Master of Architecture

Student Handbook
2015-2016

DEPARTMENT OF ARCHITECTURE
School of Engineering and Technology
Hampton University

CONTENTS

Welcome! The primary goal of the architecture program is to provide professional education of the highest quality, affording an advanced level of competency within the broadest spectrum of responsibility to the client, society, and the environment. The Department is committed to the development of critical inquiry, creative thinking, and life-long learning essential to participate in our rapidly changing society.

The program seeks to heighten students' awareness of ever evolving global conditions significant to the production of contemporary architecture, and the built environment. It promotes the study of transitional urban areas and communities of color. The diversity of faculty and student backgrounds allows us to contribute to an awareness of, and ability to work with varied groups. The curriculum takes advantage of the rich urban setting of the Hampton Roads area.

In the tradition of the HBCU, our program explores questions of identity in design as well as other cultural, social, and technical issues in architecture. We provide the educational framework for the emerging leadership roles of the African American architect in the profession and in society.

PROGRAM OVERVIEW

Statement From The National Architectural Accrediting Board (NAAB):
In the United States, most state 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 U.S. 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 8-year, 3-year, or 2-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 preprofessional undergraduate degree in architecture for admission. However, the preprofessional degree is not, by itself, recognized as an accredited degree.

Hampton University, School of Engineering and Technology, Department of Architecture offers the following NAAB-accredited degree program:
M. Arch. (Single Institution (SI), 168 credits)

Next accreditation visit for the program: 2023

MISSION

The Hampton University Department of Architecture is an accredited Architecture Program, geared towards those who desire preparation to engage in a critical practice of architecture. We believe that architectural education offers unique possibilities, which allow our students to face and lead the broad challenges confronting societies, from the level of individuals, to neighborhoods, and nations. We are dedicated to promoting a global environmental sensitivity, and developing an ability in students to bring about important social and environmental change, especially in transitional urban areas and communities of color. The Department sets the framework for the investigation of architecture as a way of thinking about this world. We strive to provide an integration of:

a. individual imagination with communal responsibilities;
b. theoretical insights with pragmatic speculations;
c. conceptual gestures with tectonic articulation;
d. contemporary interpretations with histories of architecture.

The Hampton University Department of Architecture has long been recognized as one of the leading architecture programs among the Historically Black Colleges and Universities (HBCU), and has been placing African Americans in the profession of architecture for over 50 years.

The Department of Architecture offers a 5-1/2 year accredited Master of Architecture degree as a first professional degree. It is the only NAAB-accredited program in the Tidewater region.

PROGRAM HISTORY

Research indicates that course work in architectural drafting was being offered to students in Industrial Arts and Building Technology as early as 1889. Many of the older buildings on campus, including Bemis Laboratories, Memorial Chapel, and Ogden Hall Auditorium were either designed by faculty or built by faculty and students.

Architecture as a separate and distinct study has its beginnings in the 1930's when the Division of Technology added course work in architectural design to the technical courses already offered in mechanical drawing. In 1934, William H. Moses, Jr. became the first professionally trained African American Architect to join the faculty, replacing Theo Ballou White. Through William Moses' initiative, a full four-year professional curriculum was established within the Division of

Technology in 1941. Bachelor of Science degrees were given to students majoring in architecture for the first time in 1948. In 1951, the program was lengthened to five years in recognition of the need to broaden the professional aspects of the program, and to be in line with the expansion of undergraduate programs in architecture at other institutions. In 1965, Bertram Berenson became the second Head of the program in Architecture, and with administrative and faculty support, began to revise and improve the curriculum. The department was given full divisional status in the summer of 1966. In May 1967, Hampton Institute graduated its first class with the professional degree, Bachelor of Architecture.

In 1967, John H. Spencer became the Division Director following the resignation of Bertram Berenson. Spencer continued the program development started by Berenson. With changes in the structure of Hampton Institute in 1972, the autonomous Division of Architecture became the Department of Architecture in the Division of Social and Environmental Studies. Further changes in 1979 placed the Department of Architecture in the school of Pure and Applied Sciences. In 1993 the Department of Architecture was shifted to its present location in the School of Engineering and Technology. In 1997, Bradford Grant became the Chairperson of the Department, following the retirement of John Spencer, and the University eliminated the program in Building Construction Technology, traditionally connected to the Department of Architecture. Under the leadership of Grant, the department transitioned from a 5-year Bachelor of Architecture program to its current status, a 5 ½ year Master of Architecture First Professional Degree Program. The first class of students holding a Hampton University Master of Architecture Degree graduated in the spring of 2008. Robert L. Easter became Chairperson of the Department in the fall of 2008.

PEOPLE: FACULTY, STUDENTS, AND BEYOND

ADMINISTRATION: The Department of Architecture is housed within the School of Engineering and Technology. The office of the Dean of Engineering and Technology is located in Olin Engineering Building Suite 117. The Department of Architecture Chair's office is located on the second floor of Bemis Laboratory along with administrative support staff.

FACULTY: The Department of Architecture is proud to possess a faculty which is dedicated to the education of our students, and who also realize that their extended professional involvements benefit the students and the department. All faculty are actively involved in the preparation, presentation, and publication of papers, articles, and projects at the national and international level. In addition, several faculty have represented the department as board

members of educational and professional organizations at the local, state, and national level.

Faculty within the department are accessible, maintaining open door policies. Office hours for each faculty member can be found on their course syllabi and posted outside of their office door. Still, it may be helpful to schedule a meeting during office hours in advance, to guarantee that you will not have to wait.

STUDENTS: Our student body is diverse. Students come to our program from all fifty states, the Caribbean, Africa, and other countries. These include both traditional and non-traditional students. One of the greatest resources you will have while you study here is your fellow student body. Almost every course in our curriculum will require you to work in groups. It is critical to your success as a student to begin building professional relationships with classmates in your year and in the other years. Currently, the department has student chapters of the National Organization of Minority Architecture Students (NOMAS), the American Institute of Architecture Students (AIAS), and Tau Sigma Delta Honor Society (Iota Alpha Chapter).

OTHER ASSOCIATIONS: The Department of Architecture maintains active membership in the Association of Collegiate Schools of Architecture (ACSA), and the National Organization of Minority Architects (NOMA). We also maintain strong links with the American Institute of Architects (AIA) at the local, regional, and national level. In 2002, the National Hampton Alumni Association, Inc. chartered the Department of Architecture Alumni Association (HUAAA). The HUAAA was established to promote "effective communication between alumni and the Hampton University, encourage alumni participation, and provide a vehicle for scholarships and fund-raising, and alumni giving."

THE PHYSICAL ENVIRONMENT

The Department of Architecture is housed in Bemis Laboratories in the center of the Hampton University campus. In addition to classrooms, studios, and the Department's administration office, Bemis Labs houses the William H. Moses Jr. Architecture Library, and the Architecture Digital Media Lab. Also at Bemis Labs is the Fine Arts Department's Ceramic Studio.

The **William H. Moses Jr. Architecture Library** is a satellite of the University library system. Its collection includes books, journals, digital and video materials, as well as slides. In addition, it houses the Archives of Sol Cohen, Architect. When conducting research, it is important to remember that a number of significant

architectural sources are also available at the William R. and Norma B. Harvey Library, as well all bound periodicals that predate 2000.

The **Architectural Digital Media Lab** or **"CAD Lab"** shares its physical space with the Architecture Library. The CAD Lab provides students access to large format scanning and plotting. Access to these services is provided within a secure and locked space within the library and is open on a schedule independent of the library. Hours of operation vary, but are typically posted. With the exception of 5th year students, no one is allowed in the CAD Lab outside of these hours unless supervised by a professor. The Department of Architecture shares additional computer lab facilities, located at Olin Hall, with other School of Engineering and Technology departments. Since the CAD Lab and Library share physical space it is important for students to remember to respect fellow students, faculty, and staff utilizing both facilities.

The **Architecture Department Model Shop** is located in the Armstrong-Slater building, adjacent to Bemis Labs. The tools available for use include traditional power and hand tools. Completion of a model shop safety orientation is required prior to usage of this facility.

ACADEMICS

DEPARTMENT OF ARCHITECTURE CURRICULUM

OVERVIEW: The 5 1/2-year curriculum carefully balances professional course offerings with those in general education, math and sciences, fine arts and humanities, social sciences, and architectural and free electives. Coursework requirements escalate in intensity culminating with the design research thesis in the fifth year. Courses in the curriculum in architecture are related sequentially and synchronously to maintain content coherence, and to build on previously gained understandings.

Since much of the Architecture curriculum is sequentially structured, students are advised each semester prior to registration to assure that prerequisites have been completed with satisfactory grades before advancing to the next level. Students must plan their schedule by consulting with an assigned faculty advisor. You are responsible for contacting your assigned faculty advisor, and it is your final responsibility to meet curricular requirements.

It may be helpful to describe the curriculum by each year's unique purpose and intended experience.

YEAR ONE: The 1st year in the program provides a foundation for later Architectural coursework. For most of you, the design studios and the architectural history courses will be the only architectural courses in your schedule. However, general education courses are as critical to building a strong foundation as the design studios. The first year studios will provide an introduction to basic architectural design. However, being the first year of a professional program, work will be geared to develop critical-thinking and design capabilities that will support the education of a graduate level student.

YEAR TWO: Second year students are seen as acknowledging a full commitment to Architecture as a major. For this reason, second year is often considered more intense than first year. There is a significant increase in the number of architectural courses, hence few courses in this year are easily transferable to other majors on campus. Also, second year contains the first sequence of classes that are co-requisite. Failure to pass any one of the co-requisite classes in the first semester will prevent entrance into the second

semester design studio. Lastly, you are required to have purchased laptops and specific software to aid you throughout the rest of your tenure as a student. Platform specifications and software requirements are furnished by the department and updated each academic year.

YEAR THREE: Third year bridges the gap between second and fourth year. Thus much more technical information is covered in studio coursework. Projects take on greater complexity in site, program, and scale requirements. In addition, you are encouraged to make computing/digital technologies an integral part of your educational experience. The summer after third year contains the required international urban travel studio and international urban design studio. Duration of travel will vary and you will be expected to bear your own expenses for the trip. Students who believe that they are unable to participate in the travel studio must make a written claim describing the particular hardship through the Chair's office. IMPORTANT: students must complete all studios and related pre-requisites before being admitted to the fourth-year design studio.

YEAR FOUR: Fourth year studio is also known as the comprehensive design studio. This year is directed at synthesizing all prior knowledge into one comprehensive building design that may span two semesters. This includes aspects of site planning, programming, and building design. In addition, you will be required to open your file (register) with NCARB to begin the process of logging IDP (Intern Development Program) credits. You may begin this process earlier, and it is highly recommended that you begin your file before taking any type of job in architecture. Check with your advisor for more information. The summer after fourth year, you will be expected to complete a required supervised internship experience involving environmental design work. The internship should be a minimum of 120 hours/4 weeks. IMPORTANT: all undergraduate level coursework must be completed before entering into 5th year.

FIFTH YEAR: This year is referred to often as thesis year. These two studios are devoted to the cultivation of thesis research that will be guided by the course instructors and by an appointed faculty advisor. The Design Thesis sequence includes ARC 601 and ARC 602, which must be taken in the Department of Architecture at Hampton University. The thesis course instructors and the student's faculty advisor, acting as a committee, are responsible for determining passing or failing of each thesis project. There are scheduled, required reviews throughout the semester, with a required final review by the department faculty at the end of the semester. At the end of the year, the department faculty award one student's project as Best Thesis.

CURRICULUM GATEWAYS

Overall the program curriculum is sequentially structured with carefully crafted course placement in each semester. Below, is a list stating major curriculum gateways:

For ARC 303 (Third Year Studio):
1.   Successful Completion of MAT 118, PHY 201, ARC 101, ARC 102, ARC 200, ARC 201, ARC 202, ARC 203, ARC 204, ARC 207, ARC 208 and ARC 213.
2.   Cumulative GPA in Major (ARC) courses of 2.3

For ARC 405 (Fourth Year Studio):
1.   Successful Completion of MAT 118, PHY 201, ARC 101, ARC 102, ARC 200, ARC 201, ARC 202, ARC 203, ARC 204, ARC 207, ARC 208, ARC 213, ARC 301, ARC 303, ARC 304, ARC 305, ARC 306, ARC 309, ARC 310, ARC 314, ARC 315, and ARC 317.

For ARC 601 (Fifth Year Studio-Architecture Professional Standing):
1.   Successful completion of all Undergraduate Curriculum Requirements. Only 500 and 600 Level Courses shall remain.
2.   Cumulative Undergraduate GPA of 2.5.

HAMPTON UNIVERSITY DEPARTMENT OF ARCHITECURE   CURRICULUM

FIRST YEAR

ARC	101	Studio	5	ARC	102	Studio	5
ARC	207	Architectural History I	3	ARC	208	Architectural History II	3
ENG	101	Written Communications I	3	ENG	102	Written Communications II	3
MAT	118	Pre-Calculus II	3	COM	103	Oral Communications	3
UNV	101	Individual & Life	1	ELECTIVE		Art	2
HEA	200	Health Education (PED)	2(1)				

		17(16)				16

SECOND YEAR

ARC	201	Studio	5	ARC	202	Studio	5
ARC	203	Representation I	3	ARC	204	Representation II	3
ARC	213	Elements of Building Assembly	3	ARC	200	Architectural Ecology	3
PHY	201	Introduction to Physics	4	ARC	309	Structures I	3
ELECTIVE			3	ELECTIVE		Art	3

						18

17

THIRD YEAR

ARC	303	Studio	6	ARC	304	Studio	6
ARC	310	Structures II	3	ARC	315	Environmental Systems	3
ARC	314	Building Assemblies	3	ARC	317	Global Theories of Urban Design	3
HUM	201	Humanities	3	ARC	301	International Travel Prep	1
ELECTIVE			3	HIS	106	World Civilizations II	3
				(PED)			(1)

		18				16(17)

SUMMER ONE

ARC	305	International Travel Studio	3
ARC	306	International Urban Design Studio	3

		6

FOURTH YEAR

ARC	405	Studio	6	ARC	406	Studio	6
ARC	414	Advanced Structures III	3	ARC	411	Contemporary Arch.Theory	3
ARC	517	Professional Practice I	3	ARC	518	Professional Practice II	3
ARC	516	Building Systems Integration	3	ELECTIVE			3
ELECTIVE		Social Science	3	ELECTIVE		Social Science	3

		18				18

SUMMER TWO

Internship		no credit

ARC	601	Studio	6	ARC	602	Studio	6
ARC	617	Seminar-Tech Issues	3	ARC	618	Seminar-Community Issues	3
ARC	530	Architecture Elective	3	ARC	530	Architecture Elective	3
			12				12

TOTAL   168

COURSE NAME	PREREQUISITES
ARC 101 Communication and Design Fundamental Studio I	No Prerequisite
ARC 102 Communication and Design Fundamental Studio II	Prerequisites: ARC 101
ARC 200 Architectural Ecology	Prerequisites: ARC 101, ARC 102
ARC 201 Basic Architectural and Environmental Design Studio III	Prerequisites: ARC 101, ARC 102
ARC 202 Basic Architectural and Environmental Design Studio IV	Prerequisites: ARC 101, ARC 102, ARC 200, ARC 201
ARC 203 Theories and Practices of Representation I	Prerequisites: ARC 101, ARC 102
ARC 204 Theories and Practices of Representation II	Prerequisites: ARC 101, ARC 102, ARC 203
ARC 207 Architectural History I	No Prerequisite
ARC 208 Architectural History II	No Prerequisite
ARC 213 Elements of Building Assembly	No Prerequisite
ARC 301 Prep for International Travel	Prerequisite: ARC 303
ARC 303 Intermediate Architectural Design Studio V	Prerequisites: MAT 118, PHY 201, ARC 101, ARC 102, ARC 200, ARC 201, ARC 202, ARC 203, ARC 204, ARC 207, ARC 208, ARC 213, ARC GPA of 2.3

ARC 304 Intermediate Architectural Design Studio VI	Prerequisites: MAT 118, PHY 201, ARC 101, ARC 102, ARC 200, ARC 201, ARC 202, ARC 203, ARC 204, ARC 207 or ARC 208, ARC 213. ARC 303, ARC 304 and ARC 317 or permission
ARC 305 International Urban Travel Studio VII	Prerequisites: MAT 118, PHY 201, ARC 101, ARC 102, ARC 200, ARC 201, ARC 202, ARC 203, ARC 204, ARC 207, ARC 208, ARC 213. ARC 303, ARC 304 and ARC 317 or permission
ARC 306 International Urban Design Studio VIII	Prerequisites: MAT 118, PHY 201, ARC 101, ARC 102, ARC 200, ARC 201, ARC 202, ARC 203, arc 204, ARC 207, ARC 208, ARC 213, ARC 303, ARC 317
ARC 309 Structures I	Prerequisites: MAT 118, PHY 201
ARC 310 Structures II	Prerequisites: MAT 118, PHY 201, ARC 309
ARC 314 Building Assemblies	Prerequisites: ARC 213
ARC 315 Environmental Systems	Prerequisites: ARC 200, ARC 213
ARC 317 Global Theories of Urban Design	Prerequisites: ARC 207 or ARC 208
ARC 405 Advanced Architectural Design Studio IX	Prerequisites: MAT 118, PHY 201, ARC 101, ARC 102, ARC 200, ARC 201, ARC 202, ARC 203, ARC 204, ARC 207, ARC 208, ARC 213, ARC 303, ARC 304, ARC 305, ARC 306, ARC 309, ARC 310, ARC 314, ARC 315, ARC 317 Co-requisite: ARC517
ARC 406 Advanced Architectural Design Studio X	Prerequisites: MAT 118, PHY 201, ARC 101, ARC 102, ARC 200, ARC 201, ARC 202, ARC 203, ARC 204, ARC 207, ARC 208, ARC 213, ARC 303, ARC 304, ARC 305, ARC 306, ARC 309, ARC 310, ARC 314, ARC 315, ARC 317, ARC 405 Co-requisite: ARC518
ARC 411 Architectural and Environmental Design Theory II	Prerequisites: ARC 207, ARC 208, ARC 317
ARC 414 Advanced Structures and Building Systems III	Prerequisites: MAT 118, PHY 201, ARC 213, ARC 309, ARC 310, ARC 314, ARC 315

ARC 516 Building Systems Integration	Prerequisites: MAT 118, PHY 201, ARC 213, ARC 309, ARC 310, ARC 314, ARC 315. Co-requisite ARC 405
ARC 517 Professional and Community Design Practice I	Prerequisites: Fourth Year Studio standing or permission of the Chair Co-requisites: ARC 405
ARC 518 Professional and Community Design Practice II	Prerequisites: Fourth Year Studio standing or permission of the Chair Co-requisites: ARC 406
ARC 601 Thesis Research Studio XI	Prerequisites: AP standing Cumulative GPA of 2.5
ARC 602 Thesis Research Studio XII	Prerequisites: ARC 601, AP standing
ARC 617 Thesis Seminar- Emerging Technology	Prerequisites: AP standing Co-requisite: ARC 601
ARC 618 Thesis Seminar- Community Issues	Prerequisites: AP standing Co-requisite: ARC 602

ACADEMIC ADVISEMENT

You should meet with your academic advisor at least once a semester. Your relationship with departmental faculty is an important key to your success. Faculty and staff contribute to the advising relationship by:

- encouraging ongoing, supportive and informed contact with students
- explaining policies, procedures and academic requirements
- making referrals to campus and community resources
- and assisting with degree planning

Ultimately, the responsibility for seeking adequate advisement belongs to the student. You must:

- know and meet degree requirements
- ensure timely progress toward a degree through appropriate course selection
- and be aware of current academic and departmental information

Review your Academic Catalog prior to your appointment to prepare questions for your appointment.

ADVISOR RESPONSIBILITIES

- Help you understand the meaning and relevance of the university experience.
- Assist you in developing and achieving realistic academic goals based upon your interests, abilities and needs.
- Interpret university policies, procedures and requirements.
- Refer you to appropriate campus resources.
- Address your academic questions and concerns.
- Adhere to the highest principles of ethical behavior and the university's Code of Conduct.
- Guide you in the selection of courses.

ADVISEE RESPONSIBILITIES

- Take responsibility for your educational experience.
- Maintain contact with your advisor throughout the semester.
- Assess your interests, abilities and needs and discuss these with your advisor.
- Clarify your educational and personal goals.
- Read the Academic Catalog, Official Student Handbook and other resources to become knowledgeable about academic requirements, policies and procedures.
- Keep track of important dates (e.g., pre-registration, add/drop period, final examinations, application for graduation) as listed on the Calendar for the Academic Year.
- Adhere to the highest principles of ethical behavior and the university's Code of Conduct.
- Discuss your selection of courses with your advisor.

PREPARING FOR YOUR ADVISING APPOINTMENT

- Make an appointment with your advisor. If you have not been assigned an advisor, contact your department chairperson for assistance.
- Review the curriculum sequence sheet for your major and if applicable, the course requirements for the minor. (The offering department will determine the course requirements for the minor.)
- Mark all of the courses that you have taken or are currently taking to determine what courses you have remaining.
- Determine a tentative class schedule for the coming semester.
- Write down any question you have for your advisor.
- Plan to arrive at least 5 minutes prior to your scheduled appointment time.

- During the appointment, be prepared to discuss: your educational interests and goals; your program plan, including tentative class schedule; and academic concerns or questions.

DEPARTMENTAL POLICIES

STUDIO CULTURE POLICY

In 2002 The AIAS Studio Culture Task Force defined studio culture as the unwritten vivid memories associated with experiences, habits, and patterns found within the architecture design studio. Although this culture was found to contain both positive and negative attributes, the task force proposed that healthy studio culture would possess five essential values: **optimism, respect, sharing, engagement, and innovation.** Hampton University Department of Architecture Studio Culture Policy is in adherence with these principles and seeks to promote an environment in which these values can thrive. The Department believes that a healthy studio culture is comprised of a positive ethos and **sustainable practices**. We believe that the climate of our department is directly dependent on how our students and faculty **economize** their time, energy, and creativity; create and maintain **equitable** relationships; and steward their physical learning **environments**.

In the fall of 2007, a diverse team of students convened to: (1) survey the cultural climate of the Department, (2) identify weaknesses and strengths, (3) create a

vision for its future, and (4) communicate that vision to the student body. The resultant was the following policy which places emphasis on issues deemed particularly pertinent to the health of the Department of Architecture here at Hampton University.

RESPECT: To foster a productive and enjoyable work environment for our students, faculty and staff, we must work together to respect each other, our space and our belongings. Communication between students, faculty and staff should be respectful at ALL times. Adherence to the Hampton University Code of Conduct and Dress Code is required of all students, faculty and staff and should be followed within Bemis Laboratories.

ENGAGEMENT & INTERACTION: The Department of Architecture at Hampton University is dedicated to maintaining and increasing the interaction between students, faculty, the department and the greater student body at Hampton University, as well as the professional community.

The discipline of architecture requires a great deal of time and effort from students, thus it is important that they participate in other extracurricular activities as well to remain balanced and well-rounded individuals. We encourage students to become involved in both student organizations within our department such as AIAS and Tau Sigma Delta and those outside the department. Hampton University offers a wide variety of organizations such as SGA, Student Leaders, Student Christian Association and more. Becoming involved in any of these groups will help students interact with people in other majors.

Creating open communication between the Alumni of our Department and Professionals in and outside the architectural community is essential to our individual growth. Professionals should be invited to participate in our critiques, lecture series, Career Day and other activities. Each year we hold a Career Day that brings in Alumni and firms to discuss how they operate and what is expected of students as young professionals. Professionals from diverse fields participate in our lecture series showing students the wide range of opportunities they posses with an architecture degree.

SECURITY: The struggle between working in a building open nearly- 24 hrs and maintaining a safe environment is ongoing. It is imperative that as a department we are alert and watch out for each other and our personal belongings. All doors should be locked after five o' clock. Access to Bemis Laboratory is granted to Architecture students through the use of their student ID cards.

Bemis Laboratory is a working environment and should be respected as such by its Architecture students and non- architecture students alike. It is suggested that "guests" are prohibited from Bemis Laboratory after hours unless they have an official architecture related matter. Visitation should be permitted only when the visitor is accompanied by an architecture student or faculty member, and is for a limited amount of time and as long as they do so in a respectful manner.

The William H. Moses Jr. Library equipment and other equipment and utilities of Bemis Laboratory are for the use of Architecture students and faculty only, unless otherwise authorized by the faculty. Bemis Lawn, as it is a facet of Bemis Laboratory, should be used in a respectful manner, keeping a considerate noise level at all times.

SHARING IDEAS: Architecture students should put forth an effort to cultivate an open and conducive environment for the sharing of ideas and resources. The study of architecture is a field that should not only be influenced by instructors, but also by colleagues and peers outside of the major. When exchanging ideas it is appropriate to note, if an idea originates from another peer, and acknowledge the colleague from which the idea originated.

SHARING OF RESOURCES: Resources fall into three major categories based on scale of ownership:
- Departmental Resources (CAD Lab, Laser-Cutter, Woodshop)
- Studio Resources (stools, tables, etc.)
- Personal Resources (supplies, laptops, etc.)

The usage of stool and studio specific equipment and supplies is to be dictated by each studio. All public supplies and equipment are to be the shared property of architecture students. These items are to be shared in Bemis Laboratories and remain in Bemis. Personal resources such as exactos, rulers, etc. are shared and used at the discretion of the owner, however, if allowed a student should treat another student's supplies and equipment with respect. Use of the woodshop, CAD lab, and Laser Cutter should only be allowed once a student has adequate knowledge of the equipment and the safe usage of the equipment.

The Task Force concluded their meetings with the following summary:
"We believe that the overall experience as a member of the Hampton University Department of Architecture is one marked with excitement, and optimism. However, we must consciously and continuously improve upon the material and immaterial environment we craft for ourselves."

POLICY ON STUDENT HONOR CODE VIOLATIONS

The following procedures are adopted by the Department of Architecture for reporting all matters of academic dishonesty and honor code violations as defined and outlined in the *The Official Student Handbook, 2011-2012* for Hampton University. These procedures are not meant to conflict with those outlined in the publication above, but to make clear the Department's policy for insuring uniform and consistent action for cases involving cheating or plagiarism.

DISCIPLINARY ACTIONS

When it is determined by a faculty or staff member that a student has violated the Code of Conduct, as described in the *Student Handbook* (P. 14-18 and 69-78), the following steps will be taken. It is important that faculty and staff understand that where these steps are not followed, no record will exist of the incident and no charge can be made that a student has ever been guilty of misconduct.

1. Faculty will report, in writing, the charge, including all evidence supporting the determination the Code of Conduct violation. Faculty will counsel the student, using the approved Department of

Architecture *Student Counseling Record* form, describing in detail allegation with the student.

2. The student will sign a copy of the form, and a copy will be made available to the student, and a copy will be placed in the student's Departmental file.

3. The Chair will review the student's file to determine if other incidents have occurred and meet with the student to share his/her findings in the case. The chair will make a recommendation based on factors that may not be available to the faculty or staff member.

4. Faculty and staff members, or the Chair may choose to refer actions to the Office of Student Affairs. Where such a determination is made, the faculty member will draft a memorandum to the Department Chair explaining the charge, including the supporting documentation, using the "Student Judiciary Referral Form (*Student Handbook,* Appendix B). The form will be signed by the faculty or staff member, and sent to the Vice President for Student Affairs through the Office of the Dean of the School of Engineering & Technology.

5. The charges will be addressed in accordance with the procedures described in the *Student Handbook* (P. 81).

6. If other honor code issues exist, the chair will draft a memorandum to the University Provost through the Dean of the School of Engineering & Technology describing the incident, including the faculty member's memorandum and recommendation, along with the recommendation of the Chair.

It is important that faculty understand that where these steps are not followed, no record will exist of the incident and no charge can be made that a student has been guilty of misconduct.

ACADEMIC ACTIONS

Where there are violations of academic ethics and a student is believed by an instructor to be guilty of Academic Dishonesty as defined in the *Student Handbook* (P. 35), the following steps will be taken. It is important that Faculty members understand that where these steps are not followed, no record will exist of the incident and no charge can be made that a student has been guilty of Academic Misconduct in this instance.

1. Faculty will report, in writing, the charge, including all evidence supporting the determination of cheating or plagiarism. Faculty will discuss the allegation with the student and offer any opportunity to explain the case. If the faculty member is clear and certain that academic dishonesty has occurred, the faculty member will explain the charge to the student and provide the recommended action. The

student may, in accordance with the *Student Handbook* (P. 35), receive one of the following penalties:
   a. A grade of "F" on the examination or project,
   b. A grade of "F" on the examination or project and dismissal from the course,
   c. A grade of "F" on the examination or project, dismissal from the course and from the University.
2. The student must be advised that they can appeal the charge of academic dishonesty to the chair, to the Dean and to the Provost, in that order. Each appeal will be conducted in accordance with the *Student Handbook* (P. 35).
3. The Faculty will draft a memorandum to the Department Chair explaining the charge, including the evidence, and the recommended penalty.
4. The Chair will review the student's file to determine if other incidents have occurred and meet with the student to share his/her findings in the case. The chair will make a recommendation based on factors that may not be available to the faculty member.
5. If other honor code issues exist, the chair will draft a memorandum to the University Provost through the Dean of the School of Engineering & Technology describing the incident, including the faculty member's memorandum and recommendation, along with the recommendation of the Chair.

PROCEDURE AND POLICY FOR STUDENT GRADE APPEAL

Because assigning a grade or evaluating a student's work performance involves the faculty's professional judgment and is an integral part of the faculty's teaching responsibilities, the instructor's decision regarding a grade normally is final. Very exceptionally, a Grade Appeal can be made for questions of accuracy or for compelling reasons over which the student has no control.

If a student believes that he or she has been mistreated as a result of an action taken by a faculty member that violates university, school or department policy, then they should follow the University Grievance Procedure.

REASONS FOR APPEALING A FINAL GRADE

1. Grade miscalculation due to mathematical error.
2. Grade miscalculation due to oversight.
3. Grade assigned capriciously or arbitrarily such as
   • Evaluation of work not part of the course,

- "Substantial unannounced unreasonable deviation from standards" stated in the syllabus and other course materials.
4. Grade assigned in a discriminatory manner including using standards different from those applied to the evaluation of other students in the same class. In this case follow University grievance procedures and policies.

DEPARTMENT OF ARCHITECTURE PROCEDURE FOR STUDENT APPEAL

1. Schedule meeting with faculty in charge of the course as soon as possible and no later than the first week of classes of the semester that follows when the grade was assigned. The faculty member will have the responsibility to document in writing that such meeting took place, and state resolution or lack of, and will provide a copy to the Chair of the Department.
2. If matter is not resolved the student can submit a written request to schedule a meeting with Department Chair. Prior to meeting the student must submit a letter indicating outcome of meeting with instructor, and explain rationale for grade reconsideration. This can include allegations of capricious, arbitrary, discriminatory actions, or extenuating circumstances about which the instructor was not aware of, excluding illness. The Chair will make efforts to mediate situation and reach fair acceptable resolution. The Chair will report in writing to the Dean, instructor and student as to the decision taken.
3. If the Chair is the faculty in charge of the course, or the student is not satisfied with the Chair's decision, the student will appeal to the Dean of the School in writing and schedule a meeting.
4. After the meeting the Dean will forward the grade appeal to the School's Grade Appeal Committee. The Committee will review the request and issue a recommendation. The Committee will consist of four faculty – one from each department. The student presenting the appeal cannot be a current student of any of its members. The Committee will review the appeal. The student and the instructor may be interviewed by the Committee. The Committee will notify in writing to the Dean, findings and recommendation for action.
5. The Dean will accept the recommendation or only in exceptional cases will return the appeal to the Committee for further consideration. The Dean will communicate the final decision to the Chair, faculty member and student in writing.

CONDITIONS impacting grade appeal procedure:

1. If a non-passing grade is appealed for a continuing semester course or is a pre-requisite for another course, the student will not be able to register in the following course until the appeal has been resolved.

2. Grades resulting from allegations of plagiarism or cheating will not be reviewed by the Grade Appeals School's Committee, as such allegations will have been reviewed by the Chair, and depending on the verification of the allegations will be sent to the University's designated Committee. In such cases, the Chair, faculty member and student will follow the recommendation issued by the Committee after reviewing the allegations. Otherwise the Chair will have determined outcome and informed the Dean, faculty member and student in writing.

GRIEVANCE PROCEDURE FOR HAMPTON UNIVERSITY STUDENTS

For Steps ONE through FIVE, the student should submit requests in writing, clearly stating issues.

STEP ONE   START AT THE SOURCE OF THE PROBLEM

      a. Schedule a conference with the instructor of the course.
      b. Be prepared to discuss issues of concern clearly. Do not speculate.
      c. Proceed to the next level of authority if the problem or concern is not resolved.

STEP TWO   SCHEDULE A CONFERENCE WITH ACADEMIC ADVISOR

      Repeat b and c as started in Step One.

STEP THREE   SCHEDULE A CONFERENCE WITH THE ADMINISTRATIVE HEAD OF THE DEPARTMENT OR ACADEMIC UNIT

Repeat b and c as started in Step One.

STEP FOUR   SCHEDULE CONFERENCE WITH DEAN OF THE SCHOOL

Repeat b and c as started in Step One.

STEP FIVE   SCHEDULE A MEETING WITH GRIEVANCE COUNCIL OF SCHOOL

Repeat b and c as started in Step One.

STEP SIX   SCHEDULE A CONFERENCE WITH THE EXECUTIVE VICE PRESIDENT AND PROVOST OR DESIGNEE

Note: If steps one through five have been omitted, the Executive Vice President and Provost will refer the case back to the step that was omitted.

Hampton University has policies which have been established to resolve student problems and issues in a fair and impartial manner. Our most important business is to help you learn while maintaining high academic and ethical standards. It is recommended that each learner: "Follows the counsel of those wise faculty members who have dedicated their lives to meeting the needs of students who are willing to take responsibility for their own education."

POLICY FOR ADA AND SECTION 504 ACCOMMODATIONS

1. Where possible, when a student has been identified by Testing Services as needing special accommodations, we would request that when the instructor is sent a notification, that a copy, with the student's permission, be also sent to the department chair.

2. The chair will convene a meeting with the student and the course instructors to do the following:

   a. Develop an understanding of student's needs.

   b. Help the student to understand his/her responsibilities in meeting the course objectives.

   c. Help the student understand the requirements which must be met in order to obtain a successful course outcome.

   d. Develop a strategic plan for achieving success.

e. Determine the accommodations that are needed to support the student.

3. The chair will convene a meeting with the student and his/her academic advisor to insure that the student is put on an academic path that supports the student's abilities.

4. At mid-term, the chair will review how adequate the accommodations have been in addressing the student's needs and, where needed, help the faculty member and student make adjustments to increase the student's level of comfort and performance.

The outcomes from each of these meetings will be documented, signed by all parties and a copy retained in the student's departmentally maintained academic folder. At graduation or separation from the University, these documents will be removed from the student's departmental record.

FREQUENTLY ASKED QUESTIONS

How long will it take to earn my degree?

The program is formally structured into a 5 1/2-year curriculum. Although the program is designed for a full-time student to enter and complete it in 5 years time (including the urban travel and design summer studios), depending on previous transfer credits, and outside commitments it may require less or more time for completion. Typically, the latter is true for students with significant outside personal, financial, and work obligations, or students who earn non-passing grades. It is important to know that the Department of Architecture does not equate successful completion of the program with quick completion of the program. Successful completion means finishing with optimum growth, knowledge, development and preparation. If you do have large outside commitments, it is recommended that you meet with your academic advisor to

develop a realistic plan of completion for the program and that you communicate this timeline with those who will be emotionally and financially supporting you in your educational experience (family, friends, scholarship sponsors, etc.).

Can I make my own schedule, and take any course (especially general education courses) at any time?

Yes, and no. You may take any course that you meet the prerequisites for offered by the University at the time it is offered. However, per University policy you are required to be advised academically prior to registration for each term.

It is recommended that students adhere to the curriculum outline for major courses as strictly as possible. Advisement is centered on this. The Departmental Faculty has and continues to work exceptionally hard to ensure that the curriculum outline offered reflects the most efficient and effective strategy for completion of this program. Deviation from it without prior approval from your academic advisor is not recommended and could drastically and unnecessarily exacerbate your journey.

The curriculum is crafted both horizontally and vertically, meaning that information offered in a course builds upon information gleaned in courses taken along with it and before it. Currently no major courses in the curriculum are offered both the fall and the spring semester, therefore, students who put off taking a course will have to wait a full academic year until it is offered again. Many of the general education and non-architectural elective courses are offered in both the fall and spring semesters. Some flexibility in scheduling these courses exists. Caution: this wiggle room is extremely limited. Some of the earlier major courses have general education pre-requisites. For instance, failure to take and pass the Mathematics and Physics requirements will stall your ability to start the Structures track, which could eventually prevent you from entering a Studio although you passed the previous studio.

How much of a financial commitment does this major require?

Aside from tuition and living expenses, you will be making some additional financial commitments along the way as an architecture student. In addition to required books, you will need to budget for studio supplies each semester. Although Bemis Lab does accommodate students with self-service printing and plotting at no charge, you will be required to supply your own paper. In addition, the ink available for printing is limited at a set quantity per semester. It would be wise to budget for the possibility of purchasing your own ink if necessary, or for using printing/plotting services elsewhere. The two other major financial

commitments are the purchase of a laptop and required software prior to second year, and the summer urban travel studio after third year. Both are required by the department. You will be given specific details listing costs at the appropriate time.

How much of a time commitment must I make to be successful at this major?

As a general rule of thumb, each credit hour per class requires approximately 2 to 3 hours of outside class work per week. So, if you are taking 18 credit hours this semester you should plan to spend upwards of 54 hours outside the classroom each week studying, completing projects, etc. Because much of the course work in the department is project oriented it is important not to procrastinate about deadlines. It can be expected that around midterm, finals, and major deadlines your time commitment may greaten.

Can I work and go to school?

To complete this program in 5 ½ years, working and/or double majoring is not recommended. However, students who do choose to should be committed to the possibility of needing more than 5 ½ years to successfully complete the program. While some students have managed to finish the program successfully while maintaining a part-time job, it requires an exceptional level of energy, time, and dedication to coursework that at times could be exceedingly stressful. For this reason, maintaining the goal of graduating within 5 ½ years as a full-time student while double majoring and/or working is not recommended. The Department of Architecture values promoting an educational experience that is both rigorous and healthy for all participants.

Can I participate in sports, band, chorus, etc.?

Yes. The Department of Architecture encourages students to cultivate themselves with a multidisciplinary approach. We believe that a good student is a well-rounded, balanced individual. For many of our students, their zeal for architectural education runs in tandem with many other pursuits and passions. However, there is a threshold past which, time devoted to outside activities can become a hindrance to your performance in this program. This threshold is different for each individual. In the past, we have seen that academically successful students who have been involved in some of the more demanding extracurricular activities were successful <u>only</u> if they possessed strong initiative AND excellent time-management skills. If you lack one or both of these traits or fail to develop them, attempt to maintain participation in rigorous extra-curricular activities will likely result in your work suffering.

Since design is creative, how will I be graded?

To answer this question it is important to first understand the difference between assessment and evaluation. Assessment is a non-judgmental report of a student's profile of achievement. It is like a diagnostic reading of your performance. Evaluation is the scoring of that performance. It is what we tend to think of as grades. Assessment and evaluation are not necessarily the same. Each course will outline its means for assessment and evaluation in its course syllabus. It is imperative that you read and comprehend this portion of the syllabus on the first day of class. In general, studio coursework is assessed and graded holistically using rubrics and/or criteria that judge a project's technical, conceptual, contextual, and communicative attributes in addition to the process work that generated it.

What do I do if I get a grade that I don't agree with?

If you feel that you have been issued an unjust grade or have been treated unfairly, you should refer to your University Student Handbook and the **Department of Architecture Grade Appeal/Grievance Policy** for the proper protocol in filing a grievance or appealing a grade. In general, the process is to begin with requesting a meeting with your professor ASAP stating your grievance or making your appeal in writing. The professors within the department are dedicated to supporting your education. Often times if an incorrect grade has been issued due to miscalculation or oversight, the issue can be resolved by this first act of communication. If after that meeting you feel the issue is unresolved, follow the same steps with the department chair. If after meeting with the department Chairperson, your grievance or appeal remains, follow the same steps of requesting a meeting in writing, and discussing relevant circumstances with the School Dean. Finally, if after meeting/discussing with your Professor, Chairperson, Dean (in that order), you may file a grievance with the University Provost, who will then work with the Department to resolve the issue at hand.

I'm not sure that Architecture is the major for me. What should I do?

This is a common question that freshmen in all majors struggle with on campus. Ultimately it will be your decision to declare a change of major however, guidance from your professors and advisors can assist you greatly. We strongly advise you to try and make this determination during or immediately after your first year. If you choose to change your major after first year, most of your courses will be transferable to other majors. This becomes less true the longer you stay in the program.

Receiving less than desirable grades in the first-year studio does not necessarily equate to failure, it may simply point towards the need to reconsider other academic callings at Hampton University. Unlike many other nation-wide programs of architecture, enrollment in our first year studio is open to any student admitted to the University who has declared Architecture as his or her major. There are no special admission requirements such as a portfolio. This open admission, combined with the reality that many students have not had much exposure to the architectural profession prior to entering as a student, results in the fact it may take a full year of coursework to come to the realization that Architecture is simply not the right fit.

To discover if this major is a good fit for you, you should view these beginning semesters as a time of exploration. Visit upper level studios and reviews, talk to upper classmen and faculty. Assess your performance thus far, inquire about the skills you need to develop to continue successfully, and determine if you have the interest and commitment levels to sustain yourself during the upcoming years. Should you decide to change your major, we urge you to please stay in contact with your former classmates and faculty in the Architecture program. If you choose to continue as a student of Architecture, celebrate! You have chosen a truly rewarding and exciting course of study.

APPENDIX

NAAB STUDENT PERFORMANCE CRITERIA

2014 CONDITIONS FOR ACCREDITATION
NATIONAL ARCHITECTURAL ACCREDITING BOARD, INC.

PART TWO (II): SECTION 1—STUDENT PERFORMANCE—EDUCATIONAL REALMS AND STUDENT PERFORMANCE CRITERIA

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

Ability—Proficiency in using specific information to accomplish a task, correctly selecting the appropriate

information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation.

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

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

Student learning aspirations for this realm include

· Being broadly educated.

· Valuing lifelong inquisitiveness.

· Communicating graphically in a range of media.

· Assessing evidence.

· Comprehending people, place, and context.

· Recognizing the disparate needs of client, community, and society.

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

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

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

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

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

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

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

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

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

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

Student learning aspirations for this realm include

· Creating building designs with well-integrated systems.

· Comprehending constructability.

· Integrating the principles of environmental stewardship.

· Conveying technical information accurately

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

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

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

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

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

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

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

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

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

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

B.10 **Financial Considerations:** *Understanding* of the fundamentals of building costs, which must

include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

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

Student learning aspirations for this realm include

· Comprehending the importance of research pursuits to inform the design process.

· Evaluating options and reconciling the implications of design decisions across systems and scales.

· Synthesizing variables from diverse and complex systems into an integrated architectural solution.

· Responding to environmental stewardship goals across multiple systems for an integrated solution.

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

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

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

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

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

Comprehending the business of architecture and construction.

Discerning the valuable roles and key players in related disciplines.

· Understanding a professional code of ethics, as well as legal and professional responsibilities.

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

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

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

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

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

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