

# UNIVERSITY OF MARYLAND

SCHOOL OF ARCHITECTURE, PLANNING, AND PRESERVATION  
ARCHITECTURE PROGRAM

ARCH 405 - GRADUATE ARCHITECTURE STUDIO II  
COURSE SYLLABUS Spring Semester 2014

## FACULTY

Hooman Koliji PhD

## COURSE MEETING TIMES

Monday, Wednesday, Friday 2:00 PM to 6:00 PM

## COURSE MEETING LOCATIONS

Graduate Studio Area - assigned by studio section

Worldmaking as we know it always starts from worlds already in hand; the making is a remaking.

-Nelson Goodman, Ways of Worldmaking

In many ways, the environmental crisis is a design crisis. It is a consequence of how things are made, buildings are constructed, and landscapes are used."

-Sim Van der Ryn

## **BUILDING as LANDSCAPE :: LANDSCAPE as BUILDING**

### COURSE DESCRIPTION

Arch 405 is the second studio sequence of the graduate foundation studios. The goal of the studio is to further develop students' knowledge and skills to critically observe and conceive architectural space. This is through engaging students with fundamental concepts, issues, and conventions in architectural design and thinking. Specific emphasis is given to integrate sustainability concepts into the course to advance course curricular mission.

The overall theme of the studio is: building as landscape :: landscape as building. This double play of these concepts suggests new readings of buildings and landscapes: not as distinct entities, but as extensions and continuations of each other. These are discussed in terms of fundamental concepts of space and form, history and theory, building technologies, representation. Students will develop their knowledge through study of form and expression while associating formal explorations with program, site, and context. Students will examine historical perspective of architecture, cultural reflection (building program/typology as a reflection of culture, rituals, etc.), environmental aspects through

design assignments and discussions. Students will also explore building technologies (e.g., structural organization and types, integration of sustainability design strategies (i.e. building orientation, urban form, solar energy, ventilation, etc.), and landscape architecture.

The studio will study and examine the critical notion of sustainability in the built environment at various scales: urban, landscape, and building. Through intersecting architecture and landscape design principles, this course argues for a unified vision of design in conceiving built-environment - promoting sustainability in our discipline. The studio will also study interconnected notions of micro-landscape, urban micro-farming, vertical gardening in architecture and will examine these notions through design assignment. Incorporation of green systems into the design process will be examined through study of precedents and design process.

The studio also explores the relationship between design intentions and their architectural implications and aims to develop understanding of idea/form/space/built. The studio also introduces students to issues of form generation as conceptual, theoretical and cultural responses to the context. Architectural thinking is a creative and productive mode of intellectual activity that wishes to change the physical world. Therefore, at the heart of architectural thought is connection to outside, one is a highly subjective experience and the other out there in the realm of objectivity.

## COURSE METHODOLOGY

Design can be described as an activity between Reason and Experiment. Design, therefore, entails both intellectual and physical realms. With this understanding, the studio is experimental design and speculative. This broadly defines our studio's methodology. Specific learning objectives, such as those of sustainability that are tied to assignments, will be studied through readings, analysis of precedent projects, and most importantly through diagramming and design process.

Architecture is a multifaceted field with multiplicity routes of study. It deals with both quantitative and qualitative materials. As a qualitative domain of investigation, the subject, self, becomes an important asset of the study. Therefore, it is essential for students to recognize their role in the process of investigation. With that in mind, the course, in general, recognizes three major paths to obtain architectural knowledge: Intellect, Senses, and Imaginative investigations. This threefold model has long been recognized in both Eastern and Western cultures as domains of understanding. The course consists of a series of lectures, group discussions, student presentations, projects, readings, research activities, studio work, and review sessions requiring the development of skills in each of these interconnected activities.

Throughout the semester each project will address a series of specific lessons concerning fundamental concepts, ideas and principles of architectural design. In some cases the projects will deal with issues that have apparent application to the making of buildings and in an equal number of cases the projects will deal with more abstract, architectonic issues that have been selected to engage particular issues or principles. In the first half of the semester, there will be a series of short research, making, and design assignments.

The studio is the "heart." The studio will ideally maintain an active workshop format. The studio establishes a permanent place for students within the school, where they will spend the majority of their academic life. The architectural review is critical discourse between student and critics, mostly concerned with discussion of insight, clarity, value, and critical engagement of the problem demonstrated in the drawings, models and verbal explanation presented by the student. Architectural reviews provide a forum for individual work to be discussed in a collective and public context. The

public form of discourse is an extremely effective pedagogic tool for improving architectural and intellectual awareness and serves as a precursor for a scholarly peer dialogue. Students are encouraged to participate in discussion of work presented. The architectural review promotes peer learning that should carry over to non-class times. The culture of studio encourages discussion and critique among colleagues and across levels of experience. Peer learning and participation in the maintenance of the “public domain” of the studio (and thereby School) are major aspects of the culture of studio and the educational experience students receive.

#### **COURSE BIBLIOGRAPHY and REREFERNCE:**

A bibliography will be provided with each project. Due to the practical nature of some of the projects, some of the references include direct observation of cultural artifacts in museums. Bibliographies are for reference and are to be regarded as cumulative (not limited to one project). Bibliography and reading lists are intended to amplify the pedagogy of each assignment in the semester and the semester projects, to provide precedents for study, and models for design work and for presentations. General familiarity with these materials is strongly advised.

#### **CATALOGUE COURSE DESCRIPTION:**

**Course Description:** 6 credits. Required for M Arch [degree + 109 credits], new curriculum. Emphasis on building and facade typologies, architectural promenade, public infill buildings, and variable density urban housing. The urban context is explored in historical, typological and historical dimensions.

#### **Course Goals & Objectives:**

- Students will extend their exploration of architectural principles and conventions, ordering systems, basic composition and program types.
- Students will be introduced to the integration of sustainability strategies, structural systems and construction logic in the design process.
- Students will develop their design process through perception and analysis, diagramming, exploration of a range of expressive media, and model making.
- Students will develop a historical perspective on architecture, probing the relationship between design and diverse cultural concepts and rituals.
- Students will be introduced to relationships between architecture and allied professions, ethical issues in architectural practice, and the role of IDP in professional development.
- Students will expand their understanding of the critical context through the use of team as well as individually authored projects.
- *(Sustainability: Food Security):* Students will be introduced to concepts and practices of urban farming, including vertical farming, roof gardens, and in general micro-farming. This will develop an understanding of current practices of food production in urban environments and explore social and economical implications of this practice.
- *(Sustainability: Systems Thinking) :* students will extend their exploration of design as systems thinking to consider interconnectedness between parts and whole through the design process. This includes site study strategies, building concept strategies, and building detail design.
- *(sustainability: Environmental Stewardship):* students will develop a perspective on the impact of architectural design on environmental stewardship.

## NAAB STUDENT PERFORMANCE CRITERIA

Objectives as a reflection of NAAB Student Performance Criteria: Students should be aware that the National Architectural Accrediting Board, Inc., evaluates student performance as a component of accreditation. The NAAB website <http://naab.org/> contains valuable information concerning accreditation. Students should visit the website and become familiar with the general requirements of accreditation. At the conclusion of this course students will demonstrate:

- A.1. Communication Skills: *Ability to read, write, speak and listen effectively.*
- 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. Visual Communication Skills: *Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.*
- A. 6. Fundamental Design Skills: *Ability to effectively use basic architectural and environmental principles in design.*
- A. 7. Use of Precedents: *Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.*
- A. 8. Ordering Systems Skills: *Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.*
- A. 9. Historical Traditions and Global Culture: *Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.*
- A.11. Applied Research: *Understanding the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.*
- B. 2. Accessibility: *Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.*
- B. 3. Sustainability: *Ability to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.*
- B. 4. Site Design: *Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.*
- B. 5. Life Safety: *Ability to apply the basic principles of life-safety systems with an emphasis on egress.*
- B. 9. Structural Systems: *Understanding of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution,*
- C. 1. Collaboration: *Ability to work on collaboration with others and in multi-disciplinary teams to successfully complete design projects.*
- C. 2. Human Behavior: *Understanding of the relationship between human behavior, the natural environment and the design of the built environment.*
- C.9. Community and Social Responsibility: *Understanding of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors*

## FABRICATION LAB

The Fabrication Lab is an integral part of your studio. As part of the course methodology, you will be using the Fab Lab as soon as the second week of the studio and will continue using that throughout

your semester. Students are encouraged to familiarize themselves with the tool, safety instructions and pertinent regulations. All of the students are encouraged to familiarize themselves to the Fabrication lab in the first week of the semester. The Fabrication Laboratory at the School of Architecture Planning and Preservation emphasizes the notion of learning to design through the process of making. You will need to have access to it during this semester and according to regulations, a thorough safety training class is required before anyone is given access to the Workshop. Please note that the Fabrication Lab has no longer open access. Please contact Tom Swift (405-6324, or [swift@umd.edu](mailto:swift@umd.edu)). He will make arrangements to have someone meet you and explain the machines and their operations. Please give him some notice so he can make the necessary arrangements. For more information visit: [http://www.arch.umd.edu/resources/facilities/fab\\_lab/fab\\_lab.cfm](http://www.arch.umd.edu/resources/facilities/fab_lab/fab_lab.cfm). Also, for information on Information Technology available to you, please visit: <http://www.arch.umd.edu/resources/it/>

### INSTRUCTION AND GRADING:

Studio education is principally empirical learning, thinking through making. It is an educational model based on varied scales of engagement. Often one to one, faculty to student teaching and learning is interspersed with studio-wide critiques and discussions as well as small group critiques. The resulting collaborative interaction between faculty member and student lead to a general familiarity with the student's individual work efforts, individual and team contributions to the studio pedagogy and class quality. Comprehension of the course curriculum and demonstration of comprehension through both design process work and product work together with class participation, engagement and development, form the primary basis for final semester grading. The faculty may monitor these efforts differently, through constructed critique, grading and/or consultation with students.

Studio course grades are a combination of both process and product viewed through the participation, engagement and development of the concepts and ideas presented in the studio. The instructor may monitor, advise and evaluate student progress through critique, grading or through discussion. The instructor may share project grades with the student. The sum of project grades is not assumed to be the determining factor in Final Semester Grade. Rather, the final semester grade is a combination of Process (quality and quantity of daily student work) and Product (the work presented at pin-ups, interim reviews, and final reviews) and Participation, Engagement, and Development of the ideas and concepts of the work. Students should save their work for the benefit of themselves as well as for instructor reference and review.

**Process Grades:** Students may receive a separate process grade from the studio instructor at the Mid-Term review. An objective of architectural education is the development of a rational, intelligible, and visible design process with a clear set of intentions. In practice architects often work in teams, thus one needs to be able to communicate (by means of established conventions of visual communication) the various phases of design to others. In the study of any single project, the architect must dispassionately and exhaustively study the numerous design options that are available. It is the intention of this studio to continue to build the student's understanding of good design process. History demonstrates that the greatest architects have been those who developed a healthy discipline for design process. Multiple, successive iterations of design development are the key to developing a successful design process. Great architecture is the result of determination, refinement, skill, and knowledge.

**Product Grades:** The product grade is a reflection of the student's ability to skillfully execute the requirements of the project in a manner that demonstrates mastery of the pedagogical goals of the semester and the project. This grade will constitute an evaluation of the quality of the finished design product as exhibited by the final drawings, models, diagrams, and participation in the project review.

Ultimately the architect is judged by the quality of his or her work - the building, the urban design, and related commissioned work. The purpose of this grade is to evaluate the student's design project on its own merits in the context of the pedagogical goals of the project.

**Participation, Engagement and Development Grades:** The final requirements for the term grade will be successful completion of the regular exercises the completion of the projects and participation in studio discussions and productions. Participation in studio discussions, design process development, attendance, productivity, etc., are the basis for this grade. Course work will be evaluated based on the following criteria: understanding and application of concepts and engagement of intellectual issues raised in the studio, development of craft through precise use of media, ambition and rigor of intellectual pursuits, completeness of projects, and demonstrated development of critical skills and fundamental concepts related to the architectural design process. Design solutions will be demanding and require rigorous pursuit. Personal responsibility and creativity will require more and more critical self evaluation. Establishing a position and developing a body of work that articulates and defends that position will be essential to the successful completion of the course.

**Project Grades:** Specific grading criteria for each project will be understood to be a reflection of the issues outlined in the course syllabus and the statement for each project. No matter how "beautiful" or "creative" the individual student project may appear, if it fails to meet the pedagogical requirements set forth in each project, if the project is incomplete, or if the project fails to meet the specifications of the program, students may expect an unsatisfactory evaluation (below average or failing). The initial project brief for each series of exercises will outline the specific grading criteria for the entire project.

**Reviews:** At the conclusion of each project, and at various points throughout the design studio semester, open reviews and criticism will be conducted. Reviews are an important part of the learning process. Failure to attend and /or participate in reviews can result in a lower grade. Students are expected to attend their peers' reviews, take notes, make diagrams, and participate fully in discussions

**Grading Concerns:** The proper procedure for obtaining an explanation of grades is to schedule an appointment with the Studio Instructor. Prior to any meeting, the student should re-examine the project statement and objectively evaluate where and how he/she has met or not met the expectations of the course and project.

### Final Grade Computation:

1 <sup>st</sup> Part of the Semester	40%
2 <sup>nd</sup> Part of the Semester	40%
Critical Engagement	20%
Final Grade	100%

### Grade Scale:

For the purposes of internal course grade calculation, the following **minimum** grade values will be used:

A+	=	(Extraordinary)
<b>A</b>	=	<b>(Exceptional)</b> the student demonstrates superior mastery of the knowledge and skills that constitute the project grading criteria and the quality of work exceeds that of most students in the course
A-		
B+		
<b>B</b>	=	<b>(Above Average)</b>

		the student demonstrates mastery of the knowledge and skills that constitute the project grading criteria and shows particular proficiencies in addressing some aspects of these criteria. The quality of work is above the norm of the course
B-	=	(Minimum for Graduate Credit) the student demonstrates mastery of the knowledge and skills that constitute the grading criteria and demonstrates average proficiency in addressing some aspects of these criteria
C+		
<b>C</b>	=	<b>(Average)</b> the student demonstrates mastery of the knowledge and skills that constitute the project grading criteria.
C-	=	(Minimum for Undergraduate Credit) the student demonstrates difficulty in mastery of some critical aspects of the knowledge and skills that constitute the project grading criteria.
D+		
<b>D</b>	=	<b>(Below Average)</b> the student demonstrates significant difficulties in mastery of some critical aspects of the knowledge and skills that constitute the project grading criteria.
<b>F</b>	=	<b>(Failing)</b> the student fails to demonstrate most knowledge and skills that constitute the project grading criteria.
I	=	Incomplete due to personal illness or family emergency. Incomplete Contract required to be signed by student and instructor. INC

## ACADEMIC INTEGRITY

Plagiarism, fabrication, copying of files and cheating are prohibited by the Academic Policies as described by the University of Maryland. This course will be challenging. Students are encouraged to develop a system conducive to peer learning. All work (design projects, drawings, models, etc.) provided for the fulfillment of course requirements must be the work of the individual student. One student submitting another student's work as their own, in whole or in part, constitutes plagiarism and will be dealt with as such. If a student violates academic honesty standards the instructor, School, and University will impose the appropriate sanctions. For further information on the University's policies on academic honesty please see the Office of Judicial Programs and Student Ethical Development online at <http://www.jpo.umd.edu>. Academic dishonesty is a corrosive force in the academic life of a university. It jeopardizes the quality of education and depreciates the genuine achievements of others. It is, without reservation, a responsibility of all members of the campus community to actively deter it. Apathy or acquiescence in the presence of academic dishonesty is not a neutral act. All members of the University community, students, faculty, and staff, share the responsibility and authority to challenge and make known acts of apparent academic dishonesty. For full disclosure of the University's policies regarding academic dishonesty visit: University of Maryland Code for Academic Integrity. Any member of the University community who has witnessed an apparent act of academic dishonesty, or has information that reasonably leads to the conclusion that such an act has occurred or has been attempted, has the responsibility to inform the Honor Council promptly in writing.

## ACADEMIC / STUDIO CULTURE POLICY

The University of Maryland School of Architecture, Planning and Preservation Architecture Program values design studio education and encourages an academic environment conducive to learning made through thoughtful connections between studio and non-studio courses. The design studio, and the studio education model is the foundation of the curriculum. Studio learning encourages critical discourse based on collaboration, creativity, and learning through making. A healthy academic/studio culture engenders an environment where students and faculty come together to ask questions and make proposals, innovate with today's knowledge to address tomorrow's challenges. Studio education provides opportunities for students to develop their critical thinking skills and design process. The design studio offers both an analytic and a synthetic form of education, where critical learning becomes

the foundation for developing an understanding of architecture: to improve the quality of the built and natural environments. The academic/studio culture must support and develop respect for the diverse backgrounds of the faculty and students' educational and professional experiences, and approaches to design. Read more about Academic / Studio Culture at:  
<http://www.arch.umd.edu/architecture/resources/AStudioCulturePolicy.pdf>

## OWNERSHIP OF WORK

Any design project, drawing or model that is submitted for academic credit is recognized by the University of Maryland and the School of Architecture, Planning & Preservation to be the equivalent to a formal examination. Therefore, upon submission, all projects, drawings and/or models become the property of the School.

Generally, University regulations require professors to retain all examinations for a period not less than one academic year. However, in practice, design studio projects are usually returned to the individual student for inclusion in their academic portfolio. The School does reserve the right to retain certain projects for use in publicity, display, accreditation or other official uses. In addition, projects may be retained for archival reasons or in cases of grade disputes. In all cases, projects will be made available to the authors for reproduction.

## IT RESOURCES AND COMPUTER LAB ETIQUETTE:

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

## ATTENDANCE POLICY

Attendance: in studio is mandatory for the entirety of every class period, Monday, Wednesday, Friday 2:00PM – 6:00 PM, when faculty presentations, individual criticism, group reviews and discussions will occur. Students are expected to work in the studio, in addition to scheduled studio time, to be available for informal consultation with faculty, and also to develop ideas through interaction with fellow students.

Excused Absences are granted only for documented personal medical reasons (obtain verification from student health center or a note on a physician's letterhead), religious reasons, or an extreme crisis in the immediate family (death or extreme illness verified by a death notice or a note on a physician's letterhead). Persons granted an excused absence will be granted one class day for each day excused to make up work. Regardless, it is the responsibility of the individual student to notify the Section

Instructor of these circumstances. Students who fail to notify the Section Instructor of these circumstances will not be eligible for an excused absence. Students with prolonged illness will be advised to drop Arch 601 studio and retake the studio during the next available semester, since Arch 601 studio is not offered as an independent study course (interaction with other students and the sequencing of assignments is critical to course content). Only in extreme instances (and in the context of substantial completion of the work assigned) will the grade of I (incomplete) be given as a semester evaluation, and then only subject to University guidelines and contractual procedures.

Unexcused Absences: Failure to qualify under the category Excused Absence will result in the awarding of a zero for class days missed and any work not submitted. Unexcused absences in excess of three (3) days over the course of the semester will result in the semester grade being lowered by one point (i.e., a "B" becomes a "C")

Inclement Weather or Extreme Circumstances Causing School Closure: ARCH 405 will not meet in the event of extreme weather or other emergency that causes the University of Maryland to close. University closure status can be monitored at: [www.umd.edu](http://www.umd.edu).

## RELIGIOUS OBSERVANCES

The University of Maryland policy "Assignments and Attendance on Dates of Religious Observance" states that students should not be penalized in any way for participation in religious observances and that, whenever feasible, they be allowed to makeup academic assignments that are missed due to such absences. However, the student must personally hand the instructor a written notification of the projected absence within two weeks of the start of the semester. The request should not include travel time. Instructors should take the validity of these requests at face value. For your reference, an extensive list of religious holidays appears at <http://www.interfaithcalendar.org>.

It is the student's responsibility to inform the instructor of any intended absences for religious observances in advance and that prior notification is especially important in connection with final examinations and design studio reviews, since failure to reschedule a final examination or design review before the conclusion of the final examination period may result in loss of credits during the semester.. Accordingly, faculty will make every feasible effort to accommodate students' requests based on attendance of religious observances.

## ADA COMPLIANCE

In compliance with section 504 of the Americans with Disabilities Act (ADA), the University of Maryland is committed to ensure that "no otherwise qualified individual with a disability... shall, solely by reason of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity..." If you feel that you are a student who may require academic accommodations due to a disability, then you should immediately register with the office of Disability Support Services (DSS) at 0126 Shoemaker Hall, 301.314.7682. DSS is the University of Maryland office that authorizes special accommodations for students with disabilities. DSS will make arrangements with the student to determine and implement appropriate academic accommodations.

## COURSE EVALUATIONS

Course evaluations are an important component of higher education. The School of Architecture, Planning, and Preservation takes course evaluations very seriously utilizing the information gained therein to assist faculty in improving teaching methods, revising curriculum, and planning new courses. It is the responsibility of every student to provide objective critical feedback at the conclusion of every

semester for each course in which he or she is enrolled. CourseEvalUM will be open for students to complete their evaluations for Spring 2012 courses between in late April and early May. Students will be alerted via their official University email account. Students who complete evaluations for all of their courses in the previous semester (excluding summer), can access the posted results via Testudo's CourseEvalUM Reporting link for any course on campus that has at least a 70% response rate. You can find more information, including periodic updates, at the IRPA course evaluation website: [https://www.irpa.umd.edu/Assessment/CourseEval/fac\\_faq.shtml](https://www.irpa.umd.edu/Assessment/CourseEval/fac_faq.shtml)

## STUDIO ETIQUETTE AND DECORUM

While thoughtful, quiet and constructive communication between students in studio is encouraged, visits by others during class time are not permitted. There will be no mobile phone/text activity during class. Headsets are required for listening to music in studio beyond class hours. Students must respect the work and work space of others at all times.

The following items are intended as guidelines for the occupation and use of studio space:

1. Injuries or accidents should be reported immediately to Campus Security (301-405- 3333). If you have been injured do not attempt to go to the Health Center alone - summon help from Campus Security or ask for assistance from a fellow student.
2. No visitors are permitted in studio during class hours.
3. Strangers in studio should be asked to identify themselves and their business. Generally, this can be accomplished in a friendly and courteous manner. Should the person in question appear suspicious, you owe it to yourself and fellow students to notify Campus Security at once, particularly during off hours.
4. Properly secure articles of value. When you leave your work area, be sure that all valuables are secured or removed from the studio. The University assumes no responsibility for theft or vandalism of your personal property.
5. No smoking is permitted in the School of Architecture, Planning, and Preservation building at any time.
6. Music players, laptops, and other audible devices are to be used in conjunction with headphones at all times. No televisions are permitted in the studio.
7. Public desk areas in the great space and studio spaces are to be kept neat and clean. Students must remove all unwanted materials after work is completed. All food items must be removed immediately after the "meal" is consumed. Everyone is responsible to maintain order and respect of the designated public work areas.
8. Personal desk areas should be kept as neat as possible at all times. Note: You should not place anything of value on the floor, as it is liable to be mistaken for garbage by the cleaning staff. Each student is responsible for their own designated personal work area.
9. Aerosol paint, glue or other media may not be used in or outside of the building.

10. The use of X-acto knives or similar cutting devices will be conducted with the utmost care for personal safety as well as the maintenance of university-owned furnishings and room finishes. All cutting must be done on surfaces designated expressly for that purpose and provided by the individual student. Used blades should be safely and properly disposed of in the designated receptacles placed throughout the studio.

11. No cell phones, music players, video players, or entertainment electronic devices of any type are permitted in studio during class hours. No phone calls or text messages (cellular, IM, or web-based) are permitted during class hours.

12. Personal power tools may not be used in the studio areas unless the student has proper authorization from the Shop Supervisor. Such tools may only be operated in designated model making areas during specified non-class times.