

*2020 Conditions and Procedures*  
**Plan to Correct**  
for Continuing Accreditation

University of Florida  
School of Architecture

Degree: Master of Architecture (M.Arch)

Date: 30 June 2023

**NAAB**

National  
Architectural  
Accrediting  
Board, Inc.

**UF** | UNIVERSITY of  
**FLORIDA**

School of Architecture  
College of Design, Construction and Planning  
University of Florida  
1480 Inner Road, Room 231  
PO Box 115702  
Gainesville, FL 32611-5702 USA



**Plan to Correct**  
(2020 Procedures)

<b>Institution</b>	University of Florida
<b>Name of Academic Unit</b>	School of Architecture
<b>Degree(s)</b> <i>(check all that apply)</i>  <b>Track(s)</b> <i>(Please include all tracks offered by the program under the respective degree, including total number of credits)</i>	<input type="checkbox"/> <u>Bachelor of Architecture</u> <input checked="" type="checkbox"/> <u>Master of Architecture</u> Track I: Undergraduate pre-professional degree with architecture major + 52 graduate semester credit hours Track II: Undergraduate professional degree + 30 graduate semester credit hours Track III: Undergraduate degree with non-architecture major + 48 preparatory semester credits + 52 graduate semester credit hours <input type="checkbox"/> <u>Doctor of Architecture</u>
<b>Year of Previous Visit</b>	2021
<b>Current Term of Accreditation</b> <i>(refer to most recent decision letter)</i>	Continuing Accreditation (Eight-Year Term)
<b>Program Administrator</b>	David Rifkind, Ph.D. Director and Professor School of Architecture
<b>Chief Administrator</b> for the academic unit in which the program is located <i>(e.g., dean or department chair)</i>	Chimay J. Anumba, FEng, Ph.D., D.Sc., Dr.h.c., P.E. Dean and Professor College of Design, Construction, and Planning
<b>Chief Academic Officer of the Institution</b>	Joseph Glover, Ph.D. Provost and Senior Vice President for Academic Affairs University of Florida  <u>After 1 July 2023:</u> J. Scott Angle, Ph.D. Interim Provost and Senior Vice President for Agriculture and Natural Resources, UF/IFAS
<b>President of the Institution</b>	Ben Sasse, Ph.D. President University of Florida
<b>Individual submitting the APR</b>	David Rifkind, Ph.D.
<b>Name and email address of individual to whom questions should be directed</b>	David Rifkind, Ph.D. <a href="mailto:rifkind.david@ufl.edu">rifkind.david@ufl.edu</a>



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## INTRODUCTION

The Master of Architecture program at the University of Florida (UF) applied for Continuing Accreditation in 2021 and the Architecture Program Report (APR) was submitted to NAAB on 7 September 2021. Supplemental digital information was provided to the NAAB Visiting Team on 17 December 2021 and 22 January 2022. A Virtual Site Visit was conducted Monday, 31 January 2022 through Wednesday, 2 February 2022.

The Visiting Team Report was sent to UF on 22 March 2022. The subsequent NAAB Letter of Determination, dated 28 November 2022, included the following summary notes and conditions:

*Based on the following review of your program, the NAAB Directors voted to grant the M.Arch. program an eight-year term of Continuing Accreditation with a Plan to Correct and require the program to address the following conditions not met:*

- **PC.6 Leadership and Collaboration**
- **PC.8 Social Equity and Inclusion**
- **SC.5 Design Synthesis**
- **SC.6 Building Integration**
- **5.2 Planning and Assessment**

*The program is required to provide a Plan to Correct, which includes a narrative response with supporting documentation and evidence of compliance for each Condition noted to be out of compliance. Programs with a Plan to Correct will have two years to demonstrate compliance with Conditions for Accreditation noted to be out of compliance. The Plan to Correct is due on or before June 30, 2023.*

*The program's accreditation term is effective January 1, 2022, and the program is scheduled for its next visit for Continuing Accreditation in 2030. This visit will be conducted under the provisions of the NAAB Accreditation Conditions and Procedures in effect at the time of the visit.*

The Letter of Determination noted conditions that were met and also provided information about areas of concern to be addressed in the Plan to Correct. The specific conditions and areas of concern were as follows:

### Program Review

#### **3–Program and Student Criteria**

*These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.*

##### **3.1 Program Criteria (PC)**

*A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.*

##### **PC.6 Leadership and Collaboration**

*How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.*

*The program did not provide sufficient information to meet the requirements of this Condition. The program provided sufficient evidence of collaborative approach in multidisciplinary teams. The program needs to provide evidence of a student learning outcome and an assessment process related to leadership.*

### **PC.8 Social Equity and Inclusion**

*How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.*

*The program did not provide sufficient information to meet the requirements of this Condition. The program provided sufficient evidence of an approach to social equity and inclusion. The program needs to provide evidence of a student learning outcome and assessment process related to this condition.*

### **3.2 Student Criteria (SC)**

*A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.*

#### **SC.5 Design Synthesis**

*How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.*

*The program did not provide sufficient information to meet the requirements of this Condition. The program provided sufficient evidence of an approach to ensuring students develop the ability to synthesize user and regulatory requirements, site conditions and the consideration of measurable environmental impacts of design decisions. The program needs to provide evidence of an approach to accessible design. The program provided some assessment information related to defined Knowledge, Skills and Behavior; however, these learning outcomes do not align with the requirements of this condition. The program also needs to provide evidence of student learning outcomes that are assessed related to synthesizing user requirements, regulatory requirements, accessible design, site conditions and the measurable environmental impacts of design decisions.*

#### **SC.6 Building Integration**

*How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.*

*The program did not provide sufficient information to meet the requirements of this Condition. The program provided sufficient evidence of an approach to integrate building envelope systems, environmental control systems and the ability to make design decisions per measurable outcomes in building performance. The program needs to provide evidence of student learning outcomes and assessment processes for the integration of life safety systems.*

## **5–Resources**

### **5.2 Planning and Assessment**

*The program must demonstrate that it has a planning process for continuous improvement that identifies:*

- 5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.*
- 5.2.2 Key performance indicators used by the unit and the institution.*
- 5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.*
- 5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.*



5.2.5 Ongoing outside input from others, including practitioners.

*The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.*

*The program did not provide sufficient information to meet the requirements of this Condition. The program provided sufficient evidence of a process to evaluate progress toward its mission and multi-year objectives (5.2.3) and the ongoing gathering of outside input from others, including practitioners (5.2.5). Though the program described a strategic planning assessment developed in 2018-19, the program still needs to provide evidence of the plan being operationalized with goals and benchmarks and that the SWOT analysis has informed or been integrated into the process for continuous improvement (5.2.4). In addition, the program needs to provide evidence of the inclusion of the requirement to meet NAAB conditions. The program provided the UF SOA Continuous Improvement Plan + Assessment report as evidence of its assessment processes, however, the program must still provide evidence that the outcomes assessed align with the NAAB PCs or SCs. (5.2.1) The program provided institutional KPIs and must still provide specific and formalized key performance indicators or benchmarking indicated by the program unit itself (5.2.2).*

In response to the Letter of Determination, we respectfully submit this Plan to Correct for your review. The pages that follow include a summary “Plan to Correct Form,” followed by supporting evidence referenced in the tabular document.

Please let us know if you have any questions or require additional information.

Respectfully yours,

David Rifkind  
Director and Ivan H. Smith Endowed Professor  
School of Architecture  
College of Design, Construction and Planning  
University of Florida  
[www.dcp.ufl.edu](http://www.dcp.ufl.edu)

Enclosures



**PLAN TO CORRECT FORM**

<p><b>Conditions Not Met</b> List the number and title of each condition that must be addressed in the Plan to Correct.</p>	<p><b>Corrective Actions</b> Provide a narrative describing the corrective actions that have been taken and those that are planned but not yet implemented. For all actions taken, provide supporting evidence as described under the relevant Condition in the 2020 Conditions and 2020 Guidelines for the Accreditation Process.</p>	<p><b>Timeline</b> List the timeline for all corrective actions, including actual or planned start and completion dates.</p>
<p><b>PC.6 Leadership and Collaboration</b></p> <p><i>“How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.”</i></p>	<p><b>Program Narrative:</b> The Visiting Team Report (VTR) noted that <i>“there is evidence in many group assignments particularly within the ARC6355 Advanced Graduate Design Studio 2 that demonstrated studio teamwork, collaboration, and diverse constituents in many social contexts.”</i></p> <p>Although these aspects of the criterion were met, the VTR noted that <i>“there is lacking evidence of consistent or formal training or assignments identified that demonstrate or explain leadership and collaboration skill approaches, and how to apply these skills to resolve complex problems.”</i></p> <p>Beginning with the upcoming Spring 2024 semester, the program will add course content to ARC6281 Professional Practice that will provide formal training and assignments addressing leadership and collaborative approaches in architectural practice. The added educational content will include relevant readings, in-class discussion, and exam-based evaluation questions to evaluate Student Learning Outcomes (SLOs). This course is required of all students in the professional degree program.</p> <p>The new course content is being developed currently, with input from numerous faculty. The course instructor has been invited to participate in the <i>2023 NCARB Scholars in Professional Practice</i> program in Indianapolis, Indiana, from August 10-12, 2023. This workshop will provide opportunities for the program to benefit from best practices being developed across the country and get feedback on proposed course content. During the upcoming Fall 2023 semester, course materials and approaches will be reviewed in SOA Curriculum Committee and Faculty meetings.</p> <p>Following introduction of the new materials in the Spring 2024 semester, the curricular changes will be assessed through three parallel methods:</p> <ol style="list-style-type: none"> <li>1) In addition to regular course evaluations, students will be surveyed and asked to respond to questions explicitly focused on the materials added to respond to this Program Criteria (PC.6 Leadership and Collaboration);</li> <li>2) New topical areas will be discussed in the Faculty Curricular Review meeting, planned for April 2024;</li> <li>3) We will engage our Architectural Advisory Board (made up of professional architects and alumni) to solicit evaluative feedback on the revised course elements.</li> </ol>	<p><u>Summer 2023:</u></p> <ul style="list-style-type: none"> <li>● New course content developed.</li> <li>● August: Faculty will participate in the <i>2023 NCARB Scholars in Professional Practice</i> program in Indianapolis, Indiana.</li> </ul> <p><u>Fall 2023:</u></p> <ul style="list-style-type: none"> <li>● Course materials reviewed in SOA Curriculum Committee and Faculty meetings.</li> <li>● Additional refinement of course content, based on faculty input.</li> </ul> <p><u>Spring 2024:</u></p> <ul style="list-style-type: none"> <li>● Revised course offered with new course content.</li> <li>● SLOs evaluated through course performance, including readings, discussion, and exams.</li> <li>● April: Student survey explicitly focused on new materials addressing PC.6 Leadership and Collaboration.</li> <li>● April: Course revisions to be discussed in the Faculty Curricular Review meeting.</li> </ul> <p><u>Summer 2024:</u></p> <ul style="list-style-type: none"> <li>● SLOs reviewed through disaggregated exam analysis.</li> <li>● Survey responses and faculty recommendations reviewed and used to inform subsequent refinements.</li> <li>● June: Arch Advisory Committee Meeting.</li> <li>● Consider assessment structures and revise these for further implementation.</li> <li>● Course materials refined for the following 2024-2025 academic year.</li> </ul>

<p><b>Conditions Not Met</b> List the number and title of each condition that must be addressed in the Plan to Correct.</p>	<p><b>Corrective Actions</b> Provide a narrative describing the corrective actions that have been taken and those that are planned but not yet implemented. For all actions taken, provide supporting evidence as described under the relevant Condition in the 2020 Conditions and 2020 Guidelines for the Accreditation Process.</p>	<p><b>Timeline</b> List the timeline for all corrective actions, including actual or planned start and completion dates.</p>
	<p>These three assessment vehicles will be used to inform further revisions and course refinements that will be implemented during the following academic year.</p> <p><b>Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Appendix A. NCARB invitation to participate in the 2023 NCARB Scholars in Professional Practice program.</a></li> <li>• <a href="#">Appendix B. Draft syllabus for ARC6281 Professional Practice.</a></li> <li>• <a href="#">Appendix C. SOA Calendar for 2023-2024, including tentative dates of Curriculum Committee and Faculty Meetings (Dates of Architectural Advisory Board Meetings not yet finalized).</a></li> </ul>	
<p><b>PC.8 Social Equity and Inclusion</b></p> <p><i>“How the program furthers and deepens students’ understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.”</i></p>	<p><b>Program Narrative:</b> The VTR noted that <i>“dedicated efforts (including administrative initiatives and non-curricular activities) are being made to infuse social equity and inclusion throughout the program.”</i> It also acknowledged a range of approaches to social equity and inclusion, especially in the different studio projects offered in all sections of ARC6356 Advanced Graduate Studio 3.</p> <p>Although these diverse approaches were acknowledged as program strengths, the VTR noted that <i>“there is a need for formal and consistent learning objectives and applications in a required course.”</i></p> <p>Beginning with the upcoming Fall 2023 semester, the program is substantively revising ARC1701 Architectural History 1. The new course structure and content will explicitly address diverse cultural and social contexts as well as equitable design practices that include people of diverse backgrounds, resources, and abilities. The added educational content will include relevant readings, in-class discussion, and exam-based evaluation questions to evaluate Student Learning Outcomes (SLOs). This course will provide formal and consistent learning objectives and applications in a required course.</p> <p>The changes to the structure of the course include the following:</p> <ol style="list-style-type: none"> <li>1) Changed to synchronic model for teaching architectural history, as opposed to the diachronic model. In the synchronic model, there is an emphasis on teaching global history through cultural contact and past global networks.</li> <li>2) For example, instead of teaching Roman architecture and Chinese architecture as separate topics in the diachronic model, in the synchronic model we teach them comparatively as a Silk Road module. This encourages students to think of the Roman and</li> </ol>	<p><b>Summer 2023:</b></p> <ul style="list-style-type: none"> <li>• New course content and alternative educational approaches developed.</li> </ul> <p><b>Fall 2023:</b></p> <ul style="list-style-type: none"> <li>• Revised course offered with new course content.</li> <li>• Course materials reviewed in SOA Curriculum Committee and Faculty meetings.</li> <li>• SLOs evaluated through course performance, including readings, discussion, and exams.</li> <li>• December: Student survey explicitly focused on new materials addressing PC.8 Social Equity and Inclusion.</li> <li>• December: Course revisions to be discussed in the Faculty Curricular Review meeting.</li> </ul> <p><b>Spring 2024:</b></p> <ul style="list-style-type: none"> <li>• SLOs reviewed through disaggregated exam analysis.</li> <li>• Survey responses and faculty recommendations reviewed and used to inform subsequent refinements.</li> <li>• February: Arch Advisory Committee Meeting.</li> <li>• Consider assessment structures and revise these for further implementation.</li> </ul>



<b>Conditions Not Met</b> <i>List the number and title of each condition that must be addressed in the Plan to Correct.</i>	<b>Corrective Actions</b> <i>Provide a narrative describing the corrective actions that have been taken and those that are planned but not yet implemented. For all actions taken, provide supporting evidence as described under the relevant Condition in the 2020 Conditions and 2020 Guidelines for the Accreditation Process.</i>	<b>Timeline</b> <i>List the timeline for all corrective actions, including actual or planned start and completion dates.</i>
	<p>Chinese empires as comparable and linked. By looking at architectural history in terms of past global networks, such as the Silk Road, students will learn how to interpret cultural diversity in the present-day world.</p> <p>3) For example, instead of teaching Hindu temple architecture and Buddhist architecture in South Asia and Southeast Asia as separate topics, we now combine them so that students will analyze diverse nodes of culture-contact at the local, regional, and global levels. The outcome expected is that students learn how historic cultural and architectural encounters between India, China, and Southeast Asia have shaped architecture and our present day understanding of Asia.</p> <p>4) This change from diachronic to a synchronic model is reflected in changing the textbook.</p> <p><u>Old textbook:</u>  Michael Fazio, Marian Moffett, and Lawrence Wodehouse, <i>A World History of Architecture</i>. 2nd ed. (Boston: McGraw-Hill Professional, 2008)</p> <p><u>New textbook:</u>  Frank Ching, Mark Jarzombek, and Vikramaditya Prakash, <i>A Global History of Architecture</i> (Hoboken, New Jersey: Wiley, 2017)</p> <p>During the upcoming Fall 2023 semester, course materials and approaches will be reviewed in SOA Curriculum Committee and Faculty meetings.</p> <p>Following introduction of the new materials in the Fall 2023 semester, the curricular changes will be assessed through three parallel methods:</p> <ol style="list-style-type: none"> <li>1) In addition to regular course evaluations, students will be surveyed and asked to respond to questions explicitly focused on the materials added to respond to this Program Criteria (PC.8 Social Equity and Inclusion);</li> <li>2) New topical areas will be discussed in the Faculty Curricular Review meeting, planned for December 2023;</li> <li>3) We will engage our Architectural Advisory Board (made up of professional architects and alumni) to solicit evaluative feedback on the revised course elements.</li> </ol> <p>These three assessment vehicles will be used to inform further revisions and course refinements that will be implemented during the following academic year.</p> <p><b>Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Appendix D. Draft syllabus for ARC1701 Architectural History 1.</a></li> </ul>	<ul style="list-style-type: none"> <li>• Course materials refined for the following 2024-2025 academic year.</li> </ul>

<p><b>Conditions Not Met</b> List the number and title of each condition that must be addressed in the Plan to Correct.</p>	<p><b>Corrective Actions</b> Provide a narrative describing the corrective actions that have been taken and those that are planned but not yet implemented. For all actions taken, provide supporting evidence as described under the relevant Condition in the 2020 Conditions and 2020 Guidelines for the Accreditation Process.</p>	<p><b>Timeline</b> List the timeline for all corrective actions, including actual or planned start and completion dates.</p>
<p><b>SC.5 Design Synthesis</b></p> <p><i>“How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.”</i></p>	<p><b>Program Narrative:</b> The VTR noted that <i>“evidence of ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions and consideration of the measurable environmental impacts is clearly evident in the ARC6241 Advanced Graduate Design Studio 1 studio work.”</i></p> <p>Although these aspects of the criterion were met, the VTR noted that one aspect was not adequately demonstrated in the work provided. The VTR noted that <i>“the team found no evidence in primary, secondary and other available sources of accessible design ability within the student work.”</i></p> <p>We are responding to this in two different ways simultaneously to provide both short- and long-term curricular revisions.</p> <p>Beginning in the Fall 2023 semester, we will incorporate an accessible design workshop in all sections of ARC6241 Advanced Graduate Architectural Design 1. This new accessibility workshop will include readings, in-class discussion, and exercises that will require students to demonstrate an understanding of accessible design. This work will address universal design broadly while also explicitly addressing spatial and dimensional requirements associated with accessible design.</p> <p>The curricular changes will be assessed through three parallel methods:</p> <ol style="list-style-type: none"> <li>1) At the end of the semester, professionals and visiting critics will be asked to assess student learning outcomes as shown in student work prepared through the accessible design workshops;</li> <li>2) New topical areas will be discussed in the Faculty Curricular Review meeting, planned for December 2023;</li> <li>3) We will engage our Architectural Advisory Board (made up of professional architects and alumni) to solicit evaluative feedback on the revised course elements.</li> </ol> <p>In tandem with this short-term approach, we are creating a new graduate course ARC6XXX Advanced Integrated Building Technologies. This new required 4-credit course will be offered in the spring semesters, and taught in tandem with ARC6355 Advanced Graduate Design Studio 2. This pair of courses is tentatively expected to address both SC.5 and SC.6.</p> <p>The new course content will be developed during the upcoming Fall 2023 semester. It will be discussed and reviewed by the SOA Technology Committee, SOA</p>	<p><b>Revisions to ARC6241: New Accessibility Workshops (“Short-Term Curricular Revisions”):</b></p> <p><u>Fall 2023:</u></p> <ul style="list-style-type: none"> <li>• New course content developed.</li> <li>• Course materials reviewed in SOA Curriculum Committee and Faculty meetings.</li> <li>• Additional refinement of course content, based on faculty input.</li> <li>• Pilot new accessibility workshop in ARC6241.</li> <li>• SLOs evaluated through reviews by faculty as well as external critics.</li> <li>• December: Course revisions to be discussed in the Faculty Curricular Review meeting.</li> </ul> <p><u>Spring 2024:</u></p> <ul style="list-style-type: none"> <li>• SLOs reviewed through disaggregated analysis of evaluations completed by external evaluators.</li> <li>• Faculty recommendations reviewed and used to inform subsequent refinements.</li> <li>• February: Arch Advisory Committee Meeting to discuss curricular revisions.</li> <li>• Consider assessment structures and revise these for further implementation.</li> <li>• Course materials refined for the following 2024-2025 academic year.</li> </ul> <p><b>New Course ARC6XXX Advanced Integrated Building Technologies (“Long-Term Curricular Revisions”):</b></p> <p><u>Spring 2023:</u></p>



<b>Conditions Not Met</b> <i>List the number and title of each condition that must be addressed in the Plan to Correct.</i>	<b>Corrective Actions</b> <i>Provide a narrative describing the corrective actions that have been taken and those that are planned but not yet implemented. For all actions taken, provide supporting evidence as described under the relevant Condition in the 2020 Conditions and 2020 Guidelines for the Accreditation Process.</i>	<b>Timeline</b> <i>List the timeline for all corrective actions, including actual or planned start and completion dates.</i>
	<p>Curriculum Committee, and Faculty as a whole prior to full implementation (or reconsideration) in 2024-2025.</p> <p><b>Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Appendix C. SOA Calendar for 2023-2024, including tentative dates of Curriculum Committee and Faculty Meetings (Dates of Architectural Advisory Board Meetings not yet finalized).</a></li> <li>• <a href="#">Appendix E. UF New Course submission and approval protocols</a></li> <li>• <a href="#">Appendix F. UF New Course submission and approval submission prompts</a></li> <li>• <a href="#">Appendix G. UF Syllabi Policy</a></li> </ul>	<ul style="list-style-type: none"> <li>• New course concept was introduced in the April Curricular Review Meeting. There was broad consensus supporting the curricular change, to be developed for formal review and approval.</li> </ul> <p><u>Fall 2023:</u></p> <ul style="list-style-type: none"> <li>• New ARC6XXX Integrated Technology course to be developed, including a detailed syllabus, student learning outcomes, and evaluative processes.</li> <li>• Review curricular changes with SOA Technology Committee. Revise proposal as required.</li> <li>• Submit new course for approval through UF approvals system.</li> <li>• New course materials reviewed by SOA Curriculum Committee. Revise course materials as required.</li> <li>• December: Status of new course proposal to be discussed in the Faculty Curricular Review meeting.</li> </ul> <p><u>Spring 2024:</u></p> <ul style="list-style-type: none"> <li>• New course reviewed by College (DCP) Curriculum Committee, followed by review by UF Committees.</li> <li>• Pilot new course content in elective seminar to be taught by Professor Jason Alread.</li> <li>• February: Arch Advisory Committee Meeting to discuss curricular revisions.</li> <li>• April: SLOs evaluated through reviews by faculty as well as external evaluators.</li> <li>• April: Status of new course proposal and pilot seminar to be discussed in the Faculty Curricular Review meeting.</li> </ul> <p><u>Fall 2024:</u></p>

<p><b>Conditions Not Met</b> List the number and title of each condition that must be addressed in the Plan to Correct.</p>	<p><b>Corrective Actions</b> Provide a narrative describing the corrective actions that have been taken and those that are planned but not yet implemented. For all actions taken, provide supporting evidence as described under the relevant Condition in the 2020 Conditions and 2020 Guidelines for the Accreditation Process.</p>	<p><b>Timeline</b> List the timeline for all corrective actions, including actual or planned start and completion dates.</p>
		<ul style="list-style-type: none"> <li>• Faculty recommendations reviewed and used to inform subsequent refinements.</li> <li>• Consider assessment structures and revise these for further implementation.</li> </ul> <p><u>Spring 2025:</u></p> <ul style="list-style-type: none"> <li>• New course offered.</li> <li>• February: Arch Advisory Committee Meeting to discuss implementation.</li> <li>• April: SLOs evaluated through reviews by faculty as well as external evaluators.</li> <li>• April: Discussion in Faculty Curricular Review meeting.</li> </ul> <p><u>Summer 2025:</u></p> <ul style="list-style-type: none"> <li>• Course materials and assessment methods reviewed and refined for the following academic year.</li> </ul>
<p><b>SC.6 Building Integration</b></p> <p><i>“How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.”</i></p>	<p><b>Program Narrative:</b> The VTR noted that <i>“evidence of student achievement of the ability to integrate building envelope systems, structural systems and environmental control systems was found in student work in ARC6241 Advanced Graduate Architectural Design 1 and ARC6355 Advanced Graduate Design 2. Evidence of the ability to integrate measurable outcomes of building performance into design decisions was found in ARC2491C Integrated Building Tech course (formerly Environmental 1).”</i></p> <p>Although these aspects of the criterion were met, the VTR noted that <i>“there was no evidence that the ability to include life safety systems is developed consistently for all students in any of the student coursework. This portion of the criterion is missing.”</i></p> <p>We are responding to this in two different ways simultaneously to provide both short- and long-term curricular revisions.</p> <p>Beginning in the Spring 2024 semester, we will incorporate a Fire and Life Safety workshop and associated exercise in all sections of ARC6355 Advanced Graduate Architectural Design 2. This new exercise will explicitly address fire and life safety systems.</p> <p>Exercise readings and references will include:</p>	<p><b>Revisions to ARC6355: New Fire and Life Safety Workshops (“Short-Term Curricular Revisions”):</b></p> <p><u>Fall 2023:</u></p> <ul style="list-style-type: none"> <li>• New course content developed.</li> <li>• Course materials reviewed in SOA Curriculum Committee and Faculty meetings.</li> <li>• Additional refinement of course content, based on faculty input.</li> </ul> <p><u>Spring 2024:</u></p> <ul style="list-style-type: none"> <li>• Pilot new accessibility workshop in ARC6355.</li> <li>• SLOs evaluated through reviews by faculty as well as external critics.</li> <li>• April: Course revisions to be discussed in the Faculty Curricular Review meeting.</li> </ul> <p><u>Summer 2024:</u></p>

<p><b>Conditions Not Met</b> List the number and title of each condition that must be addressed in the Plan to Correct.</p>	<p><b>Corrective Actions</b> Provide a narrative describing the corrective actions that have been taken and those that are planned but not yet implemented. For all actions taken, provide supporting evidence as described under the relevant Condition in the 2020 Conditions and 2020 Guidelines for the Accreditation Process.</p>	<p><b>Timeline</b> List the timeline for all corrective actions, including actual or planned start and completion dates.</p>
	<ul style="list-style-type: none"> <li>● Walter T. Grondzik and Alison G. Kwok, <i>Mechanical and Electrical Equipment for Buildings</i>, 13th Edition, ISBN: 978-1-119-46308-5, October 2019.</li> <li>● International Building Code (IBC)</li> <li>● International Residential Code (IRC)</li> <li>● International Fire Code (IFC)</li> <li>● Fire Code (NFPA 1)</li> <li>● Life Safety Code (NFPA 101)</li> <li>● Other relevant codes and standards, as adopted by the authority with jurisdiction where the project site is located.</li> </ul> <p>The exercise will require students to evaluate a building's ability to protect its occupants from danger in case of fire by employing the use of fire protection equipment and proper egress requirements. The exercise will require students to respond to the following prompts:</p> <ol style="list-style-type: none"> <li>1) What are the four ingredients necessary for fire to occur? Which of these do architects have the most control over?</li> <li>2) What are the different NFPA fire hazard types? Give an example material and method of extinguishing for each type.</li> <li>3) Why are smokeproof enclosures used in buildings? What ventilation strategies are used to maintain a smoke-free environment during a fire?</li> <li>4) What are two basic types of smoke detectors? What are the advantages and disadvantages of each type?</li> <li>5) Determine the occupancy class (light, ordinary, or extra hazard) of a building.</li> <li>6) Determine the amount of coverage of each sprinkler head to find out how many will be needed to cover the building.</li> <li>7) Show how you would lay out a sprinkler system by drawing a line diagram on the building floor plan. Be sure to show where the supply pipe enters the building.</li> <li>8) Show on the plan any other fire protection devices such as fire extinguishers or smoke detectors.</li> </ol> <p>Note that this work on active life safety systems will supplement other exercises and student learning outcomes already demonstrated, including but not limited to:</p> <ul style="list-style-type: none"> <li>● Building code compliance and life-safety plans</li> <li>● Understanding of area and height limitations and their relationships to construction types, occupancies, site adjacencies, etc.</li> <li>● Egress, including travel distance, number/location of exits, sizing of exits/corridors/stairs/doors, dead end corridors, etc.</li> <li>● Egress window requirements in residential construction</li> </ul>	<ul style="list-style-type: none"> <li>● June: Arch Advisory Committee Meeting to discuss curricular revisions.</li> <li>● Consider assessment structures and revise these for further implementation.</li> <li>● Course materials refined for the following 2024-2025 academic year.</li> </ul> <p><b>New Course ARC6XXX Advanced Integrated Building Technologies (“Long-Term Curricular Revisions”):</b></p> <p>Refer to information listed above under SC.5 describing the timeline for development, implementation, and assessment of this new course.</p>

<b>Conditions Not Met</b> <i>List the number and title of each condition that must be addressed in the Plan to Correct.</i>	<b>Corrective Actions</b> <i>Provide a narrative describing the corrective actions that have been taken and those that are planned but not yet implemented. For all actions taken, provide supporting evidence as described under the relevant Condition in the 2020 Conditions and 2020 Guidelines for the Accreditation Process.</i>	<b>Timeline</b> <i>List the timeline for all corrective actions, including actual or planned start and completion dates.</i>
	<p>Student learning outcomes will be evaluated through student performance in the exercises.</p> <p>The curricular changes will be assessed through two parallel methods:</p> <ol style="list-style-type: none"> <li>1) New topical areas will be discussed in the Faculty Curricular Review meeting, planned for April 2024;</li> <li>2) We will engage our Architectural Advisory Board (made up of professional architects and alumni) to solicit evaluative feedback on the revised course elements.</li> </ol> <p>In tandem with this short-term approach, we are creating a new graduate course ARC6XXX Advanced Integrated Building Technologies. This new required 4-credit course will be offered in the spring semesters, and taught in tandem with ARC6355 Advanced Graduate Design Studio 2. This pair of courses is tentatively expected to address both SC.5 and SC.6.</p> <p>The new course content will be developed during the upcoming Fall 2023 semester. It will be discussed and reviewed by the SOA Technology Committee, SOA Curriculum Committee, and Faculty as a whole prior to full implementation (or reconsideration) in 2024-2025.</p> <p><b>Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Appendix C. SOA Calendar for 2023-2024, including tentative dates of Curriculum Committee and Faculty Meetings (Dates of Architectural Advisory Board Meetings not yet finalized).</a></li> <li>• <a href="#">Appendix H. Syllabus for ARC6355 Advanced Graduate Architectural Design Two (Spring 2023), for general reference relative to proposed changes.</a></li> <li>• <a href="#">Appendix I. Final Deliverable requirements from ARC6355 (Spring 2023), including Life Safety considerations, for general reference.</a></li> <li>• <a href="#">Appendix J. Code Review Worksheet, from ARC6355 (Spring 2023).</a></li> </ul> <p><b>See also:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Appendix E. UF New Course submission and approval protocols</a></li> <li>• <a href="#">Appendix F. UF New Course submission and approval submission prompts</a></li> <li>• <a href="#">Appendix G. UF Syllabi Policy</a></li> </ul>	

<p><b>Conditions Not Met</b> List the number and title of each condition that must be addressed in the Plan to Correct.</p>	<p><b>Corrective Actions</b> Provide a narrative describing the corrective actions that have been taken and those that are planned but not yet implemented. For all actions taken, provide supporting evidence as described under the relevant Condition in the 2020 Conditions and 2020 Guidelines for the Accreditation Process.</p>	<p><b>Timeline</b> List the timeline for all corrective actions, including actual or planned start and completion dates.</p>
<p><b>5.2 Planning and Assessment</b></p> <p><i>“The program must demonstrate that it has a planning process for continuous improvement that identifies:</i></p> <p>5.2.1 <i>The program’s multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.</i></p> <p>5.2.2 <i>Key performance indicators used by the unit and the institution.</i></p> <p>5.2.3 <i>How well the program is progressing toward its mission and stated multiyear objectives.</i></p> <p>5.2.4 <i>Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.</i></p> <p>5.2.5 <i>Ongoing outside input from others, including practitioners.</i></p> <p><i>The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.”</i></p>	<p><b>Program Narrative:</b> The Planning and Assessment criterion includes five specific requirements to be addressed by accredited degree programs. The VTR noted that two of these (5.2.3 and 5.2.5) were demonstrated in the materials provided by UF. The other three requirements (5.2.1, 5.2.2, and 5.2.4) were not demonstrated.</p> <p>5.2.1. The VTR noted that <i>“the APR provides evidence of a comprehensive strategic planning assessment of the program.”</i> However, it also noted that <i>“no evidence of a planning process is established for how the strategic plan will be used, adjusted or implemented going forward (no goals, benchmarks, etc.).”</i></p> <p>5.2.2. The VTR noted that <i>“KPI are established and documented for the University as a whole (APR pg. 106-107), and for the College for the SACSCOC Assessment related to enrollment, demographic breakdown, and matriculation.”</i> However, it also noted that <i>“the team found no evidence of specific and formalized key performance indicators or benchmarking indicated by the program unit itself.”</i></p> <p>5.2.4. The VTR noted that <i>“the program created a draft strategic plan with Pirie Associates in 2018/2019 and included a SWOT Analysis as part of that effort (APR pg. 116). Several opportunities and weaknesses were identified, and the program described that they have used this assessment to form the focus of ‘discussions’ and began addressing a number of the concerns.”</i></p> <p>However, the VTR also notes that <i>“there is no indication of planning process for continual assessment or improvement in this area (timeframe for next assessment, goals for improvement, etc.).”</i></p> <p>In response to the issues noted, the School of Architecture initiated a strategic planning process to create a new five-year plan for the school (2024-29). The planning process reassesses goals and benchmarks established in the earlier 2019-24 plan and incorporates the following specific improvements:</p> <ol style="list-style-type: none"> <li>1) Integration of the SWOT analysis into the process for continuous improvement (per 5.2.4);</li> <li>2) Inclusion of the need to meet NAAB conditions (per 5.2.1);</li> <li>3) Alignment of the outcomes with NAAB PCs and SCs (per 5.2.1); and</li> <li>4) Program-specific KPIs incorporated into the continuous improvement plan (per 5.2.2).</li> </ol>	<p><u>Spring 2023:</u></p> <ul style="list-style-type: none"> <li>● New Strategic Planning Committee formed.</li> <li>● Committee met to review the last strategic plan, to assess program performance, to review NAAB accreditation requirements, and to develop plan revisions.</li> <li>● Committee reported on work in progress at regular faculty meetings.</li> <li>● April/May: Draft plan document provided for faculty review and input.</li> </ul> <p><u>Fall 2023:</u></p> <ul style="list-style-type: none"> <li>● Committee to revise and refine the plan document, consulting with the College’s Strategic Planning Committee to align the work of the School, College, and University.</li> <li>● Committee to report on work in progress at regular faculty meetings.</li> <li>● October: Revised Strategic Plan reviewed by Faculty.</li> <li>● November: Finalized Plan presented to Faculty for information.</li> <li>● December: Finalized Plan adopted.</li> </ul> <p><u>Spring 2024:</u></p> <ul style="list-style-type: none"> <li>● Implementation of the new plan.</li> <li>● April: Conduct Curricular Review, including specific reference to each aspect of the Strategic Plan.</li> <li>● May: Administrative Review: Conduct annual leadership group self-assessment of program and work towards Strategic Plan.</li> </ul> <p><u>Summer 2024:</u></p> <ul style="list-style-type: none"> <li>● Planning for initial external peer review, to be conducted in Fall 2024.</li> </ul>

<p><b>Conditions Not Met</b> List the number and title of each condition that must be addressed in the Plan to Correct.</p>	<p><b>Corrective Actions</b> Provide a narrative describing the corrective actions that have been taken and those that are planned but not yet implemented. For all actions taken, provide supporting evidence as described under the relevant Condition in the 2020 Conditions and 2020 Guidelines for the Accreditation Process.</p>	<p><b>Timeline</b> List the timeline for all corrective actions, including actual or planned start and completion dates.</p>
	<p>In 2022-2023, the School created a new Strategic Planning Committee, including the following faculty:</p> <ul style="list-style-type: none"> <li>● Judi Shade Monk, Instructional Assistant Professor, Committee Chair</li> <li>● Jason Alread, Professor</li> <li>● Vandana Baweja, Associate Professor</li> <li>● Stephen Belton, Associate Professor</li> <li>● Ryan Sharston, Assistant Professor</li> <li>● Jamie Lindsey, Adjunct Professor</li> </ul> <p>The Committee met monthly and reported on their progress at regularly-scheduled Faculty meetings throughout the spring semester. Faculty were explicitly invited to provide input to the Committee on 21 March. The work of the Committee was reviewed by the Faculty in the Spring 2023 Curricular Review Meeting and again in the Faculty Meeting on 2 May 2023.</p> <p>The Committee's current draft document is attached, for reference and review.</p> <p>The current draft plan begins with an Outline of Elements:</p> <ul style="list-style-type: none"> <li>● Objectives - areas of focus</li> <li>● Goals (G) - aspirational</li> <li>● Tactics (T) - means and methods</li> <li>● Measures (M) - assessments and timelines</li> </ul> <p>It includes the following Objectives:</p> <ul style="list-style-type: none"> <li>● Objective 1: Expanding our Audiences</li> <li>● Objective 2: Promote Excellence in Teaching</li> <li>● Objective 3: Promote Excellence in Research</li> <li>● Objective 4: Prepare Students for Professional Practice</li> <li>● Objective 5: Expand Facilities to Support Next Generation of Research and Creative Activity</li> <li>● Objective 6: Meet NAAB Conditions</li> </ul> <p>Each of the Objectives includes one or more Goals. The aspirational Goals are operationalized through a series of Tactics. Measures provide a means for assessment as well as timelines for implementation.</p> <p>The Plan adds a structure for conducting regular reviews of progress towards implementation of the plan, including the following:</p> <ul style="list-style-type: none"> <li>● <u>Faculty Review</u>: Conduct Curricular Review at end of each semester, including specific reference to each aspect of the Strategic Plan.</li> <li>● <u>Administrative Review</u>: Conduct annual leadership group self-assessments at the end of each spring semester. Leadership group to include Director and Associate Directors (Undergraduate Programs,</li> </ul>	<p><u>Fall 2024 (Plan Year 1):</u></p> <ul style="list-style-type: none"> <li>● External Peer Review: Initiate a process of external reviews by a visiting academic or professional leader, to be conducted bi-annually every other fall semester.</li> <li>● December: Conduct Curricular Review, including specific reference to each aspect of the Strategic Plan.</li> </ul> <p><u>Spring 2025:</u></p> <ul style="list-style-type: none"> <li>● April: Conduct Curricular Review, including specific reference to each aspect of the Strategic Plan.</li> <li>● May: Administrative Review: Conduct annual leadership group self-assessment of program and work towards Strategic Plan.</li> </ul> <p><u>Fall 2025 (Plan Year 2):</u></p> <ul style="list-style-type: none"> <li>● December: Conduct Curricular Review, including specific reference to each aspect of the Strategic Plan.</li> </ul> <p><u>Spring 2026:</u></p> <ul style="list-style-type: none"> <li>● April: Conduct Curricular Review, including specific reference to each aspect of the Strategic Plan.</li> <li>● May: Administrative Review: Conduct annual leadership group self-assessment of program and work towards Strategic Plan.</li> </ul> <p><u>Summer 2026:</u></p> <ul style="list-style-type: none"> <li>● Planning for external peer review, to be conducted in Fall 2026.</li> </ul> <p><u>Fall 2026 (Plan Year 3):</u></p> <ul style="list-style-type: none"> <li>● External Peer Review by a visiting academic or professional leader (conducted bi-annually every other fall semester).</li> </ul>



<p><b>Conditions Not Met</b> List the number and title of each condition that must be addressed in the Plan to Correct.</p>	<p><b>Corrective Actions</b> Provide a narrative describing the corrective actions that have been taken and those that are planned but not yet implemented. For all actions taken, provide supporting evidence as described under the relevant Condition in the 2020 Conditions and 2020 Guidelines for the Accreditation Process.</p>	<p><b>Timeline</b> List the timeline for all corrective actions, including actual or planned start and completion dates.</p>
	<p>Graduate Programs, and CityLab Off-Campus Programs).</p> <ul style="list-style-type: none"> <li>● <b>External Peer Review:</b> Initiate a process of external reviews by a visiting academic or professional leader, to be conducted bi-annually every other fall semester (beginning Fall 2024).</li> </ul> <p>Each of these review processes would be integral to an overall process of assessment and continual improvement.</p> <p>In 2023-2024, the Committee will continue to revise and refine the plan document, consulting with the College’s Strategic Planning Committee to align the work of the School, College, and University. A revised and finalized Strategic Plan will be reviewed by the Faculty in the fall semester, allowing for adoption and implementation of the new plan beginning in the early spring 2024 semester.</p> <p><b>Supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Appendix K. Draft SOA Strategic Plan, dated 30 June 2023</a></li> </ul>	<ul style="list-style-type: none"> <li>● December: Conduct Curricular Review, including specific reference to each aspect of the Strategic Plan.</li> </ul> <p><u>Spring 2027:</u></p> <ul style="list-style-type: none"> <li>● April: Conduct Curricular Review, including specific reference to each aspect of the Strategic Plan.</li> <li>● May: Administrative Review: Conduct annual leadership group self-assessment of program and work towards Strategic Plan.</li> </ul> <p><u>Fall 2027 (Plan Year 4):</u></p> <ul style="list-style-type: none"> <li>● December: Conduct Curricular Review, including specific reference to each aspect of the Strategic Plan.</li> </ul> <p><u>Spring 2028:</u></p> <ul style="list-style-type: none"> <li>● Begin process of drafting new Strategic Plan.</li> <li>● April: Conduct Curricular Review, including specific reference to each aspect of the Strategic Plan.</li> <li>● May: Administrative Review: Conduct annual leadership group self-assessment of program and work towards Strategic Plan.</li> </ul> <p><u>Summer 2028:</u></p> <ul style="list-style-type: none"> <li>● Planning for external peer review, to be conducted in Fall 2028.</li> </ul> <p><u>Fall 2028 (Plan Year 5):</u></p> <ul style="list-style-type: none"> <li>● Development of new Strategic Plan.</li> <li>● External Peer Review by a visiting academic or professional leader (conducted bi-annually every other fall semester).</li> <li>● December: Conduct Curricular Review, including specific reference to each aspect of the Strategic Plan.</li> </ul>



<b>Conditions Not Met</b> <i>List the number and title of each condition that must be addressed in the Plan to Correct.</i>	<b>Corrective Actions</b> <i>Provide a narrative describing the corrective actions that have been taken and those that are planned but not yet implemented. For all actions taken, provide supporting evidence as described under the relevant Condition in the 2020 Conditions and 2020 Guidelines for the Accreditation Process.</i>	<b>Timeline</b> <i>List the timeline for all corrective actions, including actual or planned start and completion dates.</i>
		<p><u>Spring 2029:</u></p> <ul style="list-style-type: none"> <li>● New 5-year plan finalized and adopted, to be effective beginning Fall 2029.</li> <li>● April: Conduct Curricular Review, including specific reference to each aspect of the Strategic Plan.</li> <li>● May: Administrative Review: Conduct annual leadership group self-assessment of program and work towards Strategic Plan.</li> </ul>



**APPENDIX A. NCARB PROFESSIONAL PRACTICE PROGRAM**

NCARB Invitation to Participate in the 2023 NCARB Scholars in Professional Practice Program

(1 page)

May 5, 2023

Bradley Walters  
Associate Professor  
University of Florida  
Tampa, FL 32611

**Via Email**

Re: 2023 NCARB Scholars in Professional Practice Scholarship

Dear Bradley:

Congratulations! We are pleased to invite you to participate in the 2023 NCARB *Scholars in Professional Practice* program. This year's program will convene at Ball State University CAP: Indy, Indianapolis, Indiana, from August 10-12, 2023.

We are delighted to invite you to join us as part of a small group of professional practice educators selected to participate in this unique program offered by NCARB—in an effort to emphasize and support the importance of professional practice education. Through a mix of presentations and interactive sessions, this opportunity will allow you to learn from experts and peers, share best practices, and enhance the delivery of your professional practice curriculum.

We are pleased to provide funding—for reasonable associated costs—for you to attend and participate in this program. Please plan to arrive on the afternoon of August 10, and depart no earlier than the evening of August 12. Full details regarding registration, transportation, lodging, etc., will be forwarded to you by email next week. Any immediate questions regarding funding, travel, or logistics should be directed to Laura Tiglao at [ltiglao@ncarb.org](mailto:ltiglao@ncarb.org).

Please confirm your acceptance to attend NCARB's *Scholars in Professional Practice* program by email to Laura Tiglao no later than **May 31, 2023**.

Again, we are delighted to welcome you to the *Scholars in Professional Practice* program! We know your participation and continuous commitment to excellence in education will lead to the enrichment of our profession. Thank you!

Sincerely,



Bayliss Ward  
President/Chair of the Board



Michael J. Armstrong  
Chief Executive Officer



**APPENDIX B. ARC6281 PROFESSIONAL PRACTICE DRAFT SYLLABUS**

Draft Syllabus for ARC6281 Professional Practice, including preliminary scheduling of new Leadership and Collaboration Module

(11 Pages)

Course Number: **ARC6281**  
Course Title: **Professional Practice**  
Term: Spring 2024  
Credits: 3  
Class Number: 470992  
Section Number: 6721 - UF Gainesville Campus  
1B03 - UF CityLab-Orlando + CityLab-Jacksonville

Meeting Times: Thursdays, Periods 3-5 (9:35 AM – 12:35 PM)  
Meeting Location: Orlando and Gainesville Room Locations

Instructor: Bradley Walters, AIA, NCARB  
Edward M. "Ted" Fearney Endowed Associate Professor of Architecture  
Associate Director of Graduate Programs  
University of Florida | College of Design, Construction & Planning | School of Architecture  
1480 Inner Road, Room 236 | P.O. Box 115702 | Gainesville FL 32611-5702 USA  
Office: (352) 294-1462  
Mobile: (352) 514-7994  
<http://studiowalters.com>

Contact: Email: [bradley.walters@ufl.edu](mailto:bradley.walters@ufl.edu) (Note: Email is preferred method for communications)

Office hours: Mondays, Tuesdays, Wednesdays, and Fridays, period 7 (1:55 – 2:45 pm EST), or by appointment. Please email instructor to arrange online, phone, or in-person meetings as needed.

To find and reserve a meeting time with Professor Walters, go to:  
<https://calendar.google.com/calendar/u/0/selfsched?sstoken=UVBOb2RONjVTTTN2fGRIZmF1bHR8OWUyM2FhMzg3N2EzNDUxYTBmZjA4YjE1YWZmNDAzMDk>



## SYLLABUS Latest Revision: 30 June 2023

### 01. CLASS SCHEDULE

IMPORTANT: for all dates and times for Classes, Professional Practice Conversations (PPC), Exams, and deadlines for the four sets of deliverables (Contract, Professional Portfolio, PPC 02-05 and PPC 06-10) see the adjacent [Class Schedule](#), one that given the amount of guests and activities, will be updated via email during the semester if needed.

### 02. COURSE DESCRIPTION

Comprehensive introduction to architectural professional practice, office and project management, construction documentation, cost estimating, contracts, regulations, and standards of ethical and professional activity.

### 03. COURSE OBJECTIVES

- To require students in a professional program to understand and be able to engage the principles of architectural practice as a historical discipline and a contemporary profession.
- To provide an overview of professional practice, as well as specific examples of the variety of practice types in place today.
- To define the role and function of the practicing architect in today's environment, and speculate and plan about tomorrow's profession and society.
- To introduce the student to the business and practices of architecture through the management principles of both office and project.

#### 04. NAAB CRITERIA + STUDENT LEARNING OUTCOMES ADDRESSED IN THIS COURSE <sup>1</sup>

Through project work and assignments completed for this course, students will be required to demonstrate student learning outcomes associated with the following NAAB accreditation requirements:

- 2.6. **Shared Value - Lifelong Learning:** Architects value educational breadth and depth, including a thorough *understanding* of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings.
- PC.1 **Career Paths:** *Understand* the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.
- SC.2 **Professional Practice:** *Understand* professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

#### 05. SUBJECTS COVERED

##### THE PROFESSION

- 1.1. Introduction to the Class: The Practice of Architecture as a Contractual Agreement
- 1.2. Ethics, Professional Conduct, and the Regulation of Professional Practice

##### PRACTICE

- 2.1. The Conception of Architectural Practices, Legal Structure, Legal Issues, and Insurance
- 2.2. Marketing an Architectural Practice. Generation of, and Response to, Client Requests
- 2.3. Managing an Architectural Practice, Financial Planning, and Causes for Practice Failure

##### THE PROJECT

- 3.1. Project Definition, Phases in the Life of a Project, Basic vs. Additional Services and Compensation
- 3.2. Project Development from Schematic Design to Construction Documentation
- 3.3. Project Execution from Bidding and Negotiation to Construction Administration to Closeout
- 3.4. Project Delivery Methods
- 3.5. Management of the Project and its Budget, Architect Responsibilities with the Budget
- 3.6. Building Codes and Regulations

#### 06. COURSE METHODOLOGY

The course has FIVE principal components:

##### **1. Eleven Lecture/Discussion Sessions, 75 minutes each**

The lecture/discussion sessions will take a traditional form, but are dominated by a collective discussion. The basis for these discussions will be obligatory readings assigned weekly to the whole class. Most of the readings will come from the required class textbook: *The Architecture Student's Handbook of Professional Practice*.

Student involvement: Every week, the students will act as principal interlocutors in charge of asking questions about the lecture session. The professor will lead the class by asking questions to the class at large, and the students must respond with answers and their own questions. These class discussions will pay special attention to issues involving the technical "vocabulary" of the profession, a vocabulary that an architect must know.

##### **2. Ten Professional Practice Conversation Sessions, 75 minutes each**

The class includes eleven one-hour-and-fifteen-minute conversations on the professional practice of architecture, each lead by a different guest practitioner. In the conversations, the practitioner will briefly speak for 40 minutes about his/her career, and/or the process of creation of his/her practice, and/or its current organization. For the remainder of the 75 min, the students will ask him/her questions about his/her experience in the professional practice of architecture. Guest lecturers in the School of Architecture Lecture Series and successful Florida practitioners in traditional and non-traditional practices are invited. The fundamental idea is to create a forum where the students will be able to speak candidly about the profession of architecture, precisely at the all-important moment when they are thinking about their first steps into professional practice. There will be one special presenter speaking about the licensing process.

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<sup>1</sup> Student Criteria are from the *NAAB Conditions for Accreditation, 2020 Edition*, as prepared by The National Architectural Accrediting Board, Inc. (NAAB), dated 10 February 2020, accessed at: <https://www.naab.org/wp-content/uploads/2020-NAAB-Conditions-for-Accreditation.pdf>.

Student Involvement, weekly group. Each PPC, one SPECIFIC and predetermined group of three students is charged with studying the online presence of the corresponding presenter's practice, and of leading and coordinating the set of questions to the presenter, questions that must be prepared to fill 30 minutes of interaction.

Student involvement, all students: After every talk, the students are required to write a paragraph of 300 to 400 words summarizing the most important points of the presentation emphasizing agreements and disagreements with what will be covered in the lectures with the AIA textbook. These summaries will be delivered in two packets, PPC 2 to 5 and PPC 6 to 10, according to the adjacent class schedule.

### 3. Student involvement: Preparing an Architect/Client Contract

Each Student, using AIA Contract Documents Software for contracts available to the class, will prepare a contract where she will test the issues discussed in earlier classes. For deadline for the contract, see the class schedule.

### 4. Student involvement: Preparing a Professional Portfolio

Each student will prepare a portfolio based in all of his work up to date and that is intended to be used upon graduation to be considered for a career position. For deadline for the portfolio, see the class schedule.

Once the portfolio is completed, and prior to its presentation deadline, students are welcome and encouraged to set a personal meeting with the professor to discuss improvements for the portfolio that can help with successful job interviews. Please email me the professor at the email, above when you are interested and ready for the (non-required) portfolio meeting.

### 5. Student involvement: Tests

There is the need for the students to incorporate to their vocabulary and knowledge many of the issues covered in the class. Consequently, there will be two written tests: a mid-term test that will take place in the middle of the semester covering the material up to that date, and a final test, k covering material from the entire course. These tests are intended to guarantee that the students retain the fundamental information covered in the class. This is knowledge judged by a professionally certified school to be indispensable for the successful transition of the students into a professional environment. For test dates, see the class schedule.

## 07. COURSE TECHNOLOGY

The UF Canvas e-learning portal will be used for sharing of certain common references available in electronic format. It will be accessible at <http://elearning.ufl.edu/>. Notify your faculty if you do not have access to the course. We will also use Zoom for synchronous online learning across multiple classroom locations. Links to the class Zoom meetings will be provided through Canvas.

## 08. REQUIRED TEXTBOOK

**The Architecture Student's Handbook of Professional Practice (TASHoPP)**  
American Institute of Architects (AIA)  
Publisher: Wiley  
Edition: Fifteenth Edition  
Year of publication: 2017  
ISBN: 9781118738979 (paperback)

## 09. RECOMMENDED PROFESSIONAL REFERENCE MATERIALS <sup>2</sup>

*Building Codes + Accessibility:*

- *International Building Code (2018)*, International Code Council, 2017. <https://codes.iccsafe.org/content/IBC2018>.
- *ICC A117.1-2009 Accessible and Usable Buildings and Facilities*, International Code Council, 2010. <https://codes.iccsafe.org/content/icca117-12009>. See also: 2017 Document: <https://shop.iccsafe.org/icc-a117-1-2017-standard-for-accessible-and-usable-buildings-and-facilities-1.html>.
- *2010 ADA Standards for Accessible Design*, U.S. Department of Justice, 2010. [https://www.ada.gov/2010ADASTandards\\_index.htm](https://www.ada.gov/2010ADASTandards_index.htm)

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<sup>2</sup> See "ARE 5.0 Reference Matrix," as included in the *ARE 5.0 Handbook*, December 2020, <https://www.ncarb.org/sites/default/files/ARE5-Handbook.pdf>, for information on how these references correspond to professional licensing exams.



- *Building Codes Illustrated: A Guide to Understanding the 2018 International Building Code*, Francis D.K. Ching and Steven R. Winkel, FAIA, PE, CASp, John Wiley & Sons, 2018.

#### Planning, Programming, and Design:

- *Framework for Design Excellence*, American Institute of Architects, <https://www.aia.org/resources/6077668-framework-for-design-excellence>
- *Planning and Urban Design Standards*, American Planning Association, John Wiley & Sons, 2006.
- *Site Planning and Design Handbook*, Thomas H. Russ, McGraw-Hill, 2<sup>nd</sup> Edition, 2009.
- *Space Planning Basics*, Mark Karlen and Rob Fleming, John Wiley & Sons, 4<sup>th</sup> Edition, 2016.
- *Problem Seeking: An Architectural Programming Primer*, William M. Peña and Steven A. Parshall, John Wiley & Sons, 5<sup>th</sup> Edition, 2012.
- *Professional Practice: A Guide to Turning Designs Into Buildings*, Paul Segal, FAIA, W.W. Norton, 2006.
- *Dictionary of Architecture and Construction*, Cyril M. Harris, McGraw-Hill, 4<sup>th</sup> Edition, 2006.
- *A Visual Dictionary of Architecture*, Francis D.K. Ching, John Wiley & Sons, 2<sup>nd</sup> Edition, 2011.
- *Sun, Wind, and Light: Architectural Design Strategies*, G.Z. Brown and Mark DeKay, John Wiley & Sons, 3<sup>rd</sup> Edition, 2013.
- *Daylighting Handbook I*, Christoph Reinhart, Building Technology Press, 2014

#### Sustainability + Resilience:

- *Green Building Illustrated*, Francis D.K. Ching and Ian M. Shapiro, Wiley 2014.
- *The Green Studio Handbook: Environmental Strategies for Schematic Design*, Alison G. Kwok and Walter Grondzik, Routledge, 3<sup>rd</sup> Edition, 2018.
- *Heating, Cooling, Lighting: Sustainable Design Methods for Architects*, Norbert Lechner, John Wiley & Sons, 4<sup>th</sup> Edition, 2014.
- *Plumbing, Electricity, Acoustics: Sustainable Design Methods for Architecture*, Norbert M. Lechner, Wiley, 2011.
- *The HOK Guidebook to Sustainable Design*, Sandra F. Mendler, William Odell, and Mary Ann Lazarus, John Wiley & Sons, 2<sup>nd</sup> Edition, 2006.
- *Sustainable Construction: Green Building Design and Delivery*, Charles J. Kibert, John Wiley & Sons, 4<sup>th</sup> Edition, 2016.

#### Technical References:

- *The Architect's Studio Companion: Rules of Thumb for Preliminary Design*, Edward Allen and Joseph Iano, John Wiley & Sons, 6<sup>th</sup> Edition, 2017.
- *Building Construction Illustrated*, Francis D.K. Ching, John Wiley & Sons, 6<sup>th</sup> Edition, 2020.
- *Fundamentals of Building Construction: Materials and Methods*, Edward Allen and Joseph Iano, John Wiley & Sons, 6<sup>th</sup> Edition (2013) and 7<sup>th</sup> Edition (2019).
- *Olin's Construction Principles, Materials, and Methods*, H. Leslie Simmons, John Wiley & Sons, 9<sup>th</sup> Edition, 2011.
- *Architectural Graphic Standards*, The American Institute of Architects, John Wiley & Sons, 11<sup>th</sup> Edition (2007) and 12<sup>th</sup> Edition (2016).
- *Mechanical and Electrical Equipment for Buildings*, Walter T. Grondzik and Alison G. Kwok, John Wiley & Sons, 12<sup>th</sup> Edition (2014) and 13<sup>th</sup> Edition (2019).
- *Mechanical and Electrical Systems in Buildings*, Richard R. Janis and William K. Y. Tao, Pearson, 6<sup>th</sup> Edition, 2018.
- *Architectural Acoustics*, M. David Egan, J. Ross Publishing, 2007 Reprint (Original publication McGraw Hill, 1998).
- *The Professional Practice of Architectural Working Drawings*, Osamu A. Wakita, Nagy R. Bakhoun, and Richard M. Linde, John Wiley & Sons, 5<sup>th</sup> Edition, 2017.
- *CSI MasterFormat*, The Construction Specifications Institute, 2018 Edition.
- *The Project Resource Manual: CSI Manual of Practice*, The Construction Specifications Institute, McGraw-Hill, 5<sup>th</sup> Edition, 2005.

#### Structures:

- *Building Structures*, James Ambrose and Patrick Tripeny, John Wiley & Sons, 3<sup>rd</sup> Edition, 2011.

- *Simplified Engineering for Architects and Builders*, James Ambrose and Patrick Tripeny, John Wiley & Sons, 12<sup>th</sup> Edition, 2016.
- *Steel Construction Manual*, American Institute of Steel Construction, 14<sup>th</sup> Edition, 2011.
- *Structural Design: A Practical Guide for Architects*, James R. Underwood and Michele Chiuni, John Wiley & Sons, 2<sup>nd</sup> Edition, 2007.
- *Structures*, Daniel Schodek and Martin Bechthold, Pearson, 7<sup>th</sup> Edition, 2013.

*Professional Practice:*

- *2020 Code of Ethics and Professional Conduct*, AIA Office of General Counsel, The American Institute of Architects, 2020. [https://content.aia.org/sites/default/files/2020-12/2020\\_Code\\_of\\_Ethics.pdf](https://content.aia.org/sites/default/files/2020-12/2020_Code_of_Ethics.pdf)
- *The Architect's Handbook of Professional Practice*, The American Institute of Architects, John Wiley & Sons, 14<sup>th</sup> Edition (2008) and 15<sup>th</sup> Edition (2014).
- *Law for Architects: What You Need to Know*, Robert F. Herrmann and the Attorneys at Menaker & Herrmann LLP, W.W. Norton, 2012.
- *Legislative Guidelines and Model Law/Model Regulations*, National Council of Architectural Review Boards, 2018-2019.
- *Model Rules of Conduct*, National Council of Architectural Registration Boards, 2018-2019.
- *AIA Contract Documents*, <https://www.aia.org/pages/2656-are-prep/>:
  - A101-2017, *Standard Form of Agreement Between Owner and Contractor where the basis of payment is a Stipulated Sum*
  - A133-2019, *Standard Form of Agreement Between Owner and Construction Manager as Constructor where the basis of payment is the Cost of the Work Plus a Fee with a Guaranteed Maximum Price*
  - A195-2008, *Standard Form of Agreement Between Owner and Contractor for Integrated Project Delivery*
  - A201-2017, *General Conditions of the Contract for Construction*
  - A295-2008, *General Conditions of the Contract for Integrated Project Delivery*
  - A305-1986, *Contractor's Qualification Statement*
  - A701-2018, *Instructions to Bidders*
  - B101-2017, *Standard Form of Agreement Between Owner and Architect*
  - B195-2008, *Standard Form of Agreement Between Owner and Architect for Integrated Project Delivery*
  - C401-2017, *Standard Form of Agreement Between Architect and Consultant*
  - G701-2017, *Change Order*
  - G702-1992, *Application and Certificate for Payment*
  - G703-1992, *Continuation Sheet*
  - G704-2017, *Certificate of Substantial Completion*

10. WEEKLY COURSE SCHEDULE OF TOPICS AND ASSIGNMENTS

Lecture Session 1

**INTRODUCTION**

**The Multiple Issues Involved In the Professional Practice of Architecture**

1. Architecture: What is it? Where is it going?
2. Traditional and alternate careers, based on architectural education, within or without an architect's office?
3. Purpose of practice: To create architecture and make a living; practice is both a profession and a business. There are a myriad of issues derived from the business part of architecture that an architect must understand.
4. Requirements for entering the profession of architecture: Architectural Experience Program (AXP); registration/licensing requirements; licensing examinations; State Registration Boards; National Council of Architectural Registration Boards (NCARB); interstate/international practice and reciprocity.
5. "Classic" architectural practice is one of the subjects of this course, but not exclusively, most of the principles to be discussed apply to any professional architectural position, and also to other business.

6. Finally, this class introduces the fundamental concept that the practice of architecture is mainly regulated by contractual agreements, and the purpose of this class is to understand what goes into these agreements.

Starting prior to this class every class is structured around Reading Requirements that must be completed prior to each class. All of the readings are from the required textbook for the class (*The Architecture Student's Handbook of Professional Practice*, or TASHoPP).

Lecture Session 2	THE PROFESSION I  <b>Introduction to the Class: The Practice of Architecture as a Contractual Agreement</b> <b>Introduction to Contracts</b> TASHoPP Chapter 11: Pages 542-548 TASHoPP Chapter 12: Pages 593-597 (Start at "Construction Contracts")
Lecture Session 3	THE PROFESSION II  <b>Ethics, Professional Conduct, and the Regulation of Professional Practice</b> TASHoPP Chapter 1: Pages 22-57
Lecture Session 4	PRACTICE I  <b>The Conception of Architectural Practices, Legal Structure, Legal Issues and Insurance</b> TASHoPP Chapter 2: Pages 93-131
Lecture Session 5	PRACTICE II  <b>Marketing an Architectural Practice. Generation of, and Response, to Client Requests</b> TASHoPP Chapter 3: Pages 135-179
Lecture Session 6	PRACTICE III  <b>Managing an Architectural Practice, Financial Planning, and Causes for Practice Failure</b> TASHoPP Chapter 4: Pages 185-209 and 267-272
Lecture Session 7	THE PROJECT I  <b>Project Definition, Phases in the Life of a Project</b> <b>Basic vs Additional Services and Compensation</b> TASHoPP Chapter 5: Pages 275-300
Lecture Session 8	THE PROJECT II  <b>Project Development from Schematic Design to Construction Documentation</b> TASHoPP Chapter 7: Pages 344-386
Lecture Session 9	THE PROJECT III  <b>Project Execution from Bidding and Negotiation to Construction Administration to Closeout</b> TASHoPP Chapter 7: Pages 386-422
Lecture Session 10	THE PROJECT IV  <b>Project Delivery Methods</b> Read PDF Project Delivery (10 pages) and TASHoPP Chapter 8: Pages 444-450
Lecture Session 11	THE PROJECT V  <b>Leadership and Collaboration</b> <b>Management of the Project and its Budget</b> TASHoPP Chapter 9: Pages 452-499 + Supplemental Leadership Readings Provided by Faculty
Lecture Session 12	THE PROJECT VI  <b>Building Codes and Regulations</b> TASHoPP Chapter 10: Pages 504-540

## 11. SCHEDULING

The class meets once a week for three hours. Introductions and summaries by the professor are scheduled to last 15 minutes. The weekly lecture/session is scheduled to last 75 minutes. The weekly professional practice conversation/session is scheduled to last 75 minutes.

## 12. CLASS REQUIREMENTS

- 1) Attend all presentations
- 2) Read all the assigned readings
- 3) Students, in groups of three, are required to prepare for and lead each Professional Practice conversation
- 4) Complete one contract exercise using AIA Contract Documents software
- 5) Two tests
- 6) One professional portfolio

## 13. COURSE GRADES: METHODS BY WHICH STUDENTS WILL BE EVALUATED AND GRADES DETERMINED

Course grades will be based on performance on all course requirements. A point system will be used, with a total of 300 points possible. The assignments will be weighted as follows:

- Midterm exam will include questions with multiple answers (60 to 70 points) and a brief series of definition essays (30 to 40 points), for a total of 100 points (1/3 of final grade)
- Final exam: 100 points (1/3 of final grade)
- Professional Portfolio: 50 points (1/6 of final grade)
- PPC Summaries: 50 Points (1/6 of final grade)

Class participation will count for approximately 15 points. Given the number of students in the class, most grades will remain unaffected by standard participation, but there will be a discretionary 15 points to increase final score for exceptional cases of strong participation in the questioning of the professional practice guests or the professor.

### NUMERICAL POINTS TO LETTER GRADE CONVERSION:

300 to 260 = A  
259 to 245 = A-  
244 to 230 = B+  
229 to 215 = B  
214 to 200 = B-  
199 to 185 = C+  
184 to 170 = C  
169 to 154 = C-  
153 to 140 = D+  
139 to 125 = D  
Below 125 = E

Current UF grading policies can be found at: <https://catalog.ufl.edu/graduate/regulations/#text> (go to "Graduate Academic Regulations," and then "Grades").



Please note that the University of Florida Graduate School requires that a graduate student maintain a 3.0 (B) average to remain in good academic standing. Every possible effort is made to counsel students in academic difficulty to determine the cause and possible solution so that the student can continue and complete their studies in the University.

The Graduate School considers grades of C-minus or lower to be failing grades. Note that you cannot graduate with any failing grades (C-minus or lower) or incomplete ("I") grades on your transcript.

## 14. ATTENDANCE, LATE WORK, AND MAKE-UP EXAMS

Since this is a lecture/discussion course, Class attendance is mandatory, and indispensable. Students are expected to attend all lecture sessions and professional practice guest presentations. Attendance lists will be circulated at the beginning of each meeting, one unexcused absence "will" negatively affect the final grade, and two will make the student fail the class. For special circumstances, students must document the reasons for justified absences. Class notes will "not" be provided by the instructor. If have you a documented reason to turn in late work, this should be discussed with your instructor before the deadline.

Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

#### 15. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center (<https://disability.ufl.edu/students/get-started/>). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

#### 16. ACADEMIC INTEGRITY

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php>.

#### 17. COURSE EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Your thoughtful responses to these questions will help inform both the content and conduct of this course in the future.

#### 18. RECORDING OF CLASS LECTURES BY STUDENTS

Under current Florida law, students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are: (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

## CAMPUS RESOURCES

### 19. HEALTH AND WELLNESS

- U Matter, We Care: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit the U Matter, We Care website (<https://umatter.ufl.edu/>) to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: Visit the Counseling and Wellness Center website (<https://counseling.ufl.edu/>) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website (<https://shcc.ufl.edu/>).
- University Police Department: Visit UF Police Department website (<https://police.ufl.edu/>) or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website (<https://ufhealth.org/emergency-room-trauma-center>).
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website (<https://gatorwell.ufsa.ufl.edu/>) or call 352-273-4450.

### 20. ACADEMIC RESOURCES

- E-learning technical support: Contact the UF Computing Help Desk (<https://helpdesk.ufl.edu/>) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- Career Connections Center (<https://career.ufl.edu/>): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- Library Support (<https://uflib.ufl.edu/find/ask/>): Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center (<https://teachingcenter.ufl.edu/>): Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- Writing Studio (<https://writing.ufl.edu/writing-studio/>): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information: <https://sccr.dso.ufl.edu/policies/student-honor-%20code-student-conduct-code/>.
- On-Line Students Complaints: View the Distance Learning Student Complaint Process: <https://distance.ufl.edu/getting-help/student-complaint-process/>

## CHANGES AND REVISIONS TO SYLLABUS

21. This syllabus is subject to change. Any changes will be relayed during regular class meetings and/or posted to the course e-learning site.

**SPRING 2024**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
-	01/01 <i>New Years Day</i>	01/02	01/03	01/04	01/05	01/06 <i>Epiphany</i>	01/07 <i>Baptism of Jesus</i>
WEEK 01	01/08 <i>First Day of Classes</i>	01/09	01/10	01/11 <b>LECTURE 1 PPC 1</b>	01/12	01/13	01/14
WEEK 02	01/15 <i>Martin Luther King, Jr. Holiday</i>	01/16	01/17	01/18 <b>LECTURE 2 PPC 2</b>	01/19	01/20	01/21
WEEK 03	01/22	01/23	01/24	01/25 <b>LECTURE 3 PPC 3</b>	01/26	01/27	01/28
WEEK 04	01/29	01/30	01/31	02/01 <b>LECTURE 4 PPC 4</b>	02/02 <i>Groundhog Day</i>	02/03	02/04
WEEK 05	02/05	02/06	02/07	02/08 <i>No Class Mtg</i>	02/09	02/10	02/11
WEEK 06	02/12	02/13	02/14 <i>Ash Wednesday Valentine's Day</i>	02/15 <b>LECTURE 5 PPC 5</b>	02/16	02/17	02/18
	<b>PILOT MIDTERM REVIEWS</b>						
WEEK 07	02/19 <i>Thesis Oral Defense Presidents Day</i>	02/20	02/21	02/22 <b>LECTURE 6 PPC 6</b>	02/23 <i>Thesis Defense Forms Due</i>	02/24	02/25
WEEK 08	02/26 <b>PPC 2-5 Summary due by 12:00 PM</b>	02/27	02/28 <i>Thesis First Submission Due to Grad School</i>	02/29 <b>LECTURE 7 MIDTERM EXAM</b> <i>Leap Day!</i>	03/01 <i>Thesis First Submission Deadline</i>	03/02	03/03
WEEK 09	03/04	03/05	03/06	03/07 <b>LECTURE 8 PPC 7</b>	03/08 <i>DCP Women of Influence</i>	03/09	03/10
WEEK 10	03/11 <i>Spring Break</i>	03/12 <i>Spring Break</i>	03/13 <i>Spring Break</i>	03/14 <i>Spring Break</i>	03/15 <i>Spring Break</i>	03/16	03/17 <i>St Patrick's Day</i>
WEEK 11	03/18	03/19	03/20	03/21 <b>LECTURE 9 PPC 8</b>	03/22	03/23	03/24 <i>Palm Sunday</i>
WEEK 12	03/25 <b>Contract due by 12:00 PM</b>	03/26	03/27	03/28 <i>Holy Thursday No Class Mtg</i>	03/29 <i>Good Friday</i>	03/30	03/31 <i>Easter</i>
WEEK 13	04/01	04/02	04/03	04/04 <b>LECTURE 10 PPC 9</b>	04/05 <i>D4 FINAL REVIEWS</i>	04/06	04/07
	<b>PILOT FINAL REVIEWS</b>						
WEEK 14	04/08 <i>D2 FINAL REVIEWS</i>	04/09 <i>D2 FINAL REVIEWS</i>	04/10	04/11 <b>LECTURE 11 PPC 10</b>	04/12	04/13	04/14 <i>D4 STUDIO CLEAN-OUT</i>
	SOA UNDERGRAD PIN-UP						
WEEK 15	04/15 <b>Portfolios due by 12:00 PM</b> <i>D6 FINAL REVIEWS</i>	04/16 <i>D8 FINAL REVIEWS</i>	04/17 <i>G2 FINAL REVIEWS</i>	04/18 <b>LECTURE 12 FINAL EXAM</b>	04/19	04/20	04/21
WEEK 16	04/22 <b>PPC 6-10 Summaries due by 12:00 PM</b> <i>Passover</i>		04/24 <i>Passover</i> <b>PILOT BOOK DUE</b>	04/25 <i>Passover</i>	04/26 <i>Passover CURRICULAR REVIEW MTG</i>	04/27 <i>Passover</i>	04/28 <i>Passover</i>
EXAMS	04/29 <i>Passover</i>	04/30 <i>Passover</i>	05/01	05/02	05/03	05/04	05/05
-	05/06 <i>Grades due 12pm</i>	05/07	05/08	05/09	05/10	05/11	05/12

Professional Practice GNV/ORL / Spring 2023 Schedule / Version: December 15, 2022 – TO BE REVISED FOR SPRING 2024

Date	Session (The readings corresponding to the lecture are assigned the week before)	Reading: Chapters from TASHoPP In each row, readings <u>must be read the week before in preparation for class</u> (33 pages/week average)	PPC-Co-Presenting Groups	PP Conversations
Week 01 January 8-12	Lecture Session 1 / Jan 11 Introduction to Class and Contracts PPC summary, Professional portfolio, Contract exercises announced	(To read before week 1 class) Chapter 11: pages 542-548 Chapter 12: pages 593-597 (10)	Alfonso Perez-Mendez Introduction to the class	PPC 1: Alfonso Perez-Mendez, Introduction to PPC GNV (January 13, 3:15 PM)
Week 2 January 16-20	Lecture Session 1 / Jan 20 / 1:55 PM The Legal Architectural Practice, Ethics, Professional Conduct and Regulation	Chapter 1: pages 22-57 (35)	G1:	PPC 2: Bradley Walters, Professor UF, Licensing and Registration GNV (January 20, 3:15 PM)
Week 3 January 23-27	Lecture Session 2 / Jan 27/ 1:55 PM The Firm Conception, Legal Structure, Identity and Insurance Contract Exercise presented	Chapter 2: pages 93-131 (38)	G2:	PPC 3: Mario Cartaya Principal Cartaya Arch. Ft Lauderdale GNV (January 27, 3:15 PM)
Week 4 January 30-February 3	Lecture Session 3 // Feb 3 / 1:55 PM Marketing, Generating and Responding to Client Requests	Chapter 3: Pages 135-179 (44)	G3:	PPC 4: Cydney McGlothlin, University Architect, University of Florida GNV (February 3, 3:15 PM)
Week 5 February 6- February 10	Midterm MRP preparation Class Suspended	Midterm MRP preparation Class Suspended	Midterm MRP preparation Class Suspended	Midterm MRP preparation Class Suspended
Week 6 February 13-17 (MRP reviews Mon to Wed)	Lecture Session 4 / Feb 17 / 1:55 PM Financial Management, and Causes of Practice Failure	Chapter 4: Pages 185-209 and 267-272 (29)	G4:	PPC 5: Ekta Desai, Design Partner, Schenkel/Shultz Orlando ORL (February 17, 3:15 PM)
Week 7 February 20-24	Lecture Session 5 / Feb 24 / 1:55 PM Phases in the Life of a Project, Project Services and Compensation PPC 2-5 Summaries reminder	Chapter 5: Pages 275-300 (25)	G5:	PPC 6: Barnett Chenault, Principal, Monarch DG, Gainesville GNV (February 24, 3:15 PM)
Week 8 February 27-March 3 PPC 2-5 Summary due by noon Feb 27	Lecture Session 6 / March 3 / 1:55 PM From Schematic Design to Construction Documentation	Chapter 7: Pages 344-386 (42)		First exam March 3 / 3:15 PM / 4:15 PM (On Lectures 0 to 5) (in second half of class)
Week 09 March 6-March 10	Lecture Session 7 / March 10 / 1:55 PM Bidding Negotiation/ Construction Administration and Project Closeout Portfolio Exercise Presented	Chapter 7: Pages 386-422 (36)	G6:	PPC 7: Richard Monroe VP Interstruct D+B ORL (March 10, 3:15 PM)
Week 10	Spring Break	Spring Break	Spring Break	Spring Break
Week 11 March 20-24	Final MRP preparation Class Suspended	Final MRP preparation Class Suspended	Final MRP preparation Class Suspended	Final MRP preparation Class Suspended
Week 12 March 27-31 Class suspended for MRP prep Contract due by noon March 27	Lecture Session 8 / March 31 / 1:55 PM Project Delivery Methods Contract exercise reminder	PDF Project Delivery and Chapter 8: Pages 444-450 (16)	G7:	PPC 8: Setzer/Popovich/Deighan Partners, dap design, Orlando ORL (March 31, 3:15 PM)
Week 13 April 3-7	Lecture Session 9 / April 7 / 1:55 PM Project Management and Construction Cost Budget Control	Chapter 9: Pages 452-499 (47)	G8:	PPC 9: Dustin Pasteur Director D+C Tampa General Hospital GNV (April 7, 3:15 PM)
Week 14 April 10-14 Mon/Tue/Wed Final MRP's	Lecture Session 10 / April 14 / 1:55 Regulatory Environment / Building Codes Portfolio/PPC 6-10 Exercise reminders	Chapter 10: Pages 504-550 (46)	G9:	PPC 10: Ronok Nichols Principal, DLR group Orlando Office ORL (April 14, 3:15 PM)
Week 15-16 April 17-21 / April 24-28	Portfolios due by noon Monday April 17-	Second Exam Friday April 21 (1:45 PM / 2:45 PM) / Lectures 6 to 10	PPC 6-10 Summaries due by noon, Monday Apr 24	





**APPENDIX C. SOA CALENDAR FOR 2023-2024**

SOA Coordination Calendar for 2023-2024, including tentative dates of Curriculum Committee Meetings, Monthly Faculty Meetings, and end-of-semester Curricular Reviews. Note: Does not yet include dates of Architectural Advisory Board Meetings, as those are not yet finalized.

(4 pages)

UNIVERSITY OF FLORIDA SCHOOL OF ARCHITECTURE  
 FACULTY PLANNING AND COORDINATION CALENDARS - LATEST REVISION: 30 JUNE 2023

FALL 2023

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
	8/7	8/8	8/9	8/10	8/11 Summer B ends	8/12	8/13
	8/14 Grades Due - Summer B 12pm (noon)	8/15 UF Graduate School Welcome	8/16 Studio Coordination Meetings 9am - 5pm	8/17 DCP Faculty Retreats (tentative) DCP DCP Faculty Retreat: 4-6pm in the DCP Gallery	8/18 SoA Faculty Retreat 9am-2pm F-Club, Ben Griffin Hill Stadium	8/19	8/20
Week 1	8/21 Studio Coordination Meetings 9am - 5pm follow-up coordination	8/22 UF/DCP New Student Fall 2023 Convocation (tentative)	8/23 First Day of Classes  DROP/ADD	8/24	8/25	8/26 SoA Graduate Picnic	8/27
Week 2	8/28	8/29 Design Studio Committee 9am SoA Conference Room	8/30	8/31 UF at Utah	9/1	9/2	9/3
Week 3		DROP/ADD Ends					
	9/4 Labor Day	9/5 SoA Curriculum Mtg 9am SoA Conference Room	9/6	9/7	9/8	9/9 UF vs McNeese	9/10
Gallery Request							
Week 4	9/11	9/12 SoA Leadership mtg	9/13	9/14	9/15	9/16 UF vs Utennessee	9/17
Gallery Request			DCP Admin Council		Rosh Rashanah		
Week 5	9/18	9/19 SoA Faculty Meeting 9-10:30 am	9/20	9/21	9/22	9/23 UF vs Charlotte	9/24
Gallery Request							Yom Kippur
Week 6	9/25	9/26 Design Studio Committee 9am SoA Conference Room	9/27	9/28	9/29	9/30 UF at Kentucky	10/1
Gallery Request	Yom Kippur				Sukkot		
Week 7	10/2	10/3 SoA Curriculum Mtg 9am SoA Conference Room	10/4	10/5	10/6 Homecoming (tbd)	10/7 UF vs Vanderbilt	10/8
	Gallery reserved: Homecoming events						
	Sukkot		Yom Kippur				Sukkot
Week 8	10/9	10/10 SoA Leadership mtg	10/11	10/12	10/13	10/14 UF at U South Carolina	10/15
Gallery Request	DCP - 9:30am						
	Sukkot		DCP Admin Council				

**UNIVERSITY OF FLORIDA SCHOOL OF ARCHITECTURE**  
**FACULTY PLANNING AND COORDINATION CALENDARS - LATEST REVISION: 30 JUNE 2023**

Week 9	10/16	10/17 SoA Faculty Meeting 9-10:30 am	10/18	10/19	10/20	10/21	10/22
Gallery Request							
Week 10	10/23	10/24 Design Studio Committee 9am SoA Conference Room	10/25	10/26	10/27	10/28 UF vs U Georgia	10/29
Gallery Request							
Week 11	10/30	10/31 SoA Curriculum Mtg 9am SoA Conference Room	11/1	11/2	11/3	11/4 UF vs U Arkansas	11/5
			Gallery reserved: Huang/Ochoa Symposium				
Week 12	11/6	11/7 SoA Leadership mtg	11/8	11/9	11/10 Veterans Day	11/11 UF at LSU	11/12
			DCP Admin Council Gallery reserved: DCP Research Symposium				
Week 13	11/13	11/14 SoA Faculty Meeting 9-10:30 am	11/15	11/16	11/17 DWS_palooza	11/18 UF at U Missouri	11/19
Gallery Request							
Week 14	11/20	11/21 Design Studio Committee 9am SoA Conference Room	11/22 Thanksgiving Break	11/23	11/24	11/25 UF vs FSU	11/26
Gallery Request	FINAL REVIEWS D1						
Week 15	11/27	11/28 SoA Curriculum Mtg 9am SoA Conference Room	11/29	11/30	12/1 FINAL REVIEWS D3	12/2 SEC Championship	12/3 STUDIO CLEANOUT D3 ONLY
Gallery Request							
Week 16	12/4	12/5	12/6	12/7	12/8	12/9	12/10
Gallery Request	FINAL REVIEWS D5		READING DAYS		Fall Curriculum Review 10am - 3pm		
		D7	G1 + G3			Final Exams	
				Hanukkah			
Week 17	12/11	12/12 SoA Faculty Meeting 9-10:30 am	12/13 Spring Coordination Mtgs 9am-3:30pm schedule tbd	12/14 Citylab Convocation	12/15 UCC Curriculum Committee Submissions for Jan meeting	12/16 Commencement	12/17
		Spring Coordination Mtgs 1pm - 3:30pm					
			UCC Curriculum Committee		DCP Admin Council		
	12/18 GRADES DUE 12:00PM	12/19 Degree Certification	12/20	12/21	12/22	12/23	12/24
	12/25	12/26	12/27	12/28	12/29	12/30	12/31

**UNIVERSITY OF FLORIDA SCHOOL OF ARCHITECTURE**  
 FACULTY PLANNING AND COORDINATION CALENDARS - LATEST REVISION: 30 JUNE 2023

**SPRING 2023**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
	1/1	1/2	1/3	1/4 Spring Coordination Mtgs 9am-3:30pm schedule tbd	1/5	1/6	1/7
Week 1	1/8 First Day of Classes	1/9 SoA Curriculum Mtg 9am SoA Conference Room	1/10	1/11	1/12	1/13	1/14
Week 2	DROP/ADD				DROP/ADD Ends		
	1/15 MLK Holiday	1/16	1/17	1/18	1/19	1/20	1/21
Week 3	1/22	1/23 SoA Faculty Meeting 9-10:30 am	1/24	1/25	1/26	1/27	1/28
Week 4	1/29	1/30 Design Studio Committee 9am SoA Conference Room	1/31	2/1	2/2	2/3	2/4
Week 5	2/5	2/6 SoA Curriculum Mtg 9am SoA Conference Room	2/7	2/8	2/9	2/10	2/11
Gallery Request							
Week 6	2/12	2/13	2/14	2/15	2/16	2/17	2/18
	PILOT Midterm Presentations - online as default (Zoom). Student and/or committee may request in-person review						
Gallery Request							
Week 7	2/19	2/20 SoA Faculty Meeting 9-10:30 am	2/21	2/22	2/23	2/24	2/25
	THESIS ORAL DEFENSE tentative						
Gallery Request					THESIS DEFENSE FORMS DUE:		
Week 8	2/26	2/27 Design Studio Committee 9am SoA Conference Room	2/28 Thesis: First Submission to UF Graduate School	2/29	3/1 Thesis: First Submission Deadline	3/2	3/3
Week 9	3/4	3/5 SoA Curriculum Mtg 9am SoA Conference Room	3/6	3/7	3/8	3/9	3/10
Gallery Request							

**UNIVERSITY OF FLORIDA SCHOOL OF ARCHITECTURE**  
 FACULTY PLANNING AND COORDINATION CALENDARS - LATEST REVISION: 30 JUNE 2023

Week 10	3/11	3/12	3/13	3/14	3/15	3/16	3/17
Week 11	3/18	3/19 SoA Faculty Meeting 9-10:30 am	3/20	3/21	3/22 DRAFT PILOT BOOK DUE: Submit via Canvas	3/23	3/24 Palm Sunday
Week 12	3/25	3/26 Design Studio Committee 9am SoA Conference Room	3/27	3/28	3/29 Good Friday	3/30	3/31 Easter
Gallery Request							
Week 13	4/1 PILOT Finals: In person	4/2	4/3	4/4	4/5 PILOT Defense Forms Due: FINAL REVIEWS D4	4/6	4/7
Week 14	4/8 D2 Finals	4/9 D2 Finals SoA Curriculum Mtg 9am SoA Conference Room	4/10 PIN-UP	4/11 PIN-UP	4/12 PIN-UP	4/13	4/14
Gallery Request							
Week 15	4/15 FINAL REVIEWS D6	4/16 D8	4/17 G2	4/18	4/19	4/20	4/21 STUDIO CLEANOUT D4 ONLY
Gallery Request							
Week 16	4/22	4/23	4/24 PILOT Book Due: Submit via Canvas + signed approval forms (DocuSign)	4/25 READING DAYS	4/26 Curriculum Review 10am - 3pm	4/27	4/28
Gallery Request							
	Passover					Final Exams	
	4/29 STUDIO CLEANOUT ALL STUDIOS	4/30 SoA End of Semester Faculty Meeting 9-10:30 am Studio Coordinators Meeting 1pm	5/1 F24 Coordination Meetings	5/2	5/3	5/4	5/5
	5/6 GRADES DUE 12:00PM	5/7 Degree Certification	5/8	5/9	5/10	5/11	5/12
	5/13	5/14 UCC Curriculum Committee	5/15	5/16	5/17	5/18	5/19
	5/20	5/21	5/22	5/23	5/24	5/25	5/26



**APPENDIX D. ARC1701 ARCHITECTURAL HISTORY 1 DRAFT SYLLABUS**

(9 pages)

## **ARCHITECTURAL HISTORY PART ONE: ARC 1701 SECTION 4880**

School of Architecture, University of Florida

3 credits

Class meets in RNK 0110

Tuesday, 10<sup>th</sup> Period (5:10–6:00 PM) | Thursday 10<sup>th</sup> & 11<sup>th</sup> Periods (5:10–7:05 PM).

Instructor: Dr. Vandana Baweja

Email: vbaweja@ufl.edu | Office: 242 Arch | Office Phone: 352.294.1465

Office Hours: Tuesday 1:00–2:00 pm | Thursday 4:00–5:00 pm

Other times: By appointment via email.

### **Teaching Assistant**

TBD:

## **HISTORY OF ARCHITECTURE PART ONE PREHISTORY THROUGH 1400 CE**

This course will introduce students to the history of architecture and urbanism from the prehistoric times to 1400 CE. In this class, we will examine how and why these structures and cities were built. We will analyze their formal, spatial, structural, and environmental principles through the lens of globalization. We will focus on the global histories architecture to examine synchronous developments in architecture and urbanism across the world. By looking at architectural history in terms of past global networks, such as the Silk Road, students will learn how to interpret cultural diversity in the present-day world. Students will analyze diverse nodes of culture-contact at the local, regional, and global levels. For example, how historic cultural and architectural encounters between India, China, and Southeast Asia have shaped architecture and our present day understanding of Asia.

This course examines and problematizes the diverse ways in which architecture is understood through social, religious, cultural, environmental, and political concerns. The course covers movements, architects, ideas, empires, and discourses that have produced architecture till 1400 CE. This is the first part of the architectural history survey for architecture students.

### **COURSE OBJECTIVES**

- 1) To acquire a broader understanding and appreciation of global cultural processes that have led to the production of architecture through history.
- 2) To understand architectural histories in the context of environmental histories.

### **STUDENT LEARNING OUTCOMES AND EVALUATION**

1. Communication skills
2. Understanding of historical traditions and global culture
3. Understanding of community and social responsibility
4. Understanding of cultural diversity

### **TEXTBOOKS (all e-books)**

Ching, Frank, Mark Jarzombek, and Vikramaditya Prakash. *A Global History of Architecture*. 3<sup>rd</sup> Edition. Hoboken, New Jersey: Wiley, 2017.

**E-MAIL POLICY:** Please email me at vbaweja@ufl.edu. E-mail is appropriate only for quick messages and replies. You are welcome to e-mail me with *brief* questions or comments (e.g., a request for an appointment, a question that can be answered in a sentence or two). I will answer your messages as I have the opportunity but cannot guarantee immediate responses. Note also that e-mail messages (particularly last-minute e-mail messages) cannot be accepted as fulfilling class obligations or providing excuses for failing to do so.

**GENERAL INFORMATION:** The instructor will follow the topics outlined below but these topics are by no means binding as a topic may be changed at any time according to the discretion of the instructor.

**ATTENDANCE POLICY:** Attendance will be assessed through a sign in sheet and class notes plus sketches submitted to your TA at the end of the class. Being late reduces your attendance grade by 20%. If you come to the class after your TA has removed the sign-in attendance sheet, that counts as late. You will be given a late attendance sign-in grade only if you arrive within the first 10 minutes of the class. If you arrive after ten minutes and submit high quality notes you may get up to 50% of your attendance grade for that class. Excused absences are consistent with university policies in the undergraduate catalog (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>) and require appropriate documentation

**LECTURE NOTES:** Lecture outlines will be placed online on Canvas/E-learning. You are expected to take notes in the class.

**WRITING REQUIREMENT:** Yes. This class requires a minimum of 6000 words of writing assignments, done outside class. Please be sure to follow the guidelines for the minimum words on each assignment.

**MAKE UP EXAMS:** Students will be allowed to take exams at times other than the set dates as per attendance policy.

All exams are open-book exams and conducted online via E-learning. Exams can be taken anywhere. You don't have to be in the classroom. Make sure you have a reliable internet connection where you take the exam. Do not take the exam on a phone. Use a computer.

For issues with technical difficulties for Canvas/E-learning, please contact the UF Help Desk at:

- <http://helpdesk.ufl.edu>
- (352) 392-HELP (4357)
- Walk-in: HUB 132



Any requests for make-up exams due to technical issues **MUST** be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You **MUST** e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up exam.

**LATE WORK POLICY:** If you have a documented reason to turn in late work, that is, sickness, family emergency, or a religious holiday, please email me to discuss this before the deadline. I will accommodate your request. If you do not have a legitimate reason to turn in late work, points will be deducted for each hour that your work is late. This is to be fair to your classmates who honored the deadline. The points deducted for late are different for each assignment. Please check canvas. Once the canvas site for an assignment closes, we are unable to accept your work.

**INCOMPLETE EXAMS:** It is your responsibility to time yourself in the exam. If you are unable to complete your online exam in the time allotted, there will be no makeup exam.

**CLASSROOM ETIQUETTE:** Talking to each other and disrupting the class while a lecture is going on violates your fellow students' right to have a good learning experience in the class. If a student must say something to another person or persons besides the instructor, that student is free to leave the room. Students need to be considerate that others must be able to hear the instructor clearly without being disturbed by unnecessary conversations or disruptions. Cell phones and all noise making devices must be turned off during class times as well. Silent foods and drinks are OK.

**CANVAS/E-LEARNING:** The class is operated through E-learning. <http://elearning.ufl.edu> It is your responsibility to download readings from E-learning from "Modules" in a timely manner. Exams will be under "assignments" on E-learning.

**WHAT TO BRING TO THE CLASS:**

- 1) 8-1/2" x 11", College Rule, 3-Hole Punched, Loose-Leaf ruled paper for class notes.
- 2) Clips for clipping your notes and sketch sheets.
- 3) Pen or pencil for taking class notes.

**STUDENTS WITH DISABILITIES:** Students requesting accommodation for disabilities must first register with the Dean of Students Office at <https://drc.dso.ufl.edu/> The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to taking the exams. Accommodations are not retroactive; therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

**ACADEMIC INTEGRITY:** Academic honesty and integrity are fundamental values of the University community. Cheating, lying, misrepresentation, or plagiarism in any form are unacceptable and inexcusable behavior. UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

**TEACHING PHILOSOPHY:** This class will encourage you to think critically and independently about architectural history. I will equip you with several paradigms with which you can comprehend architectural history. The course relies on the role of the student as an active agent in charge of his or her learning. I treat my students with the highest respect. I foster a classroom environment where students feel encouraged and safe to voice their views. I constantly rely on your feedback to improve this class.

**INSTRUCTIONAL METHODS:** This is an interactive lecture class that relies on student participation to maintain an active dialogue in the class. In addition to lectures, you will have the opportunity to participate in discussion with your TA. You are expected to write essays and papers to meet the writing requirement in this class.

#### **GRADING CRITERIA AND POLICY**

Assignment	Location and Date	Points
1. Attendance	Via roll call, and notes in each class.	150
2. Analyze History of Architecture Paper	Thursday, September 19, by 9:00 am via Canvas/E-learning	100
3. Group Presentation	The day of your presentation, 9:00 am via Canvas/E-learning	50
4. Paper Proposal	Thursday, October 24, 9:00 am via Canvas/E-learning	50
5. Gainesville Architecture	Thursday, November 14, by 9:00 am via Canvas/E-learning	100

6. Presentation Essay	Monday after your presentation 9:00 am via Canvas/E-learning	100
7. Two Multiple Choice Exams	Thursday, October 10 Tuesday, November 26	200
8. Final Paper	Tuesday, December 10 by 9:00 am via Canvas/E-learning	250
	Total	1000

1. **Attendance (150 points):** Attendance is kept via class roll at the beginning of the class and your notes submitted to the TA at the end of each class. Being late reduces your attendance grade by 20%. If you come to the class after attendance, that counts as late. You will be given a late attendance grade only if you arrive within the first 10 minutes of the class. After that we take off 5 points. Your grade will be calculated via a percentage of your attendance.

2. **Analyze One History of Architecture Paper (100 points: 1500 words minimum):** You are required to analyze a history of architecture paper assigned to you. The paper will be uploaded on Canvas/E-learning. You are required to read the paper and write a report to analyze the central research question, the argument, the thesis, the kind of evidence used, and the writing style of the paper. In addition, you have to provide a paragraph by paragraph summary of the paper. File should be named: my\_last\_name\_my\_first\_analyze.docx Upload your file on Canvas/E-learning. ONLY .docx formats will be accepted.

3. **Group Presentation (50 points) and individual essay (100 points, 1500 words minimum):** You will form groups to make one fifteen-minute presentation in the term. You will be given a list to choose from. You have to prepare a PowerPoint presentation in a group and write an essay individually. You will be graded on the quality of your presentation, the quality of the images, the quality of your speech, and your ability to work in a group.

Each group member must upload the presentation as pptx file on Canvas/E-learning. File name: your\_name\_group\_number\_topic.pptx. Each group member must write an individual essay with the presentation. File should be named: my\_last\_name\_my\_first\_essay.docx Upload your file on Canvas/E-learning. ONLY .docx formats will be accepted.

4. **Research Paper Proposal (50 points) (500 words minimum: 350 words text + 150 words for the annotated bibliography):** Submit a 500-word length paper proposal (350 words text) stating your intent and research questions, with an extra page for annotated bibliography (150 words), File should be

named: my\_last\_name\_my\_first\_name\_paper\_prop.docx. Upload your file on Canvas/E-learning. ONLY .docx formats will be accepted.

5. **Gainesville Architecture (100 points: 1000 words minimum plus sketches):** You are expected to describe ten buildings in Gainesville that are based on the buildings that you have studied in the class. File should be named: my\_last\_name\_my\_first\_name\_GNV.docx. Upload your file on Canvas/E-learning. ONLY .docx formats will be accepted.
6. **Two Multiple-choice Exams (100 points each; 200 points total):** There will be two multiple-choice open book exams of 100 points each. Each exam will comprise fifty questions worth two points each. Exams will be delivered online via Canvas/E-learning. Exams are not cumulative.
7. **Final paper (250 points: 3500 words minimum):** Pick a building or a city from prehistory to 1400 CE other than your group presentation topic. Your paper should have 3500 words of text. ONLY .docx formats will be accepted. Paper should be named: my\_last\_name\_my\_first\_name\_final\_paper.docx Upload your file on Canvas/E-learning.
8. Your grade is not negotiable. Unless there is a mechanical or computational error, I will not increase your grade.
9. Due to university privacy policy, grades cannot be discussed over email or phone. You will have to come see me in the office to discuss your grade in person.

## GRADING SCALE

<b>Numeric Grade</b>	<b>Letter</b>	<b>GPA</b>
93–100	A	4
90–92.99	A-	3.67
87–89.99	B+	3.33
83–86.99	B	3
80–82.99	B-	2.67
77–79.99	C+	2.33
73–76.99	C	2
70–72.99	C-	1.67
67–69.99	D+	1.33
63–66.99	D	1
60–62.99	D-	0.67

0–59.99

E

0

### Weekly Outline

W1A Tuesday, ATT 1	Introduction
W 1B: Thursday ATT 2	The Beginning of Architecture
W 2A: Tuesday ATT 3	How to do Group Presentations
W 2B: Thursday ATT 4	How to analyze an architectural history paper
W 3A: Tuesday ATT 5	River civilizations: Egypt and Indus valley
W 3B: Thursday ATT 6	River civilizations: Egypt and Indus valley
W 4A: Tuesday ATT 7	Mediterranean World: Crete and Mycenae
W 4B: Thursday ATT 8	Mediterranean World: Greece
W 5A: Tuesday ATT 9	Group presentation: Groups 1–3
W 5B: Thursday ATT 10	Silk Road: China and Rome
W 6A: Tuesday ATT 11	Group presentation: Groups 4–6
W 6B: Thursday ATT 12	Silk Road: China and Rome
W 7A: Tuesday ATT 13	Group presentation: Groups 7–9

- W 7B: Thursday    The Hindu Temple: South and Southeast Asia  
ATT 14
- W 8A: Tuesday    Buddhist Architectural Networks  
ATT 15            India, China, Japan, and Korea
- W 8B: Thursday    How to write an architectural history paper proposal  
ATT 16            Introduction to Library Resources
- W 9A: Tuesday    Group presentation: 10–12  
ATT 17
- W 9B: Thursday    Early Christian and Byzantine Architecture  
ATT 18
- W 10A: Tuesday    Group presentation: 13–15  
ATT 19
- W 10B: Thursday    Indigenous American architecture  
ATT 20
- W 11A: Tuesday    Group presentation: 16–18  
ATT 21
- W 11B: Thursday    Islamic Architecture: From Spain to China  
ATT 22
- W 12A: Tuesday    Group presentation: 19–21  
ATT 23
- W 12B: Thursday    Carolingian and Romanesque  
ATT 24
- W 13A: Tuesday    Group presentation: 22–24  
ATT 25
- W 13B: Thursday    Gothic Architecture  
ATT 26
- W 14A: Tuesday    Group presentation: 25–27  
ATT 27

W 14B: Thursday Group presentation: 28–33  
ATT 28

W 15A: Tuesday EXAM 2 (online exam 2)  
ATT 29

W 15B: Thursday No class: Thanksgiving Holiday (no attendance)

W 16A: Tuesday Wrap up and Evaluations.  
ATT 30

DRAFT



**APPENDIX E. UF NEW COURSE SUBMISSION - APPROVAL PROTOCOLS**

(1 page)





## CREATING A NEW GRADUATE COURSE

Requests for new courses may be submitted by a faculty member or academic unit at any time.

### Process Steps

*The academic approval tracking system will automatically route the request (including all accompanying forms and documents) to the following groups for approval and/or notification.*

- 1 Department** (Approval is required from the Chair or other designated approver for the department that will offer the course, typically following review by the department curriculum committee.)
- 2 College** (Approval is required from the Dean or other designated approver for the college or unit in the preceding step, typically following review by the college curriculum committee.)
- 3 GCC** (Approval is required from the Graduate Curriculum Committee.)
- 4 UCC [N]** (The University Curriculum Committee is notified of the request.)
- 5 SCNS** (Approval is required from the Florida Board of Education, with inclusion of the course in the Statewide Course Numbering System.)
- 6 GS [N]** (The Graduate School is notified of the request.)
- 7 OUR** (Approval is required from the Office of the University Registrar.)
- 8 College [N]** (The College is notified of request approval.)

### Required Documents

- **External Consultation form**, if appropriate – download, complete electronically and save to your computer (refer to the External Consultations page for policies and instructions). You will be able to upload this document after the request has been initiated.

### Enter Academic Approval Tracking

Click the start button below to enter the approval tracking system (requires GatorLink login).



**APPENDIX F. UF NEW COURSE SUBMISSION - DETAIL PROMPTS**

(11 pages)



# Course|New|Grad

Form Name: **Course|New**

## Recommended Prefix Required

Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Saved

## Course Level Required

Select the **one digit** code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Saved

## Course Number Required

Enter the **three digit** code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Saved

## Lab Code Required

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).



### Category of Instruction Required

Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Intermediate



Saved

- 1000 level = Introductory undergraduate
- 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate
- 4000/5000= Joint undergraduate/graduate
- 4000/6000= Joint undergraduate/graduate

\*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)

### Course Title Required

Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles.

Advanced Integrated Building Tech

Saved

### Transcript Title Required

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Adv Integrated Building Tech

Saved



Graduate



Saved

**Delivery Method(s) Required**

Indicate all platforms through which the course is **currently planned** to be delivered.

- On-Campus  
 Off-Campus  
 Online  
 UF Online - Please attach a letter of support from the Director of the UF Online program

Saved

**Co-Listing Required**

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

- Yes  
 No

Saved

**Effective Term Required**

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Earliest Available



Saved

**Effective Year Required**

Select the requested year that the course will first be offered. See preceding item for further information.

2025



Saved



of Courses.

No



Saved

### Repeatable Credit? Required

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

No



Saved

### Amount of Credit Required

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

4



Saved

### S/U Only? Required

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

No



Saved

### Contact Type Required

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Regularly Scheduled





- Thesis/Dissertation Supervision [1.0 headcount hr]
- Clinical Instruction [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

### Course Type

Please select the type of course being created. These categories are required by the Florida Board of Governors.

Seminar



Saved

### Weekly Contact Hours Required

Indicate the number of hours instructors will have contact with students each week *on average* throughout the duration of the course.

4

Saved

### Course Description Required

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is **limited to 500 characters or less**. See course description guidelines. Please do not start the description with "This course.."



### Co-requisites

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

### Prerequisites Required

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

**Undergraduate courses level 3000 and above must have a prerequisite.**

**Please verify that any prerequisite courses listed are active courses.**





- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY\_BS, undergraduate Disabilities in Society minor = DIS\_UMN)

**Example:**

1. **Prereq published language:** BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.
2. **Prereq logic enforced for registration:** BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).

**Rationale and Placement in Curriculum Required**

Explain the rationale for offering the course and its place in the curriculum.

**Course Objectives Required**

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.



### Course Textbook(s) and/or Other Assigned Reading Required

Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks.

### Weekly Schedule of Topics Required

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

### Grading Scheme Required

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining



### Instructor(s) Required

Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

### Required Links and Policies

Please acknowledge that the following links and policies will be included in the course syllabus and all required University policies will be adhered to.

For more information please visit the following webpage: [syllabus.ufl.edu](https://syllabus.ufl.edu)

### Attendance & Make-up Required

Please confirm that you have read and understand the University of Florida Attendance policy.

A required statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

- Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>



### Accommodations Required

Please confirm that you have read and understand the University of Florida Accommodations policy.

A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

- Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Yes



Saved

### UF Grading Policies for assigning Grade Points Required

Please confirm that you have read and understand the University of Florida Grading policies.

Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

- <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Yes



Saved

### Course Evaluation Policy Required

#### Course Evaluation Policy

Please confirm that you have read and understand the University of Florida Course Evaluation Policy.

A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

- Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

**Saved**

Please consider including the recommended content from section C of the [UF syllabus policy](#) in the course syllabus.

- Critical Dates
- Class Demeanor
- UF Honesty policy
- Campus Resources
  - Health and Wellness
  - Academic Resources

**Continue**

Process Name: Course|New|Grad



University of Florida  
Gainesville, FL 32611  
(352) 392-3261



**APPENDIX G. UF POLICY ON COURSE SYLLABI**

(4 pages)

# Policy on Course Syllabi

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To facilitate clear communication about courses between students and faculty, the University of Florida has adopted this policy requiring departments and course instructors to make available for free for each course, a syllabus containing specific information about the structure of the course. Instructors also must submit copies of course syllabi to the departmental office to document compliance with this syllabus policy.

Please note this policy is not course-content oriented. What individual instructors deem important as technical information in their courses and syllabi is a matter of academic freedom and best determined by that instructor. This university policy relates only to information that must appear in common in all course syllabi, independent of course level or discipline.

## **A. All UF course syllabi must contain:**

1. Course title, instructor's contact information including office location, telephone number, and email address; TA contact information if applicable
2. Office hours for the instructor (and TA if applicable) during which students may meet with the instructor(s)
3. Course objectives and/or goals
4. A weekly course schedule of topics and assignments
5. Methods by which students will be evaluated and their grade determined
6. A statement related to class attendance, make-up exams and other work such as:  
Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. [Click here to read the university attendance policies.](#)
7. A statement related to accommodations for students with disabilities such as:  
Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started with the Disability Resource Center.](#) It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.
8. A list of all required and recommended textbooks
9. Information on current UF grading policies for assigning grade points. This may be achieved by including a [link to the university grades and grading policies.](#)
10. A statement informing students of the online course evaluation process such as:
  - Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.
11. Materials and Supplies Fees, if any.

# Policy on Course Syllabi

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## B. Online course syllabi recommendation.

It is recommended that syllabi include a statement about preferred methods for public and private communication regarding the course and a method for resolving technical issues (e.g. [visit the helpdesk website](#) or call 352-392-4357).

## C. The following content is suggested:

1. Critical dates for exams or other work.
2. Class demeanor expected by the professor (late to class, cell phones, etc.).
3. The university's honesty policy regarding cheating, plagiarism, etc. suggested wording:
  - UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Conduct Code](#). If you have any questions or concerns, please consult with the instructor or TAs in this class.
4. In-Class Recording suggested wording:
  - Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student



# Policy on Course Syllabi

Honor Code and Student Conduct Code.

## 5. Campus Resources:

### Health and Wellness

*U Matter, We Care:* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

*Counseling and Wellness Center:* [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

*Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

*University Police Department:* [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

*UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

*GatorWell Health Promotion Services:* For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

### Academic Resources

*E-learning technical support:* Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

*Career Connections Center:* Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

*Library Support:* Various ways to receive assistance with respect to using the libraries or finding resources.

*Teaching Center:* Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.

*Writing Studio:* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

*Student Complaints On-Campus:* [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).

*On-Line Students Complaints:* [View the Distance Learning Student Complaint Process](#).

# Policy on Course Syllabi

## **D. Additional Information:**

Instructors are reminded that any use of students as subjects in research projects **MUST** receive clearance from the "human subjects" board **PRIOR** to beginning the project. This policy also includes any survey research or research done by undergraduate or graduate students for class assignments.

The syllabi for all courses and sections offered each semester must be posted on publicly accessible websites. A college may choose to meet this requirement by posting all its syllabi on a single site or on the web pages of individual departments. Syllabi must be posted at least three days prior to the first day of classes and must be retained on this site for at least three complete semesters (counting summer as a single semester).

[Find example syllabi here.](#)

Any questions regarding this policy should be directed to Dr. Chris Hass, Associate Provost for Academic and Faculty Affairs, at 352-392-4792.



## **APPENDIX H. ARC6355 ADVANCED GRADUATE STUDIO 2 SYLLABUS**

Syllabus for ARC6355 Advanced Graduate Architectural Design Two (Spring 2023) is included for general reference relative to proposed changes. Syllabus will be further revised to reflect new workshop and exercises on Life Safety Systems, as indicated in the narrative outlining changes.

(7 pages)

Course Number: ARC 6355  
Course Title: Advanced Graduate Architectural Design Two  
Academic Term: Spring 2023  
Credits: 6

Class Periods: M W F: Periods 4 - 6 (10:40 am – 1:40 pm)  
Meeting Locations: ARCH 0419

Instructors: Jason Alread  
Email: [jalread@ufl.edu](mailto:jalread@ufl.edu)  
Office Telephone: (352) 294-1456  
Office: ARCH 144  
Office Hours: MW 9:30-10:30 am & by appointment

## SYLLABUS

### 01. Course Description

This course focuses on integrated building design. It builds on and incorporates prior coursework, requiring students to integrate speculative design thinking, regulatory considerations, and building systems.

### 02. Course Pre-Requisites / Co-Requisites

**Successful completion of ARC 6241 "Advanced Graduate Architectural Design One" with a passing grade is a pre-requisite for enrollment in this course.**

### 03. Purpose of Course and Role within the Sequence

Advanced Graduate Architectural Design 2 studio reinforces the approach to making initiated in Advanced Studio 1. Students are expected to develop a philosophical position and operate with a research-based design process in the design of multiple projects over the course of the semester. Emphasis concentrates on cultivating self-directed speculation, analytical thinking, and synthetic design exploration within the framework of organized studio programs. The framed programs anticipate incorporating multiple trajectories offered by companion courses both within and beyond the School of Architecture and students are encouraged to draw from this knowledge. Students are expected to develop their ideas conceptually and architecturally to provide a strong foundation in critical thinking and architectural design. Students are encouraged to use this comprehensive course to germinate scholarship and personal perspectives that will be expanded in future studios and the Thesis/PILOT.

Studio projects will investigate spatial and material relationships between insides and outsides, negotiating the complexities of a rich program and site at the building scale. We will seek opportunities to engage history, socio-cultural relationships, phenomenology, ecology, and environment in our work. You will be charged with developing philosophical approaches that can be transformed into and through architecture. Intermediate deadlines will be assigned but it is important for students to be self-motivated and develop personal goals and targets to bring their ideas to resolution to meet project deadlines.

As a component of this course, students will be required to demonstrate that they are able to integrate both conceptual ideas and technical considerations. Student work must exhibit strong integrated design thinking and an ability to develop design proposals that acknowledge and attend to a wide range of concerns required for the practice of architecture.

Project briefs will be provided outlining in more detail project objectives and schedules.

### 04. Course Objectives

By the end of this course, students will be able to:

- Construct motivating stories to direct design. Ground these in research, reflection, and iterative design studies.
- Shape program and built form to embody, communicate, and/or express the design intent. Respond to the motivating ideas and issues of the project program and its context.
- Investigate the effects of a particular climate (light, heat, humidity, etc.) on the experience of architecture, and how tectonics can engage these climatic characteristics.
- Translate ideas into integrated buildings that have sophisticated architectural definition, including clear structural ideas, passive and active environmental systems, circulation strategies, exterior envelopes, life safety systems, universal access, and specific material qualities. Deploy architectural components both pragmatically and poetically.
- Make appropriate public places that are responsive to specific programmatic objectives as well as context.
- Demonstrate visual and verbal communications skills necessary to communicate design intent.

05. NAAB Student Criteria (SC) + Student Learning Objectives and Outcomes Addressed in this Course <sup>1</sup>

Through project work and assignments completed for this course, students will be required to demonstrate that they have an ABILITY to do the following:

SC.5 Design Synthesis—Ability to make design decisions within an architectural project while demonstrating broad synthesis and consideration of user requirements, regulatory requirements, site conditions, ecological concerns, and accessible design.

SC.6 Building Integration (PRIMARY)—Ability to make design decisions within an architectural project while demonstrating broad integration and consideration of building envelope systems and assemblies, structural systems, environmental control systems and life safety systems.

Through work completed for this course, students will also be required to demonstrate that they have an UNDERSTANDING of the following issues:

SC.1 Health, Safety, and Welfare in the Built Environment—**How the program promotes students' understanding of the role of** the built environment in human health, safety, and welfare at multiple scales.

SC.2 Professional Practice—How the program fosters an understanding of professional ethics, the regulatory standards, and the fundamental business processes relevant to architectural practice in the United States.

SC.3 Regulatory Context—How the program enables students to understand the fundamental principles of life safety, land use, and related regulations that apply to buildings and sites within the U.S., and the evaluative criteria architects use to assess those regulations as part of a project.

SC.4 Technical Knowledge—How the program prepares students to understand the established and emerging systems, technologies, and assemblies of building construction, and the criteria architects use to assess those technologies against the design and performance objectives of projects

06. Course Schedule

07. Course Schedule:

PROJECT: School for Building Crafts – 15 weeks

Week 01 Place Research & Documentation

Week 02 Program Analysis & Precedents

Week 03 Schematic Proposals

Week 04 Studio Field Trip/Site Visit (exact date tbd with studio)

Week 05-08 Interrogations of Place + Program

Propositions + Provocations: site/context + program addressed through resolved building proposals

Weeks 09 Detailed project design + development

User requirements, regulatory/code requirements, site conditions, ecological concerns, and accessible design.

Integration and consideration of building envelope systems and assemblies, structural systems, environmental control systems (active +passive), and life safety systems.

Interim Reviews: Wednesday, 3/8 (10:40 am – 1:40 pm)

Week 10 Spring Break (March 13-17)

Weeks 11-15 Detailed development of building envelope systems and assemblies

Button-up + prepare final project deliverables

Refinement + integration of spatial ideas and building systems

Week 16 Final Reviews: Wednesday, 4/26 (9:00 am – 5:00 pm)

STUDIO CLEANOUT by MONDAY MAY 1<sup>st</sup>.

PROJECT: REFLECTION – 1 week

Weeks 17 Digital documentation

Digital files + cumulative project/portfolio due on Canvas: Wednesday, 5/3 (4:30 pm)

08. Required Textbooks, Software, and Tools

Books: This class does not have any required textbooks. From time to time, books, magazines, articles, and material samples will be provided by the faculty for in-studio use. In addition, you are encouraged (required, in fact) to bring relevant reference materials to the studio for your own use and for the use of your colleagues.

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<sup>1</sup> Student Criteria are from the 2020 Conditions for Accreditation – “Draft 1,” as prepared by The National Architectural Accrediting Board, Inc. (NAAB), dated 9 September 2019.

Software: There are no required software programs, although you will need model- and vector-based digital drawing platforms to complete your design work. Although there is not a single required software tool, you may consider using a BIM modelling and documentation tool like AutoDesk Revit, Graphisoft Archicad, Vectorworks Architect, Nemetscheck Allplan Architecture, or Bentley Microstation. You can also use AutoDesk AutoCad, although know that you will be limited in some ways and need to do more tedious coordination between two-dimensional drawings manually.

You will likely need other digital design, modelling, and rendering software as well, including Rhinoceros 3D, SketchUp Pro, Grasshopper, Maxwell, Lumion, etc., although the specific tools are at your discretion. You will need access to Adobe Photoshop and InDesign (or similarly capable programs) regularly. We will be using energy modeling software for performance analysis during the design process.

Tools: Pencils, pens, paper, and an active, curious mind are required. Analog drawing tools, drawing boards, physical modelling tools, and model-building materials are required. Specific materials will be discussed throughout the semester.

#### 09. Recommended Reference Materials

Ching, Francis D. K. 2018. *Building Codes Illustrated: A Guide to Understanding the 2018 International Building Code*. 6<sup>th</sup> Edition. Hoboken, New Jersey: John Wiley & Sons, Inc.

Allen, Edward and Joseph Iano. 2019. *Fundamentals of Building Construction: Materials and Methods*. 7th Edition. Hoboken, New Jersey: John Wiley & Sons, Inc.

Allen, Edward and Joseph Iano. 2017. *The Architect's Studio Companion: Rules of Thumb for Preliminary Design*. 6th Edition. Hoboken, New Jersey: John Wiley & Sons, Inc.

---. 2017. *ICC A117.1-2017 Standard and Commentary: Accessible and Usable Buildings and Facilities*. International Code Council.  
<https://shop.iccsafe.org/icc-a117-1-2017-standard-for-accessible-and-usable-buildings-and-facilities-1.html>

Grondzik, Walter T. and Alison G. Kwok. 2019. *Mechanical and Electrical Equipment for Buildings*. 13<sup>th</sup> Edition. Hoboken, New Jersey: John Wiley & Sons, Inc.

---. 2020. *Florida Building Code – Building*. 7<sup>th</sup> Edition. International Code Council.

<https://codes.iccsafe.org/codes/florida>

---. 2020. *Florida Building Code – Accessibility*. 7<sup>th</sup> Edition. International Code Council.

<https://codes.iccsafe.org/codes/florida>

---. 2020. *Florida Building Code – Plumbing*. 7<sup>th</sup> Edition. International Code Council.

<https://codes.iccsafe.org/codes/florida>

---. 2020. *Florida Building Code – Energy Conservation*. 7<sup>th</sup> Edition. International Code Council.

<https://codes.iccsafe.org/codes/florida>

Kent, Janis. 2017. *ADA in Details: Interpreting the 2010 Americans with Disabilities Act Standards for Accessible Design*. Hoboken, New Jersey: John Wiley & Sons, Inc.

---. 2018. *DEWALT Building Code Reference: Based on the 2018 International Residential Code (DEWALT Series)*. 4<sup>th</sup> Edition. American Contractor's Exam Services.

#### Additional References:

Allen, Edward and Patrick Rand. 2016. *Architectural Detailing: Function, Constructability, Aesthetics*. 3rd Edition. Hoboken, New Jersey: John Wiley & Sons, Inc.

Brock, Linda. 2005. *Designing the Exterior Wall: An Architects Guide to the Vertical Envelope*. New York: Wiley Press.

Ching, Frances D.K. 2014. *Building Construction Illustrated*, 5th edition. New York: Wiley Press.

Deplazes, Andrea. 2005. *Constructing Architecture: Materials, Processes, Structures, a Handbook*. Basel: Birkhäuser.

Ford, Edward R. 1990. *The Details of Modern Architecture*. Cambridge, Mass: MIT Press.

**Frampton, Kenneth. 1996. "Rappel à l'Ordre: The Case for the Tectonic." In *Theorizing a New Agenda for Architecture, an Anthology of Architectural Theory 1965-1995*, edited by Kate Nesbitt, 516-28. New York: Princeton Architectural Press.**

Frampton, Kenneth. 1995. *Studies in Tectonic Culture: The Poetics of Construction in Nineteenth and Twentieth Century Architecture*. Cambridge: Graham Foundation for Advanced Studies and the MIT Press.

**Frascari, Marco. 1984. "The Tell-the-Tale Detail." In *VIA 7: The Building of Architecture*, 23-37. Philadelphia: University of Pennsylvania and MIT Press.**

Kieran, Stephen, and James Timberlake. 2004. *Refabricating Architecture: How Manufacturing Methodologies Are Poised to Transform Building Construction*. New York: McGraw-Hill.

Ramsey, Charles, Harold Sleeper, John Hoke. 2007. *Architectural Graphic Standards*. 11th edition. New York: Wiley.

Semper, Gottfried. 1989. *The Four Elements of Architecture and Other Writings*. RES monographs in anthropology and aesthetics. Cambridge [England]: Cambridge University Press.

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## COURSE POLICIES

### 09. The Studio System

It is critical that students and faculty contribute to a positive, rigorous and focused environment that is both challenging and rewarding. At the graduate level, students must be self-motivated and contribute to studio inquiry, discourse and production. Faculty will set the agenda, provide a framework of reference materials, and will provide feedback, criticism and guidance to students. Students will proactively engage the issues set forward, advance the inquiry and work collaboratively and individually to develop a body of work derived from the studio agenda.

We ask that you understand that the studio is a public space both physically and digitally, and to conduct yourselves in an appropriate manner. Respect the fact that many people work/discuss in the space simultaneously and the work atmosphere must accommodate a range of tastes of music, language, public conduct and so forth. Be both courteous toward and tolerant of your colleagues. Remember, the studio is an academic workplace: it is not an extension of your private house or apartment.

During studio hours and during critiques, mobile devices should be turned off or placed in a silent mode. When working in the studio outside of class, please respect the wishes of your fellow classmates by limiting loud, boisterous, and or long mobile phone conversations, as these may be distracting to others. If requested, please take your conversation out of the studio.

### 10. Critique

From time-to-time at the end of a project or at a critical moment of the work, critiques are scheduled. These are public presentations of the work and provide a forum for its discussion. Usually one or more external critics are invited to provide a fresh viewpoint and to stimulate discussion. These sessions are usually more formal than class sessions and should be taken quite seriously. Critics come in on their own time and expend a serious level of energy on trying to understand your endeavors and give you good feedback. You should think of your presentation not as a moment of judgment, but as an opportunity to get input on implications and possible directions for development. The critiques of your fellow students will also be essential to your education as a designer. You are required to both attend and actively participate in the discussions.

### 11. Attendance Policy

Our policy on attendance is extremely strict: All students are expected to attend every scheduled studio meeting. Any absence must be explained. Call the office and have a note left for your professor or contact your professor via email. It is your responsibility to get any assignments from your fellow students. Note that THREE unexcused absences will result in a full letter grade deduction, and FOUR or more unexcused absences will result in a failing grade and/or an automatic drop from the course. Arriving late (within 30 minutes of the start of class) will be counted as a half of an absence; arriving more than 30 minutes late will be counted as an absence.

It is never permissible to miss a critique, nor is it permissible to be late or to leave early. It will be considered a direct insult to your fellow classmates and the invited critics. If you arrive late to a review, you will not be allowed to present your work and will receive an automatic reduction of one letter grade on the project or assignment. You may or may not be allowed to present your work at a later date.

If something is seriously wrong and may affect your attendance, please talk to us about it. Arrangements can be made to cope with serious illness, family issues, or personal crises.

### 12. Make-up Policy

It is not possible to make up a missed studio session. Although a long conversation with a fellow student will help you begin to figure out what to do to prepare for the next session, it can never make up the learning that happens during interactive group discussions. A session with your professor may or may not be possible and cannot duplicate the collective conversation.

### 13. Course Technology & Software Use

The UF Canvas e-learning portal will be used for all digital coursework and sharing of certain common references available in electronic format. It will be accessible at <http://elearning.ufl.edu/>. Notify your faculty if you do not have access to the course through this online portal.

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

#### 14. Digital Fabrication Lab and Woodshop Facilities

The Digital Fabrication Laboratory, known as the "Infinity Fab Lab," is located on the ground floor of Infinity Hall (978 SW 2nd Avenue, Gainesville, FL 32601). The facility includes three laser cutters (wood, plexiglass, ceramic, chipboard), 3D printers (powder, resin, PLA/NinjaFlex), CNC mill (wood), metal printer, and water jet cutter (metal), with additional tools arriving during the semester. Information about the Infinity Fab Lab, including fees, hours, work processes, etc., is available online at: <https://fablab.arts.ufl.edu/>.

**The Woodshop is located on the ground floor of Fine Arts Building "C" (FAC), adjacent to the Architecture Building. The facility includes a number of woodworking tools, including saws, drill presses, sanders, and hand tools.**

Orientations are required prior to use of the Woodshop or Digital Fabrication Laboratory. If you intend to use the facilities and have not yet attended orientation sessions for either of these, you should do so within the first 1-2 weeks of the semester. Contact the Fab Lab or Woodshop directly to arrange your orientations sessions. Please note that we do not know or have control over shop hours or opening policies due to distancing and other COVID issues.

#### 15. Spray Painting Policy

Spray painting, or the use of any other sort of aerosol spray, is NOT allowed in the Architecture Building, Rinker Hall and in Fine Arts C, except within the spray booth found in Room 211 of Fine Arts C. Students found in violation of this policy will be referred to the Dean of Students for disciplinary action.

**Note that "Architecture Building" includes the enclosed spaces of the building, as well as the exterior balconies, atrium, walkways, paved areas, stairways, common areas, roofs, and landscaping adjacent to the building.**

### GRADING POLICIES

16. Your development as a designer and future architect relies on developing a disciplined way of working that involves a continual testing of ideas through making. Each time you make something you will take on new questions or the same questions at another level of sophistication. There is no single answer for which we are looking. We will give you feedback on the directions you have taken, suggestions for further work, and assess the architectural implications of your projects. It is critical that you learn to *critique yourselves* effectively. What we ask from you is a concerted effort, an innovative take on the problem, constructions that raise architectural issues, and for you to challenge yourself and be constantly willing to continue to develop a scheme.
17. Grades are quite straightforward and will be based on the quality and completeness of work, the clarity and rigor of your ideas and design process, and your contribution to the ongoing public dialogue that is integral to the studio education system and to the practice of architecture. Day-to-day interactions in studio and during presentations are noted and will have a significant impact on your final grade. We will be pleased to discuss your progress individually and make an assessment of your grade status after midterm. We will discuss more specifics in class as needed. If you have questions at any point, make an appointment to meet with your faculty instructors.
18. Project Requirements and Grading



Project work completed for this course MUST successfully demonstrate the ability to develop integrated design proposals that meet and demonstrate compliance with code requirements and NAAB Student Criteria. Explicit requirements will be discussed for each project and students will be required to meet minimum requirements in order to successfully complete this course with a passing grade.

19. An incomplete grade may be assigned at the discretion of the instructor as an interim grade only in cases of extreme extenuating circumstances. Note that the incomplete grade must be resolved prior to enrolling in Advanced Graduate Architectural Design Three. In most cases, failure to complete this studio before the beginning of the next semester requires a minimum one-year delay in progress through the program.



20. Graduate School Grading Scale + Qualitative Descriptions

	Letter Grade	Numeric Grade	Quality Points	Qualitative Description
PASSING GRADES	A	100-93	4.0	Outstanding work only
	A-	92-90	3.67	Close to outstanding
	B+	89-87	3.33	Very good work
	B	86-83	3.0	Good work
	B-	82-80	2.67	Good work with some problems
	C+	79-77	2.33	Slightly above average work
	C	76-73	2.0	Average work
FAILING GRADES	C-	72-70	1.67	Average work with some problems
	D+	69-67	1.33	Poor work with some effort
	D	66-63	1.0	Poor work
	D-	62-60	0.67	Poor work with some problems
	E	59-0	0.0	Inadequate work

Minimum Cumulative GPA

The current UF grading policies can be found at the UF Graduate Catalog: <https://catalog.ufl.edu/graduate/?catoid=10&navoid=2020#grades>

Please note that the University of Florida Graduate School requires that a graduate student maintain a 3.0 (B) average to remain in good academic standing. Every possible effort is made to counsel students in academic difficulty to determine the cause and possible solution so that the student can continue and complete their studies in the University. The Graduate School considers grades of C-minus or lower to be failing grades. A failing grade in a studio results in either suspension or expulsion from the architecture program. Students receiving one of these grades should immediately contact their Graduate Program advisor for guidance.

UF POLICIES

21. University Policy on Accommodating Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

22. University Policy on Academic Misconduct

Academic honesty and integrity are **fundamental values of the University community**. UF students are bound by **The Honor Pledge** which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: **‘On my honor, I have neither given nor received unauthorized aid in doing this assignment.’** **The Honor Code** (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to your faculty instructors.



Plagiarism includes the direct copying of text/images from other sources as well as minor alterations of work created by others (mirroring, application of visual effects/filters/distortions, etc.). **Plagiarism is a serious offense and can lead to failure of the course and/or premature dismissal from the Graduate School.** We expect that the work you prepare is wholly your own, created this semester for this course. You are expected to provide appropriate citations and/or credit for images, text references, and design influences, where appropriate. If you have any questions or concerns, please consult your instructors.

23. Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Your thoughtful responses to these questions will help inform both the content and conduct of this course in the future.

24. Policy on Retaining Work

Please note that work that you create for this course may be retained indefinitely for academic purposes. You should be prepared for the instructor to ask that it be exhibited and/or photographed during or after the term. Having your work retained for photography and/or exhibition is evidence of its quality and value to the school. While you should be able to retrieve your original work temporarily for your own personal purposes, you should carefully photograph and document all project work prior to submission of any original materials for archival purposes.

GETTING HELP

25. For issues with technical difficulties for e-learning, please contact the UF Help Desk:

- Email: [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)
- (352) 392-4357 – available 24 hours per day, 7 days per week
- Online: <http://elearning.ufl.edu/> or <http://helpdesk.ufl.edu/>

Any requests for make-ups or deadline extensions due to technical issues MUST be accompanied by the ticket number received from the UF Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up or deadline extension.

26. Counseling + Emergency Contacts

**U Matter, We Care:**

If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.

**Counseling and Wellness Center:** [counseling.ufl.edu/cwc](http://counseling.ufl.edu/cwc), and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

**Sexual Assault Recovery Services (SARS)**

Student Health Care Center, 392-1161.

**University Police Department** at 392-1111 (or 9-1-1 for emergencies), or [police.ufl.edu](http://police.ufl.edu).

- Student Nighttime Auxiliary Patrol (SNAP) free transportation: **Use free “TapRide” app (IOS or android) to schedule pickup** or call 352.392.7627. For more info: <https://taps.ufl.edu/alternative-transportation/snap/>

CHANGES AND REVISIONS TO SYLLABUS

27. This syllabus is subject to change. Any changes will be relayed during regular studio meetings.

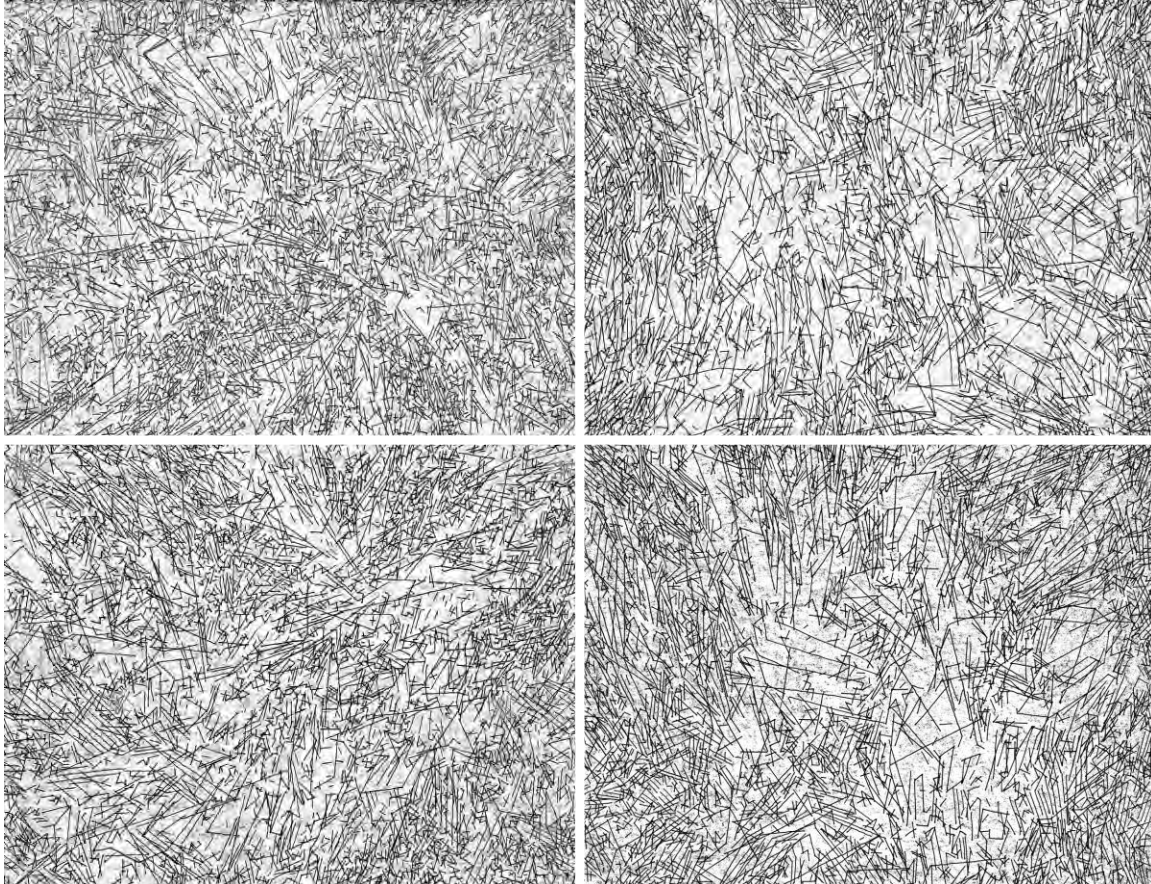


## **APPENDIX I. ARC6355 FINAL DELIVERABLE REQUIREMENTS**

The Final Deliverable Requirements for ARC6355 (Spring 2023) show how life safety considerations were incorporated into project deliverables. These will be further revised (as indicated in the narrative) to incorporate new Fire and Life Safety Systems module.

(4 pages)

PROJECT: Savannah College of Traditional Building Crafts  
Final Requirements | 3 April 2023



Lebbeus Woods, *Same Difference*. Source: <http://lebbeuswoods.wordpress.com/2009/01/13/same-difference/>

In the weeks that remain this semester, we will move aggressively to further develop the design proposals that you have initiated. As you move from broad site diagrams and detailed sections towards more resolved and articulated/constructed surfaces, skins, and volumes, you must revisit and refine your underlying motivators. And you will need to articulate what defines your project, what makes it appropriate, unique, and/or fundamentally an appropriate solution for this program on this site in this place at this time. We are asking you to speculate on how to shape spaces and/or spatial relationships that invite particular modes of occupying our site, meeting programmatic goals, and addressing building-related requirements for life, safety, and welfare of humans.

#### Final Review Requirements

We have just over 3 weeks between now and your final reviews on Wednesday, 26 April 2023 at 9:00 am. We will need to be diligent and focused to complete the work ahead in our brief time remaining.

You should format your presentation as a physical and digital presentation – you can use plots and the digital screens to present. You can create your presentation in any program (InDesign is recommended), but you should export all of the layouts as a multi-page Adobe Acrobat file (.pdf format) for presentation and submission.

There is no minimum or maximum number of pages required, although we would encourage you to create your presentation in such a way that you do not need to extensively zoom in/out of individual pages to convey particular information about the project. This may require some images to be larger and/or to occupy an entire spread, rather than placing a large number of small images on a page together. Consider sequence, white space, and relationships between drawings carefully. Develop a hierarchy and clarity in the

presentation so that the work stands on its own, without your spoken words as accompaniment. This last point is important; how do you annotate and label your work to make the ideas clear and legible, without extensive verbal narration?

To help you look ahead and prepare for the conclusion of the project, the following are the minimum requirements/expectations and deliverables for this project:

01. Project Title + Student Name: Project titles are important and should be based on operative motivators rather than simply utilitarian or descriptive. Many architectural project titles rely on metaphor or allusion to suggest intent or meaning.

*Text Recommendations: Select a single font for all text (Helvetica, Gil Sans, Arial Narrow, etc.); use a medium/dark grey color for the text, left justified. Titles can be larger than other text, if necessary, but do not be excessive with font sizes. Text must NOT cross between two layouts and/or run off the edge of images. **Maintain a text margin of no less than ½"**, even if certain images are full-bleed and/or continue across multiple sheets. Text should be incorporated into the layouts, but should be secondary to the drawing graphics.*

02. Contextual Site Mappings and Analysis: Drawings, words, photographs, and/or models of the site conditions and/or any relevant metaphors or ideas. Include translational and/or interpretive studies. These should include well-resolved, thoughtful images rooted in your research and understanding of spatial phenomena on site. They should be specific, nuanced and multi-dimensional descriptions of our site that attempt to capture your perceptions of the site in an analytical, critical, rarified form, while simultaneously anchoring these perceptions within a more measured, calibrated spatial sequence or itinerary. These can be plan-based drawings/constructions, photographs, collage, perspectival studies, etc. Make visual the ideas that are driving your work.

*Minimum Requirements:*

1. *Urban Context Map: Show site location and relevant site photographs.*
2. *Site Plan: Minimum 1:50 = 1'-0" (could be smaller or one for the immediate site and one for the larger context) Clearly showing all proposed site features, including building footprint, walkways, vegetated areas, roadways on and at perimeter of site, waters edge, any exterior ramps and stairs, vehicular and building entrances, parking and loading areas.*

03. Floor Plans: Construct floor plan drawings (showing column grid) for every occupiable floor level, including those below ground and roof plan. Show space occupation, including furniture, toilet fixtures, doors, stairs, elevators, mechanical shafts, floor patterns / materials, walkways, trees, etc. Indicate ADA-compliant toilet rooms. Stairs must include required landings, clear widths, and provisions for code-required hand rails and guards. Scale: 1/16" – 1'-0".

Use dashed lines to show overhead conditions/sectional changes, where applicable. Use heavy and light line weights to clarify cut components versus other things that we see beyond. Orient north up and include a graphic scale. Use discrete numbers along with a corresponding legend to identify spaces.

Provide enlarged additional plans of special areas or portions of the project as needed.

04. Program Analysis / Tabulation: Provide numeric, graphical, and/or tabular analysis of the project program, including program components incorporated in your project proposal. Identify and justify variances from any required program components. Calculate and show the final floor area ratio of the project, as proposed.

05. Exterior Elevations: Show all exterior elevations (min. 3). Drawings should suggest material qualities (scale, geometry, color, texture, orientation, rhythm/meter, etc.) even if all materials are not yet finalized. Use shadows to show depth and/or layering within your building elevations. Include entourage (trees, cars/trucks/buses, people, outdoor furniture, exterior lights, signage, etc.) as needed to convey scale. Scale: 1/16" – 1'-0" (**can be larger depending on your scheme**).

06. Building and Site Sections: At least TWO rendered and worked sections. Section cuts should be clear (white) and spaces beyond the cuts (interior and exterior) should be developed tonally to indicate depth and provide a sense of the scale, character, articulation, light/shadow, and texture(s) of internal and external spaces. Include adjacent contexts, walkways, trees, people, cars, sky, etc. Vertical and horizontal circulation should be legible within the section. Use dashed lines if necessary to show us important spaces/building components that may be obscured in the drawings. Use line weight to **differentiate between the cut and all other information beyond. Use tone(s) to show the space and "air" in the section; solid materials, poché, adjacent buildings, and earth/ground to remain white** where cut in section. **Scale: 1/16" – 1'-0"**.

07. Wall Section + Corresponding Partial Elevation: Construct at least one wall section line drawing (with some material shading) of a critical building assembly that conveys the manner in which you are translating ideas and spatial relationships

into built form. Include a partial elevation drawing at the same scale adjacent to the wall section. The section and elevation drawings should run from ground/foundations to sky without any break lines or abridgements. Use a discrete key/numbers or organized notations, and leaders to identify important material conditions in the section. Provide ground/floor/roof elevation markers. Use a good range of line weights for cuts and materials in the distance (section cuts must be clear)  
**Scale: 1/2" = 1'-0" (can be broken into sections vertically).**

08. Physical Model: Model to fit into site model. This can be a systems model with some material suggestions, but is not a completely representational model of the colors and materials. Materials are up to you, but we can discuss.
09. Experiential Vignettes (HYBRID DIGITAL/ANALOG): Hybrid digital and analog perspectival views that describe the character and quality of the proposal from adjacent exterior areas and/or from significant spaces within the proposal. Incorporate line and tone, selectively introducing materiality/color/texture/etc. as needed to tell the story. These should suggest occupation, scale, and texture/materiality. Aim to incorporate the mood and/or spirit of the context, stitching your work into this particular place. Avoid being overly specific/photorealistic about material finishes.

Use these to show us spatial aspects of your project that we will not see otherwise. Emphasize principal figured spaces, and the relationships between spaces. They should suggest tectonic logic (primary/secondary/tertiary), occupation, scale, and texture/materiality. They do not need to be linked and/or sequential in nature, but may assist in narrating how you **propose to explain the procession or "telling of the story" through the project.** The emphasis should be on telling a complete story: view from context, views from within looking up/forward or looking down/back, looking back out to the site, etc.

Some of these drawings should be exterior views showing your proposal as situated within the context, but emphasis should be placed on developing the project as experienced and/or occupied at eye level. Be certain to include interior views.

Work to eliminate grey, and to introduce contrast and/or transparencies to help us discern depth, direction, grain, scale, and intent. Reference work by Lebbeus Woods, Lyn Rice, Diller Scofidio + Renfro, Lewis.Tsurumaki.Lewis, and Wes Jones, amongst others.

*Note: Any images that show stairs or elevated walkways must also show handrails, guards, closed risers, required landings, etc. in conformance with the building code. Where certain components are not yet fully designed, drawings should (at a minimum) suggest how code compliance will be addressed.*

10. Exploded Axonometric (DIGITAL): One axonometric line drawing that encompasses the entire site, adjacent spaces, building proposal, and context. Incorporate line weights, transparency, and semi-transparent areas to allow us to understand/see vertical/horizontal circulation as well as spaces within the buildings and/or block that may be concealed by other building masses and/or building envelopes. No perspective. Tone may be introduced selectively if/as needed to clarify certain spatial relationships. Scale: As needed. Explode drawing to show:
  - a) Site / Ground Manipulation: Include adjacent roadways and site edges.
  - b) Circulation System: Include vertical as well as horizontal components. Note: Circulation system should be drawn as three-dimensional spatial volumes, not just surfaces that we walk on.
  - c) Structural System: Show columns, beams, self-supporting exit stair enclosures and/or elevator shafts, etc. Identify and label structural systems used.
  - d) HVAC System: Show centralized equipment and distribution networks for the building. Identify and label major equipment (mechanical room(s), air handler units, etc.). Show supply air systems.
11. Life Safety / Code Compliance Plans: Provide floor plan drawings of all occupiable floor levels to show how you are meeting life safety code requirements. Plans should show exit routes, exit corridors, stairs, required areas of refuge, elevators, stair/door/corridor capacities, travel distances, etc. Scale: 1/32" = 1'-0" or 1:50. Include your comprehensive tabular code review, showing requirements and proposal parameters. Include occupancy, building construction type(s), egress paths, door/stair capacities, fire separation, etc. Create supplemental diagrams and drawings as needed to support code requirements.
12. Precedent project research, context studies, building system research, proposed materials, etc. as needed to support project proposal. Also bring design process models and sketches.

OPTIONAL Additional Trajectories of Study:

13. Section Perspective: Can replace One of the Sections above. One or more larger scale section cuts showing the perspective of interior spaces relative to the cut. The cut can also be jogged, shifted or turned to show significant moments.

Interiors should be rendered with tone/color texture, light, and inhabitation. Lewis.Tsurumaki.Lewis does a great job with these types of drawings for reference.

14. Photographs: Photo-document all physical models. Include at least one well-composed and well-lit plan view of your **models, as well as numerous birds' eye and/or ground-level** images. Use your photographs not simply to document your work but rather to help clarify the moments and/or spatial qualities that are essential to the project. Consider photomontage hybrids of site photos with your physical model(s) or digital models and/or Videos.

Critical Dates: The schedule is rapid. We have just three weeks to complete the design/documentation. You will also need to account for time to lay out and prepare the verbal presentation linking your drawings/models together. Properly scheduled deadlines for each component of the presentation will significantly assist your work and mitigate your stress. Work smart and healthy please.

- Wednesday, 26 April, 9:00 am – 4:00 pm Final Reviews. Everyone must have all of their work completed by the start of the review at 9:00am – **no finishing work while others present. We're not asking for work the night before, we trust you to manage your own time, but don't post anything after 9:00am, you can finish it later for your portfolio.** You are expected to ready to present your work by the start of review and to stay for the duration of all presentations.
- Wednesday, 3 May, 4:30 pm Comprehensive Portfolios/Reflections + Digital Files Due. Prepare comprehensive portfolios of your work from G2. Digital files (.pdf) to be uploaded to e-Learning assignment. If you experience technical difficulties and are unable to submit your digital work through e-Learning, submit your files online via WeTransfer. Files should have your name(s), the course name/year, and an indication of the drawing, i.e.: *francis\_deal\_santiago\_G2S23\_elevations*.  
Note: We Must have these files or you cannot receive a grade – All G2 projects may be required for submission to NAAB for accreditation updates.



## **APPENDIX J. ARC6355 CODE REVIEW WORKSHEET**

This Code Review Worksheet was completed by all students in ARC6355 during the Spring 2023 semester. This will be further revised (as indicated in the narrative) to incorporate new Fire and Life Safety Systems module.

(3 pages)



**Code Search**

Instructions: In this exercise, you are asked to complete a preliminary code search for your Savannah Building Arts School Project in order to determine what regulatory issues might impact your design. Each project should review the listed sections of the 2018 International Building Code (IBC).

<https://codes.iccsafe.org/content/IBC2018P5>

Proceed by filling in the blanks provided.

1. Read through the **occupancy classifications** and
  - (a) check the one(s) that applies to your project. (IBC Chapter 3 and 5).  
Assembly \_\_\_\_\_, Business \_\_\_\_\_, Education \_\_\_\_\_, Hazardous \_\_\_\_\_, Factory-Industrial \_\_\_\_\_, Institution \_\_\_\_\_, Mercantile \_\_\_\_\_, Residential \_\_\_\_\_, Storage \_\_\_\_\_
  - (b) Determine if there is a sub-classification. \_\_\_\_\_
  - (c) Determine Required Separations of Occupancies (Table 508.4)

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(c) Determine if the project contain any incidental use areas (Table 509)  
If so, what are the separation requirements \_\_\_\_\_

2. Determine the **occupant load** for the project (Table 1004.5 IBC Chapter 10).

Area of Occupancy / Area per occupant = Population

Occupancy Type 1: \_\_\_\_\_ / \_\_\_\_\_ = \_\_\_\_\_

Occupancy Type 2: \_\_\_\_\_ / \_\_\_\_\_ = \_\_\_\_\_

Occupancy Type 3 (etc): \_\_\_\_\_ / \_\_\_\_\_ = \_\_\_\_\_

Add extra lines, use a separate sheet

**Allowable occupant load:** \_\_\_\_\_

3. Determine the **minimum construction type** you could use for the building based on its: occupancy classification, floor area, number of floors, and height. (Tables 504.3 & 504.4)

Type I-A I-B II-A II-B III-A III-B IV-A IV-B V-A V-B

4. What is the minimum **fire rating** required for the following:

(a) Protection for: (Table 601)  
columns (structural frame) \_\_\_\_\_

non-bearing exterior walls (Figure Fire Separation Distance) (Table 602) \_\_\_\_\_

5. What is the maximum area of exterior openings allowed (based on separation distance) (Table 705.8)

Unprotected, Nonsprinklered (UN, NS) \_\_\_\_\_

Unprotected, Sprinklered (UN, S) \_\_\_\_\_

Protected (P) \_\_\_\_\_

6. **Minimum fire resistance** for (Table 1020.1)

exit access corridors: Unsprinklered \_\_\_\_\_ Sprinklered \_\_\_\_\_

7. The **minimum number of exits** required (Table 1006.3.2):  
(a) from assembly space(s): \_\_\_\_\_  
(b) from other areas (list each): \_\_\_\_\_
8. Determine the following **egress** component requirements (Section 1005.3)  
(a) total **required egress width** based on the occupant load: *Level (1005.3.2)* \_\_\_\_\_  
*Stair (1005.3.1)* \_\_\_\_\_  
(b) **maximum travel distance** to exit (Table 1017.2) Unsprinklered \_\_\_\_\_  
Sprinklered \_\_\_\_\_
9. Do the required (calculated) stair & door **egress widths** meet the minimum requirements? What are the minimum requirements? (1010.1.1 door widths, 1011.2 stair widths)
- 

## Plumbing & Accessibility

**Instructions:** Using the online 2020 Florida Building Code: Plumbing and the Florida Building Code: Accessibility, determine the following requirements for your building project:

The codes can be accessed through the following websites:

2020 Florida Accessibility Code: <https://codes.iccsafe.org/content/FLAC2020P1>

2020 Florida Plumbing Code: <https://codes.iccsafe.org/content/FLPC2020P1>

### **Part A: Restroom Requirements**

#### **1. Number of plumbing fixtures required (FBC Plumbing, Table 403.1):**

Water Closets men's restroom \_\_\_\_\_

women's restroom \_\_\_\_\_

Lavatories men's restroom \_\_\_\_\_

women's restroom \_\_\_\_\_

Urinals (424.2) men's restroom \_\_\_\_\_

Drinking Fountain (verify details with Accessibility) \_\_\_\_\_

Other fixtures Required \_\_\_\_\_

#### **2. Accessibility requirements (FBC Accessibility – Chapter 6 & 3):**

Clear Floor Space Requirements for Accessible Toilet Stall (new construction)

Accessible Lavatory \_\_\_\_\_

Wall Mounted Water Closet \_\_\_\_\_

Required Distance between WC and partition/wall \_\_\_\_\_

Is a lavatory required as part of the Accessible Toilet Stall? \_\_\_\_\_

Mounting Height for Grab Bars \_\_\_\_\_

Length/Position of Side Grab Bar \_\_\_\_\_

Length/Position of Rear Grab Bar \_\_\_\_\_

**Part B: Accessible Path/Route**

**3. Accessible Route (FBC Accessibility – Chapter 4)**

*General Path (FBC Accessibility, Section 402/403):*

Clear Width of an accessible path/route \_\_\_\_\_

Maximum Slope of an accessible route (not including ramps) \_\_\_\_\_

*Doors (FBC Accessibility, Section 404):*

Doorway clear width (manual operation) \_\_\_\_\_

*Ramps (FBC Accessibility, Section 405):*

Maximum Slope \_\_\_\_\_

Cross Slope \_\_\_\_\_

Clear Width \_\_\_\_\_

Maximum Rise (without landing) \_\_\_\_\_

Landing Length and Width \_\_\_\_\_

\_\_\_\_\_



**APPENDIX K. DRAFT SOA STRATEGIC PLAN, DATED 30 JUNE 2023**

(5 pages)

## **Outline of Elements**

Objectives - areas of focus

Goals (G) - aspirational

Tactics (T) - means and methods

Measures (M) - assessments and timelines

### **Objective 1 Expanding our Audiences**

**Goal 1** Engage undergraduate non-majors at UF through a new Minor in Architecture to build broader audiences for architecture and increase recruitment of future graduate students

T1 Explore and propose a Minor in Architecture

M1 Reach determination of feasibility (Spring 2024)

Submit proposal (Spring 2025)

Publicize and recruit students (Fall 2025)

**Goal 2** Develop and expand Community College pathways to increase opportunities for students from Florida State College (FSC) schools

T1 Explore and propose new—and expand existing—pathways

M1 Discuss new and expanded pathway options (Fall 2023-Spring 2024)

T2 Expand Gator Design and Construction (GDC) at Santa Fe College

M2 Begin GDC expansion, including offering studio and history courses at SFC (Fall 2024)

T3 Strengthen 2+2+2 Valencia College and University of Central Florida

M3 increase joint activities, such as VIA, and formalize recruitment (Fall 2023)

T4 Create 2+2+2 or 4+2 articulation with Miami Dade College

M4 explore feasibility of 2+2+2 and 4+2 options (Fall 2023), submit proposal (Spring 2024), and implement (Fall 2024)

T5 Create 3+3 articulation with FSC schools statewide

M5 explore feasibility of 3+3 program (Fall 2023), submit proposal (Spring 2024), and implement (Fall 2025)

**Goal 3** Develop high school dual enrollment program to increase exposure to architecture for students in public schools by teaching college-level architecture courses on high school campuses

T1 Develop and offer year-long sequence of two course (one history of design, one beginning design studio) taught by UF faculty

M1 Offer program in four Miami-Dade County high schools (Fall 2023-Spring 2024)

Explore expanding to other counties (2023-24)

Add pilot programs in additional counties (2024-25)

Goal 4 Develop design exploration program (DXP) for undergraduate students in Florida colleges and universities to increase graduate recruitment with emphasis on underrepresented demographics

T1 Develop and offer one-week DXP program

M1 Offer first annual DXP at JaxLab (Summer 2024)

Consider expansion of DXP program to offer more frequently and in additional locations (Fall 2024)

## **Objective 2 Promote Excellence in Teaching**

Goal 1 Increase Mentorship and Pedagogical excellence

T1 Expand MSAS Pedagogy program

M1 Submit proposal for formalized MSAS Pedagogy program (Spring 2024)

Recruit and admit increased numbers of students into MSAS Pedagogy program (Spring 2024-Fall 2024)

Initiate B.Arch./M.Arch.–MSAS Pedagogy partnership with FAMU (Spring 2024-Fall 2024)

T2 Increase GTA opportunities

M2 Increase number of GTA opportunities for M.Arch. students (Fall 2024)

Goal 2 Increase course content related to equity, community development, and spatial justice

T1 Revise syllabi and course materials to be more inclusive in terms of demographic representation of authors cited, communities and cultural heritages studied, and stakeholders served

M1 Percentage of course syllabi revised and reviewed by Equity Committee (dates) (25% in Spring 2025, 50% in Spring 2026, 75% in Spring 2028)

Goal 3 Increase course content related to climate, habitat, and environmental justice

T1 revise syllabi and course materials to address the concerns of climate, habitat, and environmental justice as they relate both directly and indirectly to architectural practice

M1 Percentage of syllabi revised to include environmental literacy content (25% in Spring 2025, 50% in Spring 2026, 75% in Spring 2028)

M2 Percentage of faculty and staff completing environmental literacy training (25% in Spring 2025, 50% in Spring 2026, 75% in Spring 2028)

M3 Increase in climate driven projects: one Upper Division undergraduate studio (e.g. D6) and one Advanced Graduate studio (e.g. Grad 3) annually (Spring 2026)

Goal 4 Develop Graduate Certificates to better integrate research and teaching, and make available to greater numbers of students

T1 Study, develop, and propose graduate certificates in Artificial Intelligence (AI), Acoustics, Public Interest Design (PID), and Business

M1 Reach determination of feasibility (Spring 2024)

Submit proposals (Fall 2024-Spring 2025)

Offer graduate certificates, including remote delivery of AI and Business certificates (Fall 2025)

### **Objective 3 Promote Excellence in Research**

#### **Goal 1 Foster increased research and creative work**

T1 Develop and implement strategies to increase research and creative work by faculty

M1 Increase number of publications and patents (15% growth by Fall 2026)

M2 Increase number and value of funded external grants (25% growth by Fall 2026)

T2 Expand doctoral research

M1 Increase number of funded doctoral student positions (3 per year by Fall 2026)

T3 create new opportunities for postdoctoral and visiting scholars

M1 Increase number of postdoctoral and visiting scholars (3 per year by Fall 2026)

#### **Goal 2 Increase impact for our research and creative work by building and engaging broader audiences**

T1 Engage communities through sponsored research (grants and public agency contracts) and public interest design studios

M1 Undertake at least three such projects annually (Fall 2024)

T2 Develop digital communications tools to share work and build communities

M1 Expand web site, social media, and other tool to engage a range of communities and stakeholders (25% growth in digital engagement metrics by Fall 2024)

T3 Mount physical and digital exhibitions

M1 Measured engagement (targets for each type of engagement, maybe one per year)

T4 Produce public lectures and symposia

M1 Measured engagement (targets for each type of engagement, maybe one per year)

#### **Goal 3 Leverage existing research centers to increase research and creative work**

T1 Establish Vicenza Institute of Architecture (VIA) as a research center

M1 Initiate grant funded research based at VIA (1 grant by Spring 2025)

T2 Expand collaboration with Florida Institute for Built Environment Research (FIBER)

M1 Increase number of Architecture faculty collaborating with FIBER (3 faculty working on 3 grants annually, Spring 2024)

T1 Expand collaboration with Center for Hydro-generated Urbanism (CHU)

M1 Continue community engagement through CHU (2 new contracts per year, Spring 2024)

### **Objective 4 Prepare Students for Professional Practice**

#### **Goal 1 Increase student participation in internships and improve employment**

T1 Create new staff position to interface with firms, track student employment, expand IPAL opportunities (especially through CityLab-Orlando and JaxLab), coordinate participation in annual career fair, and organize CV and portfolio workshops

M1 Increased participation in internship and employment year over year (5% annually through Spring 2029)

Increased career fair participation year over year (5% annually through Spring 2029)

Goal 2 Empower alumni and improve their career outcomes by increasing licensure rates

T1 Develop and offer post-graduation ARE prep courses

M1 Develop ARE prep courses and identify faculty (Fall 2023-Spring 2024)

Offer ARE prep courses (Fall 2024-Fall 2025)

Measure and compare ARE pass rates with goal of 5% improvement annually over five years (2025-2030)

Goal 3 Professional Practice curriculum

T1 Revise Professional Practice course

M1 Offer revised course (Spring 2024)

T2 Review and revise graduate courses in terms of professional practice content

M1 Review and revise course syllabi, assignments, and assessments (Spring 2025)

Goal 4 Increase participation in professional service and leadership

T1 Support student participation in AIAS, NOMAS, and APX

M1 Fund travel to national conferences for student representatives (5 students annually, Fall 2024)

T2 Support student participation in The Architects Lobby

M1 Help students launch UF chapter of The Architects Lobby (Fall 2023)

T3 Continue to support student production of the *Architrave* and *Vorkhurs* publications

M1 Provide funding and logistical support (Fall 2023)

## **Objective 5 Expand Facilities to Support Next Generation of Research and Creative Activity**

Goal 1 Increase studio space commensurate with enrollment goals

T1 CityLab-Jacksonville JaxLab

M1 Expand temporary facility (Fall 2023)

Renovate JaxLab at Jacksonville Cathedral (Spring 2024-Spring 2025)

Open renovated JaxLab (Fall 2025)

Goal 2 Create facilities to support next generation research and making

T1 Construct advanced digital fabrication laboratory, advanced AR/VR/XR laboratory, new wood and metal fabrication laboratories, advanced acoustics and color laboratories

M1 Complete and occupy the DCP Collaboratory, a 50,000sf addition to the Architecture Building at our Gainesville campus (Spring 2025)

Goal 3 Repair and modernize existing facilities

T1 Renovate studios and offices in Architecture Building

M1 Renovate design studios (complete Spring 2025)

Renovate School of Architecture offices (complete Spring 2025)



Goal 4 Improve Web site

T1 Revise web site design and content

M1 Launch revised web site (Spring 2024)

**Objective 6 Meet NAAB Conditions**

Goal 1 Implement changes noted in June 2023 Plan to Correct

T1 Initiate two-year plan to revise curriculum to meet five conditions noted in 2022 VTR

M1 Initiate implementation (Fall 2023)

Complete implementation (Spring 2024)

Goal 2 Develop schedule of assessments conducted at regular intervals

T1 Continue Semi-annual Curriculum Review

M1 Conduct Curriculum Review at end of each semester (Fall 2023)

T2 Annual leadership group self-assessments

M1 Conduct annual leadership group self-assessment at end of each spring semester (Spring 2024)

T3 Initiate bi-annual review and report by visiting academic or professional leader

M1 Commission bi-annual review every other fall semester (Fall 2024)