the combined Bachelor of Science in Architecture and the Master of
Architecture (advanced standing 60 credit hours) are devoted to professional studies. The 2000 NAAB Visiting Team noted
that the Bachelor of Science and Master of Science curricula offered 69.4% of the required credit hours in professional
studies. NAAB policy restricts required professional studies credit hours to 60% of the overall credit hours taken toward
degrees (see NAAB Policy attached). Because it is necessary to alter both the Bachelor of Science and Master of
Architecture degree programs simultaneously in order to achieve the 60/40 balance prescribed by NAAB, this proposal is
being submitted simultaneously for review at the undergraduate and graduate level.

JUSTIFICATION/REASONS/RESOURCES:
Clarification of Degree Nomenclature and Accreditation:
The Bachelor of Science degree is a pre-professional degree. In the United States, most state registration boards require a
degree from an accredited professional degree program as a prerequisite for licensure. The National Architecture Accrediting
Board (NAAB), which is the sole agency authorized to accredit US professional degree programs in architecture, recognizes
two types of degrees: the Bachelor of Architecture and the Master of Architecture. A program may be granted a five-year,
three-year, or two-year term of accreditation, depending upon its degree of conformance with established educational
standards. "Masters degree programs may consist of a pre-professional undergraduate degree and a professional graduate
degree, which when earned sequentially, comprise an accredited professional education. However, the pre-professional
degree is not, by itself, recognized as an accredited degree." Source: The National Architectural Accrediting Board, 1998

At the University of Maryland School of Architecture, Planning, and Preservation, the professional degree is the Master of
Architecture degree, however as noted above the pre-professional Bachelor of Science degree is reviewed along with the
Master of Architecture degree during the accreditation process. The next scheduled date of accreditation is: 12 March 2005 –
16 March 2005.
How this change will affect the average pre-professional degree (undergraduate) student:
In consultation with colleagues at other institutions that are in compliance with the NAAB policy we have found that the average student enrolled in a Bachelor of Science program in Architecture is likely to follow the course sequence suggested by the existing program. That is, a student with interest in continuing into the profession will select directed electives from the Architecture program (ARCH). Some students, particularly those who discover late in their education that they will not continue into the profession, will use the directed electives to advance interests in other disciplines that may become a focus for graduate education. In any event, the student will develop a plan in consultation with their advisor for selecting directed electives that will complement the pre-professional components of their education.

How this change will affect the average professional degree (graduate) student:
In consultation with colleagues at other institutions that are in compliance with NAAB policy we have learned that the average graduate student is again likely to elect courses within the discipline of Architecture. However the change to directed advanced electives will permit graduate students an opportunity to complement their professional education with courses drawn from allied disciplines. For example, currently it is difficult for a student in the Master of Architecture program to enroll in more than one course in Urban Planning. In this model, the graduate student would be enabled to develop a concentration of interest in a topic that might eventually help to shape and form their professional practice.

NAAB’s Rationale for this Policy:
The NAAB developed its 60/40 policy in order to provide for a balance between professional education and liberal education. In programs that combine a four-year undergraduate degree with a two-year graduate degree (the so called 4+2 programs), and in the traditional five-year undergraduate professional degree programs, it has been necessary to ensure that students are exposed to a variety of disciplines and bodies of knowledge. The 60/40 policy came in response to programs at several institutions that were concentrating on professional education at the expense of providing a well-rounded liberal education. In practice, architects like other design professionals require an education that balances professional knowledge with that of other disciplines.

The idea of Directed Electives and Directed Advanced Electives:
Directed Electives: are intended to allow students an opportunity to pursue their special interests. This array of courses has been designed to provide sufficient flexibility so that students can develop areas of concentration, either within or outside the program.

Directed Advanced Electives: are intended to provide graduate-level educational experiences that enable students to pursue their special interests. This array of courses has been designed to provide sufficient flexibility so that students can develop areas of concentration, either within or outside the program.

Selection Process: Students are encouraged to develop a curricular plan that would provide depth and/or breath of emersion into the offerings of a specific discipline. The advisors will maintain a list of suggested courses for directed and directed advanced electives. The list is by no means comprehensive or exclusive. Students are encouraged to develop their curricular plans in consultation with their advisor.

Impact on Resources:
Advising – Within recent years the School of Architecture, Planning, and Preservation has greatly improved its undergraduate and graduate advising system. We do not anticipate that this change will create any additional burden to the advising process.

Course work in other units – All of the courses that have been initially identified as potential directed and directed advanced electives are accessible to students University-wide. Additionally, it is not anticipated that large numbers of Architecture majors will populate these courses. A typical undergraduate cohort of architecture students in the Junior and/or Senior years is 45-55 students. At the graduate level a typical cohort is 10-15 students. As stated above, it is likely that most students will find their electives within the Architecture Program and/or within the School of Architecture, Planning, and Preservation.
DIRECTED ELECTIVES AND DIRECTED ADVANCED ELECTIVES

Directed Electives: are intended to allow students to pursue their special interests. This array of courses has been designed to provide sufficient flexibility so that students can develop areas of concentration, either within or outside the program.

Directed Advanced Electives: are intended to provide graduate-level educational experiences that enable students to pursue their special interests. This array of courses has been designed to provide sufficient flexibility so that students can develop areas of concentration, either within or outside the program.

Selection Process: Students are encouraged to develop a curricular plan that would provide depth and/or breadth of emersion into the offerings of a specific discipline. Student Advisors will maintain a list of suggested courses for directed and directed advanced elective courses. The list is by no means comprehensive or exclusive. Students are encouraged to develop their curricular plans in consultation with their advisor.
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**Gateway Admissions to Upper Division at 56 Credits**

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**Bachelor of Science in Architecture**

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**Admissions Review to M ARCH Program**

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| Gateway Admissions to Upper Division at 43 Credits |

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**Bachelor of Science in Architecture**

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**Recommended Internship / Summer Abroad**

| ARCH 600 | Comprehensive Design Studio | 6 |
| ARCH 610 | Advanced Technology         | 3 |
| ARCH 654 | Urban Development           | 3 |
| ARCH 410 | Architecture History Elective | 3 |
10 July 2000

C. D. Mote, Jr., President
University of Maryland
Route 1, Baltimore Boulevard
College Park, Maryland 20742

Dear President Mote:

At the July 2000 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the visiting team report to the University of Maryland and the response received from the school. As a result, the professional architectural programs:

- Master of Architecture (degree + 3.5 years)
- Master of Architecture (pre-professional degree + 2 years)

were formally granted five-year terms of accreditation. The accreditation terms are effective 1 January 2000. The school is scheduled for its next accreditation visit during the calendar year 2005.

Accreditation is subject to the usual conditions described in the NAAB 1998 Conditions and Procedures.

NAAB encourages public dissemination of information about each school contained in both the school’s Architectural Program Report and the Visiting Team Report. If the Visiting Team Report is made public, then it is to be published in its entirety.

The visiting team has asked me to express its appreciation for your gracious hospitality.

Very truly yours,

Richard W. Quinn, FAIA
President

Enc. Visiting Team Report

cc: Team Chair
    Program Head
University of Maryland
School of Architecture

Visiting Team Report

Master of Architecture (degree + 3.5 years)
Master of Architecture (pre-professional degree + 2 years)

The National Architectural Accrediting Board
April 5, 2000

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.
This item has been addressed and largely remedied through increased university financial support for information resources. In order to keep the library current, financial resources should not be curtailed; and in the VRC enhancements would be helpful to accelerate digitizing the collection.

**Condition 3.13: Financial Resources and Institutional Support.**

*The team is extremely concerned that the continuing budget reductions significantly impair the ability of the School to enrich the experience of students and faculty. This reduced budget climate puts faculty lines at risk while only minimally maintaining an operating budget. Additionally it is important to note that the library acquisition budget is entirely dependent on the already strained operating budget of the School.*

The immediate risks outlined have been alleviated with increased funding to the university, and in turn, to the School. See additional discussion at ¶1.5.D; and ¶1.5, 6, & 7.

3. **Conditions Well Met**

**Criteria Well Met**
12.10: Western Traditions
12.22: Building Systems Integration

4. **Conditions Not Met**

**Conditions Not Met**
3: Public Information

**Criteria Not Met**
12.7: Human Behavior
12.11: Non-Western Traditions
12.26: Building Economics and Cost Control
12.34: Professional Internship

5. **Causes of Concern**

A. **Curricular Issues:**

1. The "4+2" program when taken straight through at the School is very tight—seeming more like a five-year program that has been stretched rather than reaching graduate level work. While the 99 required credit hours are 55% of the course of study, when coupled with 18 required architectural option credits, they constitute 65% of the degree requirements. This causes a problem with respect to complying with the 60/40 rule on a technicality, while potentially compromising the objective to provide the liberal education called for by NAAB. The program is lacking in flexibility, diverse options and multidisciplinarity. (Related to Condition 11)

2. While the required and elective courses in history are rich, the following areas of the curriculum could use some rethinking and expansion: post-1950 architectural and urban theory; updated and expanded professional practice offerings; sustainability and ecological studies. (Related to Condition 11)
Condition 11: Professional Degrees and Curriculum

The NAAB only accredits professional programs offering the Bachelor of Architecture and the Master of Architecture degrees. The curricular requirements for awarding these degrees must include three components-general studies, professional studies, and electives-which respond to the needs of the institution, the architecture profession, and the students respectively. Together these three components comprise a liberal education in architecture and ensure that graduates will be technically competent, critical thinkers who are capable of defining multiple career paths within a changing societal context.

These components are defined as follows:

- General studies: A professional degree must include general studies in the arts and sciences, either as an admission requirement or as part of the curriculum. While this work is traditionally governed by guidelines established by the institution, the program must ensure that students have the prerequisite general studies to undertake professional studies.
- Professional studies: The core of a professional degree consists of the required courses that satisfy the NAAB Student Performance Criteria. The program may require additional core courses to address its mission or institutional context, but no more than 60 percent of the student's required post-secondary education can be devoted to professional studies. For masters students, this calculation includes course work taken for an undergraduate degree within or outside architecture.
- Electives: A professional degree must allow students to pursue their special interests. The curriculum must have sufficient flexibility so that students can complete minors or develop areas of concentration, either within or outside the program.

The APR must include the following information:

- Specification of the degree(s) offered
- For each degree offered, an outline of the curriculum showing the distribution of general studies, professional studies (including their prerequisites), and electives
- For each degree offered, examples of the minors or concentrations students may elect to pursue
- Condition 1: Program Response to the NAAB Perspectives
- Condition 2: Program Self-assessment
- Condition 3: Public Information
- Condition 4: Social Equity
- Condition 5: Human Resources
- Condition 6: Human Resource Development
- Condition 7: Physical Resources
- Condition 8: Information Resources
- Condition 9: Financial Resources
- Condition 10: Administrative Structure
- Condition 11: Professional Degrees and Curriculum
- Condition 12: Student Performance Criteria

National Architectural Accrediting Board, Inc.
1735 New York Avenue, NW, Washington, DC 20006
tel: 202.783.2007  fax: 202.783.2822  info@naab.org
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