

Drexel University

Interim Progress Report for Year Three

November 30, 2021

Interim Progress Report
Drexel University
Department of Architecture, Design & Urbanism
B. Arch. [227 undergraduate quarter credit hours]
Year of the previous visit: 2018

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Any questions pertaining to this submission will be directed to the chief administrator for the academic unit in which the program is located.

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I. Progress in Addressing Not-Met Conditions and Student Performance Criteria

a. Progress in Addressing Not-Met Conditions

Drexel University, 2021 Response: N/A

b. Progress in Addressing Not-Met Student Performance Criteria

B.2 Site Design

2018 Visiting Team Assessment: Evidence of students' *ability* to respond to the urban context and developmental patterning, historical fabric, soil, and building orientation is readily found in student work prepared for ARCH 352, STUDIO 5-2; however, evidence of ability to respond to topography, ecology, and climate is not present in student work prepared for ARCH 382 (ARCH 242) Architecture Studio 3B.

Drexel University, 2021 Response:

Context:

Please note that at the time of our last accreditation, the B.Arch. degree was in the process of renaming and renumbering our studio courses. This change was necessary to reflect that today, the main path at Drexel University is now the 2+4 Option rather than our legacy 7-year Part-Time Evening Option. At present, only the new course numbers are used.

At Drexel, there are two paths to an [accredited Bachelor of Architecture](#) degree, serving two distinct populations:

2+4 Option

The 2+4 Option is an accelerated route designed for a class of well-prepared students entering directly from high school. In this program, two years of full-time coursework address the basic principles of architectural design and satisfy fundamental university core requirements in the arts and sciences as well as those job-related skills that are needed for entry-level professional positions. After successfully completing the minimum requirements of the full-time phase, students find professional employment in the building industry, including architecture firms, while continuing their academic program part-time in the evening for four additional years. By combining work and study, Drexel students may be able to simultaneously satisfy their required internship for licensure (AXP) while completing their professional degree, thus qualifying for the registration exam upon graduation in most jurisdictions.

Part-Time Evening Option

The Part-Time Evening Option is one of only two part-time evening architecture programs in the United States. Designed for non-traditional and transfer students, this program offers all courses part-time in the evening, enabling students to work full-time. The part-time evening sequence is seven years but transfer students with university-level design credits can reduce its length by meeting specific program requirements through transcript and portfolio review. All part-time evening courses are offered after 6 p.m., Monday through Thursday.

B.2 Site Design:

During the 2018 accreditation review, documentation showing students' ability to address topography, ecology, and climate were lacking and SPC B.2. Site Design was not met. The courses identified by the Visiting Team as ARCH 382 Studio 3B and ARCH 352 (now 482 Studio 4B) are part of the program's years three and four, respectively.

Changes to Studio 3

We have made several changes to our Studio 3 sequence (ARCH 381/382/383) which addresses concerns of the building in the landscape. These changes are described below. Changes to the Studio 4 (ARCH 481/482/483) sequence, studying the building in the city and introducing students to urban design, are more subtle and will not be addressed in this report as no deficiencies were identified by the Visiting Team in 2018. Evidence of students' ability to respond

to the urban context and developmental patterning, historical fabric, soil, and building orientation was readily found in what is now Studio 4.

To address the attested deficiencies, we have hired adjunct faculty since the previous accreditation in 2018 with degrees in both Architecture and Landscape Architecture to teach in our Studio 3. This academic year, Jason Austin, who has degrees both in architecture and landscape architecture (see CV in the attachment) returned to Drexel's Architecture faculty with a part-time, 2/3rd appointment. He now oversees and teaches Studio 3 and will continue the tradition of exploring design solutions in other, non-native ecological site conditions in ARCH 383 vertical/thematic-based studios that was introduced in response to the 2018 NAAB accreditation visit. The deeper expertise of our faculty in site design helps us better introduce our students to concerns of topography, grading, and stormwater management. Lectures on managing topography and site conditions prepare students for class assignments that address these challenges. Requirements for drawings include topographic plans, large scale and site sections as well as 3D representations of the site.

Nuanced consideration of ecology and climate were accomplished by assigning the students projects in places that have very different climates from our own. Examples of studio projects vary from a Ranger Station in Australia at Mt Uluru and a Preschool and Health Clinic in Ethiopia, Africa. Understanding and designing in more arid climates and in remote locations requires students to consider and respond to those differences, including disparities in weather patterns, vegetation, and variability of available materials and construction technique to suit local conditions and capacity. Even when our design sites are local – Fonthill Park in Doylestown or Bartram's Gardens in Philadelphia – we have specifically chosen sites that have noticeable variation in topography, woodland cover and/or agricultural setting.

The results demonstrated the students' ability to understand the topography of the site as well as building orientation and design for what were usually hotter/dryer climates.

C.3 Integrative Design

2018 Visiting Team Assessment: The team found consistent evidence of student ability to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, site conditions, environmental systems, and building envelope systems and assemblies in Arch 363 – Studio 6-3 and ARCH 495 (ARCH 498 PTE) - Senior Project III (Thesis III). However, the team did not find consistent evidence of student ability to make design decisions within a complex architectural project while demonstrating broad integration and consideration of structural systems, accessibility, life safety, and technical documentation in Arch 363 – Studio 6-3 and ARCH 495 (ARCH 498 PTE) - Senior Project III (Thesis III).

Drexel University, 2021 Response:

B.3 Integrative Design:

During the 2018 accreditation review, structural systems, accessibility, life safety, and technical documentation were not met with sufficiently consistent evidence in our students' work in SPC C.3. Integrative Design. The courses identified by the Visiting Team as ARCH 363 (now ARCH 489 Studio 5C) and ARCH 495 (now ARCH 498 Senior Project III), are the final design studios for their respective years in our B. Arch. Program's years five and six, respectively.

Changes to Studio 5

Shortly after the 2018 accreditation, we started making incremental changes that address concerns of integrated design in the overall course structure and individual assignments that are part of the Studio 5 sequence (ARCH 487/488/489). These changes are discussed below in detail.

The Studio 5 sequence relies on student research and design work from multiple studio courses throughout the year to demonstrate students' ability in all areas of integrative design. It seemed appropriate to introduce the individual topics in Studio 5A; this lays the groundwork for

independent integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance in ARCH 488 and ARCH 489. Syllabi showing where the areas of concern are now being addressed are attached in the appendix. In addition, ARCH 489 Studio 5C (previously ARCH 363), assigned group projects, which limited consistency in work shown to the visiting team. We are focused on addressing this deficiency through structural changes in upcoming studios; the changes are available in the syllabus for ARCH 488 Studio 5B and ARCH 489 Studio 5C.

In the academic year 2021-2022, we have made a concerted effort to better integrate accessibility and life safety into students' working methods and final design outcomes. This academic year has brought new faculty and a new perspective to the course outline and structure, which has allowed for a more direct response to the areas in question. The courses identified in 2018 for demonstrating C.3, ARCH 489 Studio 5C (previously ARCH 363), and ARCH 495 Senior Project III (previously ARCH 498) are the capstone studios for their respective years in our B. Arch program—years five and six, respectively.

We recognized a lack of clarity in explicitly addressing Accessibility, Life Safety, and Technical Documentation within the 2018 accreditation evidence provided during the visit and had at the time contested the decision of the Visiting Team that SPC C.3 was not met. We acknowledge that syllabi and assignments for ARCH 363 referenced learning objectives specific to accessibility and life safety but did not address methods to ensure all students would complete these specific areas of design integration. Updated assignments and project deliverables ensure that students integrate these topics early on in the studio sequence and revisit accessibility and life safety requirements in their final presentation deliverables. Assignments for Week 3, 9 and 10 in ARCH 487 Studio 5A show the revisions.

Structural systems are now more explicitly addressed throughout the Studio 5 sequence. Still, the current faculty acknowledges that the options studied by students, their rationale for selection, and subsequent calculations require more clarity. We also recognize that group work may allow some students to evade the full integration of this work. We are addressing these through changes to required deliverables, assignment structuring, and creating opportunities for more individual work in the studio sequence. This is reflected in syllabi for ARCH 488 Studio 5B and ARCH 489 Studio 5C (previously ARCH 362 and 363). The syllabi and assignments referenced above are included in the appendix for reference, with relevant updated areas highlighted in yellow.

Changes to Senior Project

Several changes to the Senior Project sequence (ARCH 493/494/495, previously ARCH 496/497/498) were made to achieve consistency with final course outcomes to better address the requirements for integrated design. Adjustments made are manifested in the syllabi and grading rubrics that can be found in the appendix. Articulating our expectations for Senior Project with greater clarity and providing students with detailed grading rubrics outlining the various components of the design each student must address helped us achieve more consistency in the work.

II. Changes or Planned Changes in the Program

Please report such changes as the following: faculty retirement/succession planning; administration changes (dean, department chair, provost); changes in enrollment (increases, decreases, new external pressures); new opportunities for collaboration; changes in financial resources (increases, decreases, external pressures); significant changes in educational approach or philosophy; changes in physical resources (e.g., deferred maintenance, new building planned, cancellation of plans for new building).

Drexel University, 2021 Response:

II.A Administration Changes:

The Architecture Program has seen major administrative and faculty changes since our 2018 NAAB accreditation. At the same time, Drexel University completed its 2020-2030 strategic plan and started its implementation. Westphal College is currently finalizing its new strategic plan, which is expected to start implementation in 2022.

Provost

In October 2019, Drexel University's Provost Dr. Brian Blake left the institution unexpectedly to take on a similar role at George Washington University. **Paul E. Jensen, PhD**, was appointed Drexel University's highest-ranking academic officer on November 1, 2019, initially with an interim appointment but with a full appointment effective July 1, 2020. Jensen was previously dean and R. John Chapel, Jr., Dean's Chair of the LeBow College of Business, a post he assumed in April 2018 following a national search. Early in his tenure, Jensen developed and won support for a new strategic plan that leverages faculty research strengths and strong industry relationships. The plan marked a transitional moment, heightening the focus on developing interdisciplinary, market-driven curricula to better prepare students for success in the rapidly changing economy.

Antoinette Westphal of Media Arts & Design Dean

Dean Alan Sabinson retired from his position at the end of August 2020 after 15 years of service. His successor is **Jason S. Schupbach**, who joined Drexel on September 1, 2020, as Dean of the Westphal College of Media Arts & Design. Prior to Schupbach's arrival at Westphal, he served as the Director of The Design School at the Herberger Institute for Design and the Arts at Arizona State University, the nation's largest and most comprehensive design school. Previously, Schupbach was director of Design and Creative Placemaking Programs for the National Endowment for the Arts in Washington DC, where he oversaw all design and creative placemaking grants and partnerships.

Department

Distinguished Teaching Professor Alan Greenberger served as the Head of the Department of Architecture, Design & Urbanism since spring 2017 and was heavily involved in the 2018 NAAB accreditation. Greenberger resigned from his position effective March 15, 2021, to assume the role as Vice President of Facilities and Development at Drexel University. Greenberger has most recently overseen our Studio 3 sequence (Building and Landscape) and continues to oversee our Studio 4 sequence (Urban Design) this year in collaboration with Associate Teaching Professor Simon Tickell. Since April 2021, senior faculty members **Ada M. Tremonte**, the Program Director for Interior Design, and **Mark Brack, PhD**, our architectural historian, have stepped up and are leading our department jointly as co-interim Department Heads.

A national search for a new Department Head was approved by the Provost's office and is underway. We anticipate that the position of Department Head for Architecture, Design & Urbanism will be filled starting September 1, 2022.

Program Director

After a four-year tenure as Program Director and our successful 2018 NAAB accreditation, Rachel Schade, AIA, asked to return to her faculty position while continuing with administrative duties as Associate Program Director for Student Placement. **Dr.-Ing. Ulrike Altenmüller-Lewis** resumed the position as Architecture Program Director in April 2018. Altenmüller-Lewis had served as Associate Program Director from 2008 to 2011 and as Architecture Program Director from 2011 to December 2013.

II.B Faculty Changes:

At the time of our 2018 accreditation, Drexel University's Architecture Program had eight full-time faculty members (three tenured faculty, one tenure-track faculty, four teaching faculty), two of which held administrative appointments as Department Head and Program Director. The program was working with approximately 70 adjuncts per academic year. Currently, we are five full-time

faculty members (two tenured faculty, one tenure-track faculty, two teaching faculty), of which two hold administrative appointments as Interim-Co-Department Head and Program Director. We also have support by two teaching faculty with 2/3 workload for the AY 2021-2022. Both currently have one-year appointments.

The end of this academic year will bring the retirement of three of our longstanding full-time faculty members on August 31, 2022. At this time Associate Professor Dr. Ulrike Altenmüller-Lewis (tenured) who also serves as Architecture Program Director, and Assistant Professor Jacklynn Niemiec (tenure track) intend to stay with the program on a full-time basis. This now imminent situation had been repeatedly brought to the attention of the previous College and Department leadership since 2018. It was also explicitly called out in the report prepared by Program Director Altenmüller-Lewis for the Drexel-internal Program Alignment Review (PAR) in 2019. However, as no agreement was established to hire new faculty, no succession plan was formalized until the current academic year. The inability to plan for the predictable retirement of almost half of the full-time faculty in architecture is exacerbated by the unexpected departure of a recently tenured faculty member. This is causing a significant amount of stress to the Architecture Program. We are currently running the aforementioned search for a new head for the Department of Architecture, Design & Urbanism, as well as searches for four new full-time faculty members (Integrated Design & Technology, Design Practice (2), Architectural History).

Assistant Professor **Daniel Chung**, earned his PhD in architectural engineering from Drexel University in 2019, conducting research on building envelope performance, with a focus on the way moisture moves through materials. In 2020, he attained the rank of Associate Professor with tenure. Regrettably, Dr. Chung left Drexel University in August 2021 and accepted the position as Associate Professor on tenure track with the John H. Daniels Faculty of Architecture at the Daniels Faculty University of Toronto, Canada. Dr. Chung coordinated our Integrated Design Studio and oversaw the course sequence in Architectural Technology. We are currently starting the search process to replace this faculty line.

Professor **Jon Coddington**, former Department Head (2010-2014), retired at the end of August 2020, after a long and successful career of teaching and administration. His faculty line has not been replaced.

Distinguished Teaching Professor **Alan Greenberger** resigned from his position as the Head of the Department of Architecture, Design & Urbanism effective March 15, 2021, to assume the role as Vice President of Facilities and Development at Drexel University. Greenberger continues to teach as adjunct faculty pro bono for the department and currently oversees Studio 4.

Associate Professor **Dr. Mark Brack**, Drexel University's Architectural Historian in residence for 27 years, has announced his retirement at the end of the academic year. He currently teaches our Architectural History sequence and coordinates all History/Theory courses in architecture. Dr. Brack currently serves as Interim-Co-Department Head and carries a large service and administrative load.

Associate Teaching Professor **Rachel Schade** will also retire in August 2022. Schade coordinates the Senior Project sequence, teaches Studio 2 and advanced drawing classes. She further serves as Associate Program Director for Student Placement, working with all students in the part-time evening program to help place them in internships and practice positions in the greater Philadelphia area. Schade oversees both Drexel's IPAL Program and is the University's AXP Coordinator.

Associate Teaching Professor **Simon Tickell** has announced his intent to not renew his contract when it expires this coming August. Tickell is teaching our Materials & Methods of Construction classes and coordinates our Studio 4 with a focus on urban and architectural design.

In 2019, Assistant Teaching Professor **Jacklynn Niemiec** was promoted to Associate Teaching Professor. However, effective September 1, 2019, Niemiec was offered a tenure-track line as Assistant Professor. Niemiec's research on design pedagogy topics has investigated the role of process in design education, both in the studio and curriculum development. Her recent applied research includes a survey of existing graphic models and their adequacy in translating spatial

data for indoor navigation and wayfinding. Her work seeks non-traditional tools to explore movement and navigation in the built environment. Assistant Professor Niemiec oversees the course sequence in architectural representation. She previously coordinated the Studio 1 and Studio 2 sequence in collaboration with Ulrike Altenmüller-Lewis, but is currently overseeing our Studio 5, Integrated Design Studio.

Jason Austin, who taught in Drexel's Architecture Program as Assistant Teaching Professor from 2013 through 2016, re-joined us in September 2021 as Associate Teaching Professor with a 2/3 appointment. Austin leads the Studio 3 sequence, a crucial time in our curriculum when our 2+4 students enter the professional workforce and classes merge between these day students and those enrolled in the PT Evening Option of our B.Arch. degree program. Austin is also spearheading strategic planning efforts and feasibility studies for a potential online M.Arch. degree.

Stéphanie Feldman has taught the Studio 1 sequence since 2014 as Adjunct Associate Professor. In September 2021, Feldman joined the Architecture Faculty as Associate Teaching Professor with a 2/3 appointment. She is leading the Foundation Design/Studio 1 course sequence and is beginning to gain insights into the processes of student work placement, IPAL, AXP, etc. which are important parts of the work-study experience of both, the 2+4 Option and the PT Evening Option of our B.Arch. degree program.

Both Austin's and Feldman's positions are currently one-year appointments, expiring August 2022.

II.C Program & Curriculum Changes:

Course Numbering

During the 2018 NAAB accreditation, the B.Arch. degree was in the process of implementing major curriculum changes that involved renaming and renumbering our studio and technology courses. These changes were necessary to reflect that the primary path to an accredited architecture degree at Drexel University is now the 2+4 Option rather than our legacy 7-year Part-Time Evening Option. By now, only the new course numbers are used. This process has been completed.

Addition of the Bachelor of Science in Architectural Studies Degree

The addition of a non-accredited Bachelor of Science in Architectural Studies degree is the biggest program or curriculum change within Drexel's Architecture Program. After several years of analysis, development, and a rigorous approval process at university-level, we launched this degree in the fall of 2021 and have currently 6 students enrolled.

The new degree program offers a four-year, pre-professional degree. It is a full-time degree which also welcomes international students – something the B.Arch. degree cannot accommodate due to its part-time nature. We offer both a co-op and a non-co-op option for this path, which allows students to develop a comprehensive knowledge of the discipline of architecture, hone design skills, and expand their architectural understanding. The new degree provides flexible avenues to study architecture with related fields and prepares students who are curious about architecture but seek a non-traditional path. Interdisciplinary pathway electives with a range of Drexel programs (e.g. Construction Management, Interior Design, Graphic Design, Studio Art, Digital Media, Virtual Reality, Animation, Photography, etc.) allow students to customize their curriculum based on their own interests and strengths. Our BS in Architectural Studies degree can be a precursor to a dual BS/MS degree at Drexel University or professional NAAB accredited M.Arch. degree.

The BS in Arch. Studies degree shares the first two years of full-time curriculum with the 2+4 Option. The same rigorous application, selection and advancement requirements apply for both degree options and coursework is taught jointly. While we have no plans to give up the accredited B.Arch. degree for a model that is more similar to 4+2 programs at other universities, we feel it is important to offer a more flexible and open path to an undergraduate degree that caters to the varied interests of today's high school graduates.

We have not requested or received an additional faculty line or funding to run this BS in Architectural Studies degree for its soft launch. Currently, the degree is administered and taught jointly with the B.Arch., sharing financial and spatial resources and faculty. This allows the University an opportunity to gauge interest of applicants prior to making financial investments. As interest in this new degree option during the 2021/2022 enrollment cycle is strong and we foresee that we can fill at least one 12-student section, we expect that Drexel University and Westphal College will hold true to their commitment of granting us one additional faculty line, a separate, additional operating budget and staff support.

The addition of a new program is causing a significant amount of stress to the Architecture Program, particularly as new responsibilities must be reassigned and covered. All this is on the heels of the prolonged COVID-19 pandemic, during which all classes temporarily had to be moved online and students, faculty and staff have been dealing with unprecedented stresses and workloads both at Drexel University and at home.

II.D Enrollment

Enrollment in the B.Arch. program has been stable and increasing from 218 students in 2018, to 248 at the start of AY 2021-2022. Even in 2020, at the height of the pandemic, we were able to meet our enrollment target for the 2+4 Option, welcoming 36 full-time freshmen. This fall, 44 freshmen joined us for this track. While the Architecture Program has seen a decline in enrollment, particularly with students entering as freshmen into the Part-Time Evening Option, since the 2008 economic crisis, demand for the 2+4 Option has been robust. We usually must cap acceptance for full-time freshmen to this track due to limited space and capacity of our workspaces in studio.

Part-time enrollment in general reached a low point in 2018 and has since increased by 20% but not yet reached the levels we had prior to the previous great recession. Transfer enrollment recovered prior to the pandemic but has seen another decline since. Cohorts in the first three years of the Part-Time Evening Option of the B.Arch. tend to be small, bolstered by an increasing number of students minoring in architecture, who take some of the same courses. New is a demand from students, particularly from Architectural Engineering, to pursue an unofficial dual major – unofficial as a full-time student cannot add a part-time major at Drexel. These ambitious students usually complete the architecture curriculum with the evening cohort, however – due to the nature of our program – cannot officially declare Architecture as a major until they graduate from Architectural Engineering. The AE and ARCH advising offices collaborate closely to monitor these students' progress.

II. E Justice, Diversity, Equity and Inclusion

Our efforts to strengthen diverse communities at Drexel are ongoing. Over the past years, Program and Department leadership have had conversations with students in multiple forms (individual or group conversations as well as townhalls) addressing how we can help and strengthen concerns of justice, diversity, equity, and inclusion. These dialogues were at times difficult and often emotional but incredibly valuable and insightful and have guided decisions of the Program leadership.

The Architecture Program is an active member of the [Justice Alliance for Design Education in Philadelphia \(JADE_PHL\)](#), a collective of educators, professionals, non-profit leaders, students, and administrators in the greater Philadelphia area. Formed in 2019 as a long overdue initiative to address institutional racism within architecture education, JADE_PHL's activities build upon the centuries of work by Black people, Indigenous people, and other people of color to create a just society. The initiative aims to help create lasting, broad change from within our world of architecture education. This fall, students from all six member schools participated in workshops offered by [Dark Matter University](#) to raise awareness for design justice and how we as (future) architects and designers can become part of positive change.

In Drexel's Architecture Program, we have made a conscious effort to increase diversity in our student body and provide a nurturing and inclusive learning environment. The number of non-white students increased from 51 students in 2012 to 85 students this fall, 2021, while doubling the number of minority students enrolled in the 2+4 Option. Today, roughly 40% of our full-time students identify as non-white. This is an achievement that we are proud of and such strength in numbers has helped minority students feel more included and empowered.

Drexel AIAS is a very active chapter that also addresses concerns of DEI. We currently do not have an active NOMAS chapter, however, a group of freshmen and sophomores is currently working on re-establishing it with support of the Program leadership. In 2019 Black architecture students founded Drexel University Black Architecture Student Society (DU.BASS) that also welcomes students from Interior Design and Interior Architecture & Design. The same students also revived the Black Westphal student organization at college-level. Our students consciously opted for this alternative path rather than reestablishing a NOMAS chapter at Drexel. DU.BASS had been hosting on-campus roundtables and mentoring meetings prior to the pandemic and movie nights throughout the last academic year. Currently somewhat dormant, DU.BASS alumni and the program leadership have committed to develop a succession plan and we have actively been recruiting interested students. A reset of the organization is planned for early in the 2022 winter quarter.

Unfortunately, when it comes to faculty hiring, particularly among the full-time faculty, we still do not represent the diversity of the population of our region. We are very conscious of this weakness and are actively recruiting diverse instructors and jurors. With the departure of Dr. Daniel Chung, we lost the only racial minority full-time faculty member of our Program. We have been more successful in increasing diversity among our adjuncts but are not yet where we aspire to be. For both full-time and adjunct hiring, the Department of Architecture, Design & Urbanism is making a conscious effort to recruit and retain a diverse faculty. The influx of four new full-time faculty next year creates a unique opportunity for us and we are poised to create a welcoming and inclusive working environment.

Our required architectural history survey class Architecture & Society has for many years covered world culture and architecture, introducing western and non-western traditions, and providing societal context. Dr. Brack has further made a point to go beyond the traditional canon, presenting students with a race-conscious architectural history that also introduces the constitutive role of racial thinking in society and its manifestation in building and art. In addition, we have offered a series of electives around design justice and made conscious choice with studio assignments to sensitize students to issues of DEI and their role as designers in our society.

II.F Ongoing Curriculum Initiatives and Opportunities for Collaboration:

The Architecture faculty has a number of curriculum initiatives we are interested in pursuing. However, due to the stresses related to the COVID-19 pandemic brought to students, faculty and staff, and the current turnover of the Architecture full-time faculty, we progressed slower than planned and may have to postpone some of these initiatives until the next academic year.

With the new 2020 NAAB Conditions for Accreditations in place, we see a unique opportunity to reshape our curriculum. Collectively, we are questioning whether -in our six or seven-year curriculum- it is necessary for students to continue to participate in 18 or 21 required design studios (76 to 85 quarter credits) in order to graduate. The assessment of the curriculum and feedback from our students indicate that this may not be necessary and often leaves students feeling burned-out and overwhelmed.

As the 2020 NAAB accreditation criteria are much more descriptive rather than prescriptive, we are pursuing the following ideas to reform the curriculum and required coursework that will also allow us to bring our curriculum into better alignment with Drexel University and Westphal College strategic plans:

- Concentrate essential curriculum content for which student evidence must be provided in fewer required classes and credits.
- Review which core classes and studios to remain, and which ones to re-develop and improve.
- Create a matrix of incremental learning goals to allow students to be introduced and later master core curriculum components both on a smaller scale (individual student projects) and larger scale (group projects) with increasing complexity.
- Identify core studios to ensure students ability for design synthesis and building integration.
- Consider more rigorous integration of sustainable design (e.g. Living Building Challenge, net carbon/net zero energy construction) as a final goal for all students by Senior Project (and how to empower all students to reach this goal).
- Develop a system to offer vertical studios in advanced years offering a broader range of peer-to-peer learning.
- Consolidate curriculum requirements to allow more choice for each student within the total required credits.
- Develop a set of learning outcomes and rubrics for faculty to ensure that interchangeable classes meet necessary criteria.
- Develop new interdisciplinary classes & collaborations with other majors as well as industry sponsored projects.

Most of the curriculum changes will have to be developed and partially implemented when new Department leadership and faculty is on board to allow the next generation of Drexel architectural educators to contribute to the curriculum they will develop and deliver. Below are listed the key responsible faculty for the various curriculum areas.

<i>Curriculum Coordination</i>	<i>Before AY 2021-2022</i>	<i>AY 2021-2022</i>
Foundation Design/Studio 1	Altenmüller-Lewis	Feldman
Studio 2	Niemiec/Altenmüller-Lewis	Schade/Altenmüller-Lewis
Studio 3	Greenberger	Austin
Studio 4	Tickell	Greenberger/Tickell
Studio 5	Chung (Kirchner/Jung)	Niemiec (Kirchner/Jung/Tucker)
Senior Project	Schade	Schade
Arch. Representation	Niemiec	Niemiec
Arch. History	Brack	Brack
Materials & Methods	Tickell	Tickell
Building Systems	Chung (Kaplan)	Altenmüller-Lewis (Kaplan)
Structural Systems	Chung (Stadel)	Altenmüller-Lewis (Stadel)
Professional Practice	Altenmüller-Lewis (Piasecki)	Altenmüller-Lewis (Piasecki)
History/Theory Electives	Brack/Altenmüller-Lewis	Brack/ Altenmüller-Lewis
Altenmüller-Lewis	Altenmüller-Lewis/Schade /Tickell	

II.G Changes in Resources:

Like many other universities and programs, at Drexel the impact of the COVID-19 pandemic has led to sweeping budget cuts and noticeable staff shortages. Throughout the lockdown (March 2020 through September 2021) the university imposed a very rigorous spending freeze. For the fiscal year 2021, the university temporarily suspended its match and basic contributions to the 403(b)-retirement plan for all faculty and professional staff members. These contributions were restored effective July 1, 2021. In order to mitigate the financial impact of the pandemic, any position that opened up had to remain vacant for at least 90 days. This hit us hard when our administrative assistant Susan Kay Hahn left in May 2021 and we were not able to rehire her successor, Jennifer Rauscher, until the end of August, just before the start of the fall term. We are fortunate the Ms. Rauscher has proven herself as a quick learner and an absolute asset for the Program and Department. As of April 1, 2022, she will also assume the role of the Assistant to the Department Head, currently filled by Janice Lyons, who will be retiring after decades of

service to this college. We are hoping to be able to then hire a new Administrative Assistant to support the faculty of all programs within the Department of Architecture, Design & Urbanism.

Westphal College's IT Department has diminished significantly in both leadership and staff in the past three years currently only two employees and a few work-study students provide service for the entire College.

The Office of Academic Advising has seen major staff changes, including the Assistant Dean of Advising. The Academic Advisor for the Architecture program, Kate Walbert, has remained and worked tirelessly over the last two years to support and help stabilize our student body.

The area librarian for Westphal College took a new position at the University of Pennsylvania and her position has been vacant since. While a colleague, Sam Kirk, has been doing her best to fill the void, we were recently informed that the Drexel Library will no longer provide dedicated subject librarians, a move viewed critically by our faculty.

While the cuts to the Architecture Program's operational funds are minor, other expenses (e.g. ACSA or ARCC membership dues) are no longer carried by the college. Department funding is down as well, and we are asked to dip more frequently into non-restricted funds generated through the Discovering Architecture & Interior Design summer program. This situation of being forced to do more with fewer resources seems to be the new standard.

III. Summary of Preparations for Adapting to [2020 NAAB Conditions](#)

Please provide a brief description of actions taken or plans for adapting your curriculum/ classes to engage the 2020 Conditions.

Drexel University, 2021 Response:

Due to the COVID-19 pandemic, the additional stresses this unprecedented time has brought to students, faculty and staff, and the current turnover of the Architecture full-time faculty, we have not as comprehensively managed the thorough analysis and revisions to the current curriculum as originally planned. However, faculty members and selected leading adjuncts have started familiarizing themselves with the 2020 NAAB Conditions for Accreditation to lead future curriculum conversations. Key full-time faculty (Altenmüller-Lewis, Niemiec, Feldman, Austin and Schade) have committed to participate in workshops on Program Assessment recently offered by the ACSA. We anticipate strengthening our program assessment efforts during the AY 2022-2023 when new full-time faculty join us and the Department of Architecture, Design & Urbanism has new leadership.

In general, the curriculum initiatives outlined under *II.F Ongoing Curriculum Initiatives and Opportunities for Collaboration*, will be developed and implemented with the 2020 NAAB Conditions for Accreditation in mind. These will also help us bring our curriculum and research endeavors in better alignment with the new Drexel and Westphal College strategic plans. The Architecture Program has a unique opportunity to position the B.Arch. degree to provide a solid architectural base education responsive to the demands of our times, while allowing for more flexibility and adaptability to individual interests. We are excited and poised to implement these initiatives soon and look forward to sharing results.

IV. Appendix (include revised curricula, syllabi, and one-page CVs or bios of new administrators and faculty members; syllabi should reference which NAAB SPC a course addresses)

Drexel University, 2021 Update:

For I.B Progress in Addressing Not-Met Student Performance Criteria

- Current Major & Sequence Sheets
 - B.Arch. 2+4 Option
 - B.Arch. PT Evening Option
 - BS in Architectural Studies
- Supporting material to show progress addressing C.2 Site Design:
 - ARCH 381 Studio 3A; Syllabus & relevant assignments
 - ARCH 382 Studio 3B; Syllabus
- Supporting material to show progress addressing C.3 Integrative Design:
 - ARCH 487 Studio 5A; Syllabus & relevant assignments
 - ARCH 488 Studio 5B; Syllabus
 - ARCH 493/494/495 Senior Project I/II/III; Syllabus, Schedule and Rubric

For II.B Faculty Changes

- Faculty biography Jason Austin
- Faculty biography Stéphanie Feldman

Architecture 2+4 Option

Department of Architecture, Design & Urbanism

Minimum total credits for graduation: 227

Entering Class of 2020

Name _____

ID# _____

General Education Requirements 77 cr

Written Analysis and Communication 9 cr

ENGL	101	Composition & Rhetoric I	3 cr	_____
ENGL	102	Composition & Rhetoric II	3 cr	_____
ENGL	103	Composition & Rhetoric III	3 cr	_____

Mathematics and Natural Science 17 cr

MATH	101	Introduction to Analysis 1	4 cr	_____
MATH	102	Introduction to Analysis II	4 cr	_____
PHYS	182	Applied Physics I	3 cr	_____
PHYS	183	Applied Physics II	3 cr	_____
_____	_____	Natural Science Choice	3 cr	_____

Arts and Humanities 9 cr

PHIL	317	Ethics & The Design Professions	3cr	_____
_____	_____	_____	3cr	_____
_____	_____	_____	3cr	_____

Social Sciences 9 cr

_____	_____	_____	_____ cr	_____
_____	_____	_____	_____ cr	_____
_____	_____	_____	_____ cr	_____

University Requirements 3 cr

CIVC	101	Intro to Civic Engagement	1 cr	_____
UNIV	101	The Drexel Experience	1 cr	_____
UNIV	101	The Drexel Experience	1 cr	_____

Electives 30 cr

_____	_____	_____	_____ cr	_____
_____	_____	_____	_____ cr	_____
_____	_____	_____	_____ cr	_____
_____	_____	_____	_____ cr	_____
_____	_____	_____	_____ cr	_____
_____	_____	_____	_____ cr	_____
_____	_____	_____	_____ cr	_____
_____	_____	_____	_____ cr	_____
_____	_____	_____	_____ cr	_____
_____	_____	_____	_____ cr	_____

History/Theory Electives (Select 3 of the following) *

ARCH	340	American Architecture & Urbanism	3 cr	_____
ARCH	341	Theories of Architecture I	3 cr	_____
ARCH	342	Theories of Architecture II	3 cr	_____
ARCH	343	Theories of Architecture III	3 cr	_____
ARCH	346	History of Philadelphia Architecture	3 cr	_____
ARCH	347	Intensive Architectural Studies	3 cr	_____
ARCH	348	Vernacular Architecture	3 cr	_____
ARCH	350	Contemporary Architecture	3 cr	_____
ARCH	421	Environ Psych&Design Theory	3 cr	_____
ARCH	441	Urban Design Seminar I	3 cr	_____
ARCH	T_80	Special Topics	3 cr	_____

Professional Electives (select 3 of the following)**

ARCH	432	Development Process	3 cr	_____
ARCH	451	Advanced Drawing	3 cr	_____
ARCH	455	Computer Applications in Architecture	3 cr	_____
ARCH	463	Emerging Technologies	3 cr	_____
ARCH	464	Building Enclosure Design	3 cr	_____
ARCH	465	Energy and Architecture	3 cr	_____
ARCH	466	The Architectural Detail	3 cr	_____
ARCH	T_80	Advanced Topics Architecture	3 cr	_____
CMGT	_____	Approved Construction Mgmt. Course	3 cr	_____

Architecture Requirements 150 cr

Studios (must be taken in order) 60 cr

ARCH	181	Architecture Studio 1A	4 cr	_____
ARCH	182	Architecture Studio 1B	4 cr	_____
ARCH	183	Architecture Studio 1C	4 cr	_____
ARCH	281	Architecture Studio 2A	4 cr	_____
ARCH	282	Architecture Studio 2B	4 cr	_____
ARCH	283	Architecture Studio 2C	4 cr	_____
ARCH	381	Architecture Studio 3A	4 cr	_____
ARCH	382	Architecture Studio 3B	4 cr	_____
ARCH	383	Architecture Studio 3C	4 cr	_____
ARCH	481	Architecture Studio 4A	4 cr	_____
ARCH	482	Architecture Studio 4B	4 cr	_____
ARCH	483	Architecture Studio 4C	4 cr	_____
ARCH	487	Architecture Studio 5A	4 cr	_____
ARCH	488	Architecture Studio 5B	4 cr	_____
ARCH	489	Architecture Studio 5C	4 cr	_____

Required Professional Courses 60 cr

ARCH	141	Architecture & Society I	3 cr	_____
ARCH	142	Architecture & Society II	3 cr	_____
ARCH	143	Architecture & Society III	3 cr	_____
ARCH	144	Architecture & Society IV	3 cr	_____
ARCH	211	Arch Representation I	2 cr	_____
ARCH	212	Arch Representation II	2 cr	_____
ARCH	213	Arch Representation III	2 cr	_____
ARCH	221	Materials & Methods I	1.5 cr	_____
ARCH	222	Materials & Methods II	1.5 cr	_____
ARCH	223	Materials & Methods III	1.5 cr	_____
ARCH	224	Arch Representation IV	2 cr	_____
ARCH	225	Arch Representation V	2 cr	_____
ARCH	226	Arch Representation VI	2 cr	_____
ARCH	251	Structural Systems I	1.5 cr	_____
ARCH	252	Structural System II	1.5 cr	_____
ARCH	253	Structural System III	1.5 cr	_____
ARCH	291	Building Systems I	1.5 cr	_____
ARCH	292	Building Systems II	1.5 cr	_____
ARCH	293	Building Systems III	1.5 cr	_____
ARCH	324	Materials & Methods IV	1.5 cr	_____
ARCH	325	Materials & Methods V	1.5 cr	_____
ARCH	326	Materials & Methods VI	1.5 cr	_____
ARCH	335	Professional Practice I	3 cr	_____
ARCH	336	Professional Practice II	3 cr	_____
ARCH	354	Structural Systems IV	1.5 cr	_____
ARCH	355	Structural System V	1.5 cr	_____
ARCH	356	Structural System VI	1.5 cr	_____
ARCH	394	Building Systems IV	1.5 cr	_____
ARCH	395	Building Systems V	1.5 cr	_____
ARCH	396	Building Systems VI	1.5 cr	_____
ARCH	431	Architectural Programming	3 cr	_____

Senior Project Sequence 12 cr

ARCH	493	Senior Project I	4 cr	_____
ARCH	494	Senior Project II	4 cr	_____
ARCH	495	Senior Project III	4 cr	_____

History/Theory Electives * 9 cr

_____	_____	_____	_____ cr	_____
_____	_____	_____	_____ cr	_____
_____	_____	_____	_____ cr	_____

Professional Electives ** 9 cr

_____	_____	_____	_____ cr	_____
_____	_____	_____	_____ cr	_____
_____	_____	_____	_____ cr	_____

Fall		Winter		Spring		Summer				
1st term		2nd term		3rd term		Vacation				
ARCH 141	Architecture & Society I	3	ARCH 142	Architecture & Society II	3			ARCH 143	Architecture & Society III	3
ARCH 181	Architecture Studio 1A	4	ARCH 182	Architecture Studio 1B	4			ARCH 183	Architecture Studio 1C	4
ARCH 211	Arch Represent I	2	ARCH 212	Arch Represent II	2	ARCH 213	Arch Represent III	2		
ENGL 101	Composition & Rhetoric I	3	ENGL 102	Composition & Rhetoric II	3	CIVIC 101	Intro to Civic Engagement	1		
MATH 101	Intro to Analysis I	4	MATH 102	Intro to Analysis II	4	ENGL 103	Composition & Rhetoric III	3		
UNIV 101	The Drexel Experience	1	UNIV 101	The Drexel Experience	1	PHYS 182	Applied Physics I	3		
	Term credits	17		Term credits	17		Term credits	16		
	Total credits	17		Total credits	34		Total credits	50		
4th term		5th term		6th term		Vacation Students may opt to begin evening classes this term				
ARCH 221	Materials & Methods I	1,5	ARCH 144	Architecture & Society IV	3			ARCH 223	Materials & Methods III	1,5
ARCH 224	Arch Representation IV	2	ARCH 222	Materials & Methods II	1,5			ARCH 226	Arch Representation VI	2
ARCH 251	Structural Systems I	1,5	ARCH 225	Arch Representation V	2	ARCH 253	Structural Systems III	1,5		
ARCH 281	Architecture Studio 2A	4	ARCH 252	Structural Systems II	1,5	ARCH 283	Architecture Studio 2C	4		
	Arts & Humanities Elective	3	ARCH 282	Architecture Studio 2B	4	PHYS 183	Applied Physics II	3		
	Social Science Elective	3		Arts & Humanities Elective	3		Elective	3		
	Elective	3		Elective	3		Natural Science Choice	3		
	Term credits	18		Term credits	18		Term credits	18		
	Total credits	68		Total credits	86		Total credits	104		
7th term		8th term		9th term		10th term				
ARCH 291	Building Systems I	1,5	ARCH 292	Building Systems II	1,5	ARCH 293	Building Systems III	1,5		
ARCH 354	Structural Systems IV	1,5	ARCH 355	Structural Systems V	1,5	ARCH 356	Structural Systems VI	1,5		
ARCH 381	Architecture Studio 3A	4	ARCH 382	Architecture Studio 3B	4	ARCH 383	Architecture Studio 3C	4		
	History/Theory Elective	3		Elective	3		Social Science Elective	3		
	Term credits	10		Term credits	10		Term credits	9		
	Total credits	114		Total credits	124		Total credits	143		
11th term		12th term		13th term		14th term				
ARCH 324	Materials & Methods IV	1,5	ARCH 325	Materials & Methods V	1,5	ARCH 326	Materials & Methods VI	1,5		
ARCH 394	Building Systems IV	1,5	ARCH 395	Building Systems V	1,5	ARCH 396	Building Systems VI	1,5		
ARCH 481	Architecture Studio 4-A	4	ARCH 482	Architecture Studio 4-B	4	ARCH 483	Architecture Studio 4-C	4		
	Term credits	7		Term credits	10		Term credits	7		
	Total credits	150		Total credits	160		Total credits	167		
15th term		16th term		17th term		18th term				
ARCH 335	Professional Practice I	3	ARCH 336	Professional Practice II	3	ARCH 489	Architecture Studio 5C	4		
ARCH 487	Architecture Studio 5A	4	ARCH 488	Architecture Studio 5B	4	PHIL 317	Ethics & the Design Profession	3		
	Term credits	7		Term credits	7		Term credits	7		
	Total credits	183		Total credits	190		Total credits	197		
19th term		20th term		21st term		Minimum Credits to Required for Graduation 227				
ARCH 493	Senior Project I	4	ARCH 494	Senior Project II	4			ARCH 495	Senior Project III	4
	Elective	3		Professional Elective	3				Elective	3
	Term credits	7		Term credits	7		Term credits	7		
	Total credits	213		Total credits	220		Total credits	227		

Architecture Part-Time Evening Option
Department of Architecture, Design & Urbanism
Minimum total credits for graduation: 227

Entering Class of 2021

Name _____

ID# _____

General Education Requirements 71 cr

Written Analysis and Communication 9 cr

ENGL	101	Composition & Rhetoric I	3 cr	_____	_____
ENGL	102	Composition & Rhetoric II	3 cr	_____	_____
ENGL	103	Composition & Rhetoric III	3 cr	_____	_____

Mathematics and Natural Science 18 cr

MATH	171	Introduction to Analysis A	3 cr	_____	_____
MATH	172	Introduction to Analysis B	3 cr	_____	_____
MATH	173	Introduction to Analysis C	3 cr	_____	_____
PHYS	182	Applied Physics I	3 cr	_____	_____
PHYS	183	Applied Physics II	3 cr	_____	_____
_____	_____	Natural Science Choice	3 cr	_____	_____

Arts and Humanities 9 cr

PHIL	317	Ethics & The Design Professions	3cr	_____	_____
_____	_____	_____	3cr	_____	_____
_____	_____	_____	3cr	_____	_____

Social Sciences 9 cr

_____	_____	_____	_____ cr	_____	_____
_____	_____	_____	_____ cr	_____	_____
_____	_____	_____	_____ cr	_____	_____

University Requirements 2 cr

UNIV	101	The Drexel Experience	1 cr	_____	_____
UNIV	101	The Drexel Experience	1 cr	_____	_____

Electives 24 cr

_____	_____	_____	_____ cr	_____	_____
_____	_____	_____	_____ cr	_____	_____
_____	_____	_____	_____ cr	_____	_____
_____	_____	_____	_____ cr	_____	_____
_____	_____	_____	_____ cr	_____	_____
_____	_____	_____	_____ cr	_____	_____
_____	_____	_____	_____ cr	_____	_____
_____	_____	_____	_____ cr	_____	_____
_____	_____	_____	_____ cr	_____	_____
_____	_____	_____	_____ cr	_____	_____

History/Theory Electives (Select 3 of the following) *

ARCH	340	American Architecture & Urbanism	3 cr	_____	_____
ARCH	341	Theories of Architecture I	3 cr	_____	_____
ARCH	342	Theories of Architecture II	3 cr	_____	_____
ARCH	343	Theories of Architecture III	3 cr	_____	_____
ARCH	346	History of Philadelphia Architecture	3 cr	_____	_____
ARCH	347	Intensive Architectural Studies	3 cr	_____	_____
ARCH	348	Vernacular Architecture	3 cr	_____	_____
ARCH	350	Contemporary Architecture	3 cr	_____	_____
ARCH	421	Environ. Psych & Des Theory	3 cr	_____	_____
ARCH	441	Urban Design Seminar I	3 cr	_____	_____
ARCH	T_80	Special Topics	3 cr	_____	_____

Professional Electives (select 3 of the following)**

ARCH	432	Development Process	3 cr	_____	_____
ARCH	451	Advanced Drawing	3 cr	_____	_____
ARCH	455	Computer Applications in Architecture	3 cr	_____	_____
ARCH	463	Emerging Technologies	3 cr	_____	_____
ARCH	464	Building Enclosure Design	3 cr	_____	_____
ARCH	465	Energy and Architecture	3 cr	_____	_____
ARCH	466	The Architectural Detail	3 cr	_____	_____
ARCH	T_80	Advanced Topics Architecture	3 cr	_____	_____
CMGT	_____	Approved Construction Mgmt. Course	3 cr	_____	_____

Architect Requirements 156 cr

Studios (must be taken in order) 66 cr

ARCH	107	Foundation Design I	2 cr	_____	_____
ARCH	108	Foundation Design II	2 cr	_____	_____
ARCH	109	Foundation Design III	2 cr	_____	_____
ARCH	181	Architecture Studio 1A	4 cr	_____	_____
ARCH	182	Architecture Studio 1B	4 cr	_____	_____
ARCH	183	Architecture Studio 1C	4 cr	_____	_____
ARCH	281	Architecture Studio 2A	4 cr	_____	_____
ARCH	282	Architecture Studio 2B	4 cr	_____	_____
ARCH	283	Architecture Studio 2C	4 cr	_____	_____
ARCH	381	Architecture Studio 3A	4 cr	_____	_____
ARCH	382	Architecture Studio 3B	4 cr	_____	_____
ARCH	383	Architecture Studio 3C	4 cr	_____	_____
ARCH	481	Architecture Studio 4A	4 cr	_____	_____
ARCH	482	Architecture Studio 4B	4 cr	_____	_____
ARCH	483	Architecture Studio 4C	4 cr	_____	_____
ARCH	487	Architecture Studio 5A	4 cr	_____	_____
ARCH	488	Architecture Studio 5B	4 cr	_____	_____
ARCH	489	Architecture Studio 5C	4 cr	_____	_____

Required Professional Courses 60 cr

ARCH	141	Architecture & Society I	3 cr	_____	_____
ARCH	142	Architecture & Society II	3 cr	_____	_____
ARCH	143	Architecture & Society III	3 cr	_____	_____
ARCH	144	Architecture & Society IV	3 cr	_____	_____
ARCH	211	Arch Representation I	2 cr	_____	_____
ARCH	212	Arch Representation II	2 cr	_____	_____
ARCH	213	Arch Representation III	2 cr	_____	_____
ARCH	221	Materials & Methods I	1.5 cr	_____	_____
ARCH	222	Materials & Methods II	1.5 cr	_____	_____
ARCH	223	Materials & Methods III	1.5 cr	_____	_____
ARCH	224	Arch Representation IV	2 cr	_____	_____
ARCH	225	Arch Representation V	2 cr	_____	_____
ARCH	226	Arch Representation VI	2 cr	_____	_____
ARCH	251	Structural Systems I	1.5 cr	_____	_____
ARCH	252	Structural System II	1.5 cr	_____	_____
ARCH	253	Structural System III	1.5 cr	_____	_____
ARCH	291	Building Systems I	1.5 cr	_____	_____
ARCH	292	Building Systems II	1.5 cr	_____	_____
ARCH	293	Building Systems III	1.5 cr	_____	_____
ARCH	324	Materials & Methods IV	1.5 cr	_____	_____
ARCH	325	Materials & Methods V	1.5 cr	_____	_____
ARCH	326	Materials & Methods VI	1.5 cr	_____	_____
ARCH	335	Professional Practice I	3 cr	_____	_____
ARCH	336	Professional Practice II	3 cr	_____	_____
ARCH	354	Structural Systems IV	1.5 cr	_____	_____
ARCH	355	Structural System V	1.5 cr	_____	_____
ARCH	356	Structural System VI	1.5 cr	_____	_____
ARCH	394	Building Systems IV	1.5 cr	_____	_____
ARCH	395	Building Systems V	1.5 cr	_____	_____
ARCH	396	Building Systems VI	1.5 cr	_____	_____
ARCH	431	Architectural Programming	3 cr	_____	_____

Senior Project Sequence 12 cr

ARCH	493	Senior Project I	4 cr	_____	_____
ARCH	494	Senior Project II	4 cr	_____	_____
ARCH	495	Senior Project III	4 cr	_____	_____

History/Theory Electives * 9 cr

_____	_____	_____	_____ cr	_____	_____
_____	_____	_____	_____ cr	_____	_____
_____	_____	_____	_____ cr	_____	_____

Professional Electives ** 9 cr

_____	_____	_____	_____ cr	_____	_____
_____	_____	_____	_____ cr	_____	_____
_____	_____	_____	_____ cr	_____	_____

Fall			Winter			Spring			Summer		
1st term			2nd term			3rd term			4th term		
ARCH 107	Foundation Design I	2	ARCH 108	Foundation Design II	2	ARCH 109	Foundation Design III	2	ENGL 102	Composition & Rhetoric II	3
ARCH 141	Architecture & Society I	3	ARCH 142	Architecture & Society II	3	ARCH 143	Architecture & Society III	3	MATH 173	Introduction to Analysis C	3
ENGL 101	Composition & Rhetoric I	3	MATH 171	Introduction to Analysis A	3	MATH 172	Introduction to Analysis B	3		Natural Science Choice	3
UNIV 101	The Drexel Experience	1	UNIV 101	The Drexel Experience	1						
	Term credits	9		Term credits	9		Term credits	8		Term credits	9
	Total credits	9		Total credits	18		Total credits	26		Total credits	35
5th term			6th term			7th term			8th term		
ARCH 181	Architecture Studio 1-A	4	ARCH 144	Architecture & Society IV	3	ARCH 183	Architecture Studio 1-C	4	ENGL 103	Composition & Rhetoric III	3
ARCH 211	Arch Representation I	2	ARCH 182	Architecture Studio 1-B	4	ARCH 213	Arch Representation III	2		Arts & Humanities Elective	3
	Social Science Elective	3	ARCH 212	Arch Representation II	2	PHYS 182	Applied Physics I	3		Elective	3
	Term credits	9		Term credits	9		Term credits	9		Term credits	9
	Total credits	44		Total credits	53		Total credits	62		Total credits	71
9th term			10th term			11th term			12th term		
ARCH 221	Materials & Methods I	1,5	ARCH 222	Materials & Methods II	1,5	ARCH 223	Materials & Methods III	1,5	ARCH 226	Arch Representation VI	2
ARCH 224	Arch Representation IV	2	ARCH 225	Arch Representation V	2	ARCH 253	Structural Systems III	1,5		Arts & Humanities Elective	3
ARCH 251	Structural Systems I	1,5	ARCH 252	Structural Systems II	1,5	ARCH 283	Architecture Studio 2-C	4		Elective	3
ARCH 281	Architecture Studio 2-A	4	ARCH 282	Architecture Studio 2-B	4	PHYS 183	Applied Physics II	3		Term credits	8
	Term credits	9		Term credits	9		Term credits	10		Total credits	109
	Total credits	82		Total credits	91		Total credits	101			
13th term			14th term			15th term			16th term		
ARCH 291	Building Systems I	1,5	ARCH 292	Building Systems II	1,5	ARCH 293	Building Systems III	1,5		Social Science Elective	3
ARCH 354	Structural Systems IV	1,5	ARCH 355	Structural Systems V	1,5	ARCH 356	Structural Systems VI	1,5		Elective	3
ARCH 381	Architecture Studio 3-A	4	ARCH 382	Architecture Studio 3-B	4	ARCH 383	Architecture Studio 3-C	4		Elective	3
	History/Theory Elective	3		Elective	3		Social Science Elective	3		Term credits	9
	Term credits	10		Term credits	10		Term credits	10		Total credits	148
	Total credits	119		Total credits	129		Total credits	139			
17th term			18th term			19th term			20th term		
ARCH 324	Materials & Methods IV	1,5	ARCH 325	Materials & Methods V	1,5	ARCH 326	Materials & Methods VI	1,5	ARCH 431	Architectural Programming	3
ARCH 394	Building Systems IV	1,5	ARCH 395	Building Systems V	1,5	ARCH 396	Building Systems VI	1,5		History/Theory Elective	3
ARCH 481	Architecture Studio 4-A	4	ARCH 482	Architecture Studio 4-B	4	ARCH 483	Architecture Studio 4-C	4		Professional Elective	3
	Elective	3		Elective	3		Term credits	7		Term credits	9
	Term credits	7		Term credits	7		Total credits	169		Total credits	178
	Total credits	155		Total credits	162						
21st term			22nd term			23rd term			24th term		
ARCH 335	Professional Practice I	3	ARCH 336	Professional Practice II	3	ARCH 489	Architecture Studio 5-C	4		History/Theory Elective	3
ARCH 487	Architecture Studio 5-A	4	ARCH 488	Architecture Studio 5-B	4	PHIL 317	Ethics & the Design Profession	3		Professional Elective	3
	Term credits	7		Term credits	7		Term credits	7		Elective	3
	Total credits	185		Total credits	192		Total credits	199		Term credits	9
										Total credits	206
25th term			26th term			27th term			Minimum credits required for Graduation 227		
ARCH 493	Senior Project I	4	ARCH 494	Senior Project II	4	ARCH 495	Senior Project III	4			
	Elective	3		Professional Elective	3		Elective	3			
	Term credits	7		Term credits	7		Term credits	7			
	Total credits	213		Total credits	220		Total credits	227			

BS in Architectural Studies -- 4 Yr Co-Op Track
Department of Architecture, Design & Urbanism

Fall			Winter			Spring					
1st term			2nd term			3rd term			Vacation		
ARCH 141	Architecture & Society I	3	ARCH 142	Architecture & Society II	3	ARCH 143	Architecture & Society III	3			
ARCH 181	Architecture Studio 1A	4	ARCH 182	Architecture Studio 1B	4	ARCH 183	Architecture Studio 1C	4			
ARCH 211	Arch Represent I	2	ARCH 212	Arch Represent II	2	ARCH 213	Arch Represent III	2			
ENGL 101	Composition & Rhetoric I	3	ENGL 102	Composition & Rhetoric II	3	CIVIC 101	Intro to Civic Engagement	1			
MATH 101	Intro to Analysis I	4	MATH 102	Intro to Analysis II	4	ENGL 103	Composition & Rhetoric III	3			
UNIV 101	The Drexel Experience	1	UNIV 101	The Drexel Experience	1	PHYS 182	Applied Physics I	3			
	Term credits	17		Term credits	17		Term credits	16			
	Total credits	17		Total credits	34		Total credits	50			
4th term			5th term			6th term			7th term		
ARCH 221	Materials & Methods I	1.5	ARCH 144	Architecture & Society IV	3	ARCH 283	Architecture Studio 2C	4	ARCH	Elective	3
ARCH 224	Arch Representation IV	2	ARCH 222	Materials & Methods II	1.5	ARCH 223	Materials & Methods III	1.5	ARCH	Elective	3
ARCH 251	Structural Systems I	1.5	ARCH 225	Arch Representation V	2	ARCH 226	Arch Representation VI	2	COOP 101	Career Mangmt & Prof. Exp.	1
ARCH 281	Architecture Studio 2A	4	ARCH 252	Structural Systems II	1.5	ARCH 253	Structural Systems III	1.5		Arts & Humanities Elective	3
	Arts & Humanities Elective	3	ARCH 282	Architecture Studio 2B	4	ARCH	Elective	2		Elective	3
	Westphal Interdisciplinary Elective	3		Elective	3		Natural Science Elective	3			
				Elective	3		Elective	3			
	Term credits	15		Term credits	15		Term credits	17		Term credits	13
	Total credits	65		Total credits	80		Total credits	97		Total credits	110
8th term			9th term			Spring/Summer Coop			10th term Spring/Summer Coop		
ARCH	Elective	3	ARCH	Elective	3						
	Arts & Humanities Elective	3		Westphal Interdisciplinary Elective	3						
	Interdisciplinary Pathway Elective	3		Interdisciplinary Pathway Elective	3						
	Social Science Elective	3		Arts & Humanities Elective	3						
	Elective	3		Elective	3						
	Term credits	15		Term credits	15		Term credits	0		Term credits	0
	Total credits	125		Total credits	140		Total credits	125		Total credits	140
11th term			12th term			13th term			Minimum Credits to Required for Graduation 181		
ARCH	Elective	3	ARCH 490	Capstone Project I	4	ARCH 492	Capstone Project II	4			
ARCH	Elective	3	ARCH	Elective	3	PHIL 317	Ethics and the Design Profession	3			
	Interdisciplinary Pathway Elective	3		Interdisciplinary Pathway Elective	3		Interdisciplinary Pathway Elective	3			
	Social Science Elective	3		Elective	3		Elective	3			
	Elective	3									
	Term credits	15		Term credits	13		Term credits	13			
	Total credits	155		Total credits	168		Total credits	181			

BS in Architectural Studies -- Non Co-Op Track

Department of Architecture, Design & Urbanism

Minimum total credits for graduation: 181 Credits

Entering Class of 2021



DREXEL UNIVERSITY
Westphal
College of Media Arts & Design

Name _____

ID# _____

General Education Requirements 74 cr

Written Analysis and Communication 9 cr

ENGL	101	Composition & Rhetoric I	3 cr	___	___
ENGL	102	Composition & Rhetoric II	3 cr	___	___
ENGL	103	Composition & Rhetoric III	3 cr	___	___

Mathematics and Natural Science 14 cr

MATH	101	Introduction to Analysis I	4 cr	___	___
MATH	102	Introduction to Analysis II	4 cr	___	___
PHYS	182	Applied Physics I	3 cr	___	___
___	___	Natural Science Choice	3 cr	___	___

Arts and Humanities 15 cr

PHIL	317	Ethics & The Design Professions	3 cr	___	___
___	___	Arts and Humanities Elective	3 cr	___	___
___	___	Arts and Humanities Elective	3 cr	___	___
___	___	Arts and Humanities Elective	3 cr	___	___
___	___	Arts and Humanities Elective	3 cr	___	___

Social Sciences 9 cr

___	___	Social Science Elective	3 cr	___	___
___	___	Social Science Elective	3 cr	___	___
___	___	Social Science Elective	3 cr	___	___

University Requirements 3 cr

CIVC	101	Civic Engagement	1 cr	___	___
UNIV	101	The Drexel Experience	1 cr	___	___
UNIV	101	The Drexel Experience	1 cr	___	___

Electives 24 cr

___	___	Free Elective	3 cr	___	___
___	___	Free Elective	3 cr	___	___
___	___	Free Elective	3 cr	___	___
___	___	Free Elective	3 cr	___	___
___	___	Free Elective	3 cr	___	___
___	___	Free Elective	3 cr	___	___
___	___	Free Elective	3 cr	___	___
___	___	Free Elective	3 cr	___	___

Architecture Requirements 107 cr

Studios (must be taken in order) 24

ARCH	181	Architecture Studio 1A	4 cr	___	___
ARCH	182	Architecture Studio 1B	4 cr	___	___
ARCH	183	Architecture Studio 1C	4 cr	___	___
ARCH	281	Architecture Studio 2A	4 cr	___	___
ARCH	282	Architecture Studio 2B	4 cr	___	___
ARCH	283	Architecture Studio 2C	4 cr	___	___

Required Professional Courses 33

ARCH	141	Architecture & Society I	3 cr	___	___
ARCH	142	Architecture & Society II	3 cr	___	___
ARCH	143	Architecture & Society III	3 cr	___	___
ARCH	144	Architecture & Society IV	3 cr	___	___
ARCH	211	Arch Representation I	2 cr	___	___
ARCH	212	Arch Representation II	2 cr	___	___
ARCH	213	Arch Representation III	2 cr	___	___
ARCH	221	Materials & Methods I	1.5 cr	___	___
ARCH	222	Materials & Methods II	1.5 cr	___	___
ARCH	223	Materials & Methods III	1.5 cr	___	___
ARCH	224	Arch Representation IV	2 cr	___	___
ARCH	225	Arch Representation V	2 cr	___	___
ARCH	226	Arch Representation VI	2 cr	___	___
ARCH	251	Structural Systems I	1.5 cr	___	___
ARCH	252	Structural System II	1.5 cr	___	___
ARCH	252	Structural System III	1.5 cr	___	___

Senior Project Sequence 8

ARCH	490	Capstone Project I	4 cr	___	___
ARCH	492	Capstone Project II	4 cr	___	___

Architecture Electives 24

ARCH	___	_____	3 cr	___	___
ARCH	___	_____	3 cr	___	___
ARCH	___	_____	3 cr	___	___
ARCH	___	_____	3 cr	___	___
ARCH	___	_____	3 cr	___	___
ARCH	___	_____	3 cr	___	___
ARCH	___	_____	3 cr	___	___
ARCH	___	_____	3 cr	___	___

Interdisciplinary Pathway Electives 18

___	___	_____	3 cr	___	___
___	___	_____	3 cr	___	___
___	___	_____	3 cr	___	___
___	___	_____	3 cr	___	___
___	___	_____	3 cr	___	___
___	___	_____	3 cr	___	___

*Electives required to be taken through Westphal College Program Rubrics (e.g. INTR, VSST, ARTH)

BS in Architectural Studies -- Non Co-Op Track
Department of Architecture, Design & Urbanism

Fall			Winter			Spring			
1st term			2nd term			3rd term			Vacation
ARCH 141	Architecture & Society I	3	ARCH 142	Architecture & Society II	3	ARCH 143	Architecture & Society III	3	
ARCH 181	Architecture Studio 1A	4	ARCH 182	Architecture Studio 1B	4	ARCH 183	Architecture Studio 1C	4	
ARCH 211	Arch Represent I	2	ARCH 212	Arch Represent II	2	ARCH 213	Arch Represent III	2	
ENGL 101	Composition & Rhetoric I	3	ENGL 102	Composition & Rhetoric II	3	CIVIC 101	Intro to Civic Engagement	1	
MATH 101	Intro to Analysis I	4	MATH 102	Intro to Analysis II	4	ENGL 103	Composition & Rhetoric III	3	
UNIV 101	The Drexel Experience	1	UNIV 101	The Drexel Experience	1	PHYS 182	Applied Physics I	3	
	Term credits	17		Term credits	17		Term credits	16	
	Total credits	17		Total credits	34		Total credits	50	
4th term			5th term			6th term			Vacation
ARCH 221	Materials & Methods I	1.5	ARCH 144	Architecture & Society IV	3	ARCH 223	Materials & Methods III	1.5	
ARCH 224	Arch Representation IV	2	ARCH 222	Materials & Methods II	1.5	ARCH 226	Arch Representation VI	2	
ARCH 251	Structural Systems I	1.5	ARCH 225	Arch Representation V	2	ARCH 253	Structural Systems III	1.5	
ARCH 281	Architecture Studio 2A	4	ARCH 252	Structural Systems II	1.5	ARCH 283	Architecture Studio 2C	4	
	Arts & Humanities Elective	3	ARCH 282	Architecture Studio 2B	4	ARCH	Elective	3	
	Elective	3		Arts & Humanities Elective	3		Natural Science Elective	3	
	Term credits	15		Term credits	15		Term credits	15	
	Total credits	65		Total credits	80		Total credits	95	
7th term			8th term			9th term			Vacation
ARCH	Elective	3	ARCH	Elective	3	PHIL 317	Ethics and the Design Profession	3	
	Interdisciplinary Pathway Elective	3	ARCH	Elective	3	ARCH	Elective	3	
	Elective	3		Interdisciplinary Pathway Elective	3		Interdisciplinary Pathway Elective	3	
	Arts & Humanities Elective	3		Arts & Humanities Elective	3		Social Science Elective	3	
	Social Science Elective	3		Elective	3		Elective	3	
	Term credits	15		Term credits	15		Term credits	15	
	Total credits	110		Total credits	125		Total credits	140	
10th term			11th term			12th term			Minimum Credits to Required for Graduation 181
ARCH	Elective	3	ARCH 490	Capstone Project I	4	ARCH 492	Capstone Project II	4	
ARCH	Elective	3	ARCH	Elective	3	ARCH	Elective	3	
	Interdisciplinary Pathway Elective	3		Interdisciplinary Pathway Elective	3		Interdisciplinary Pathway Elective	3	
	Social Science Elective	3		Elective	3		Elective	3	
	Elective	3							
	Term credits	15		Term credits	13		Term credits	13	
	Total credits	155		Total credits	168		Total credits	181	
									0

BS in Architectural Studies -- 4 Yr Co-Op Track

Department of Architecture, Design & Urbanism

Minimum total credits for graduation: 181 Credits

Entering Class of 2021



DREXEL UNIVERSITY
Westphal
College of Media Arts & Design

Name _____

ID# _____

General Education Requirements 75 cr

Written Analysis and Communication 9 cr

ENGL	101	Composition & Rhetoric I	3	cr	___	___
ENGL	102	Composition & Rhetoric II	3	cr	___	___
ENGL	103	Composition & Rhetoric III	3	cr	___	___

Mathematics and Natural Science 14 cr

MATH	101	Introduction to Analysis I	4	cr	___	___
MATH	102	Introduction to Analysis II	4	cr	___	___
PHYS	182	Applied Physics I	3	cr	___	___
___	___	Natural Science Choice	3	cr	___	___

Arts and Humanities 15 cr

PHIL	317	Ethics & The Design Professions	3	cr	___	___
___	___	Arts and Humanities Elective	3	cr	___	___
___	___	Arts and Humanities Elective	3	cr	___	___
___	___	Arts and Humanities Elective	3	cr	___	___
___	___	Arts and Humanities Elective	3	cr	___	___

Social Sciences 9 cr

___	___	Social Science Elective	3	cr	___	___
___	___	Social Science Elective	3	cr	___	___
___	___	Social Science Elective	3	cr	___	___

University Requirements 4 cr

CIVC	101	Civic Engagement	1	cr	___	___
UNIV	101	The Drexel Experience	1	cr	___	___
UNIV	101	The Drexel Experience	1	cr	___	___
COOP	101	Career Mangmt & Prof. Exp.	1	cr	___	___

Electives 24 cr

___	___	Free Elective	3	cr	___	___
___	___	Free Elective	3	cr	___	___
___	___	Free Elective	3	cr	___	___
___	___	Free Elective	3	cr	___	___
___	___	Free Elective	3	cr	___	___
___	___	Free Elective	3	cr	___	___
___	___	Free Elective	3	cr	___	___
___	___	Free Elective	3	cr	___	___

Architect Requirements 106 cr

Studios (must be taken in order) 24

ARCH	181	Architecture Studio 1A	4	cr	___	___
ARCH	182	Architecture Studio 1B	4	cr	___	___
ARCH	183	Architecture Studio 1C	4	cr	___	___
ARCH	281	Architecture Studio 2A	4	cr	___	___
ARCH	282	Architecture Studio 2B	4	cr	___	___
ARCH	283	Architecture Studio 2C	4	cr	___	___

Required Professional Courses 33

ARCH	141	Architecture & Society I	3	cr	___	___
ARCH	142	Architecture & Society II	3	cr	___	___
ARCH	143	Architecture & Society III	3	cr	___	___
ARCH	144	Architecture & Society IV	3	cr	___	___
ARCH	211	Arch Representation I	2	cr	___	___
ARCH	212	Arch Representation II	2	cr	___	___
ARCH	213	Arch Representation III	2	cr	___	___
ARCH	221	Materials & Methods I	1.5	cr	___	___
ARCH	222	Materials & Methods II	1.5	cr	___	___
ARCH	223	Materials & Methods III	1.5	cr	___	___
ARCH	224	Arch Representation IV	2	cr	___	___
ARCH	225	Arch Representation V	2	cr	___	___
ARCH	226	Arch Representation VI	2	cr	___	___
ARCH	251	Structural Systems I	1.5	cr	___	___
ARCH	252	Structural System II	1.5	cr	___	___
ARCH	252	Structural System III	1.5	cr	___	___

Senior Project Sequence 8

ARCH	490	Capstone Project I	4	cr	___	___
ARCH	492	Capstone Project II	4	cr	___	___

Architecture Electives 23

ARCH	___	_____	3	cr	___	___
ARCH	___	_____	3	cr	___	___
ARCH	___	_____	3	cr	___	___
ARCH	___	_____	3	cr	___	___
ARCH	___	_____	3	cr	___	___
ARCH	___	_____	3	cr	___	___
ARCH	___	_____	3	cr	___	___
ARCH	___	_____	2	cr	___	___

Interdisciplinary Pathway Electives 18

___	___	_____	3	cr	___	___
___	___	_____	3	cr	___	___
___	___	_____	3	cr	___	___
___	___	_____	3	cr	___	___
___	___	_____	3	cr	___	___
___	___	_____	3	cr	___	___

*Electives required to be taken through Westphal College Program Rubrics (e.g. INTR, VSST, ARTH)



DREXEL UNIVERSITY

Antoinette Westphal

College of Media Arts & Design

Architecture, Design & Urbanism

Course Prefix & Number: ARCH 381 001
Course Title: Studio 3-1
Term: Fall 2021
Quarter Credit Hours: 4 cr
Time: Thursdays, 6PM – 9:50PM

Note that **this class will be taught on campus**. However, should Drexel University change their mandate, we may have to pivot to synchronous remote instruction on short notice.

Prerequisites: ARCH 106 or ARCH 233; Minimum Grade C-
PHYS 10 or PHYS 184; Minimum Grade C-

Co-requisites: None

Curriculum Category: Design Studio

Instructor(s):

Jason Austin	jta55@drexel.edu
Simon Tickell	sit32@drexel.edu
James Rowe	jwr26@drexel.edu
Kyle O'Connor	kdo32@drexel.edu
Alexa Bosse	arb369@drexel.edu

Student Office Hours: Office hours invite students to seek private, course-related conversations with their instructors. Each faculty member will establish office hours on a regularly scheduled time during the week. That time will be communicated at the beginning of the term within each studio section. Students who need to speak to their studio instructor are encouraged to contact their instructor for an appointment during office hours.

Communication: All faculty, staff and students will use their Drexel email addresses to communicate. Every effort will be made to respond within 24 workday hours.

To be prepared if we have to pivot to remote instruction, a workable digital infrastructure should be available to all students and instructors. To facilitate effective online course communication, course participants will need a reliable internet connection, laptop and/or cell phone (with camera or webcam), and (optional) headphones with built-in microphone. We kindly request that students have their cameras on during synchronous class sessions to facilitate personal interaction. Please communicate any technical or personal reasons that necessitate switching your camera off to your instructor.

All course information and resources are available on Drexel's online learning system, Blackboard [Learn](#). Check the course website regularly for updates and supplements to in-class presentations. Additional Online Tools (e.g. Blackboard Collaborate, Zoom) will be available to communicate remotely.

Fall 2021 Addendum

Welcome back to Drexel's Campus! We are excited that we can finally return to our spaces at the URBN Center for the majority of our classes. The transition to remote learning and the impact of the ongoing pandemic has created much stress and uncertainty for all of us – and we fully expect that the fall term 2021 will also be somewhat rocky. We are very excited to offer this course on campus that will allow us to meet as a class in person. Please note that at any time and with short notice, we may have to shift to remote only education by request of Drexel University. To keep everyone on campus safe, you must follow all health and safety precautions outlined by Drexel University. Please see details here: <https://drexel.edu/coronavirus/>

COVID-19 has changed our lives in substantive ways. We acknowledge that during this time, your personal health, family/ caretaking obligations, and financial situation might be significantly affected and should take priority. We recognize that students continue to encounter a wide range of circumstances in- and outside of school, as well as with on campus and hybrid learning. We continue to be flexible and supportive to the best of our ability. Please try to make the most of these circumstances and demonstrate maturity with problem-solving and participation.

Carefully review ALL material and information provided in the class BBL site, particularly the *Start Here* section. You will find pertinent information how to navigate this course and rules Drexel has established for online and remote learning.

Counseling Center

Unexpected pressures and anxieties are commonly encountered in college. Counseling Center offers free resources to all Drexel full-time students as well as to Architecture Part-Time Evening students--or recommend them to a friend--if you think they might be helpful.

https://drexel.edu/studentlife/support_health_services/overview/

Contact Information: counsel@drexel.edu or 215 895-1415

After-Hours Crisis Phone: 215 416-3337

Public Safety: 215 895-2222

Masking

As of August 3, 2021, [Drexel requires all students and employees to wear a mask](#) in all on-campus public and shared spaces, including instructional and research settings, regardless of vaccination status. Specifically, masks are to be worn in classrooms, laboratories, lecture halls and seminar rooms. Students are not permitted to eat during class or otherwise remove their mask. If a student needs to remove their mask (to drink water etc.) they may step outside the class, to do so and then return to class. Please remember your mask to avoid class disruption.

Grading

Drexel University is not planning to offer Pass/Fail options this term. Every student will receive a letter grade at the end of the term. Grading during the fall term 2021 will consider potential issues for students and instructors that may arise due to the ongoing pandemic. Faculty and students are expected to be flexible and make the most of these unforeseen circumstances.

Additional Resources

Please review the Drexel resource page with additional information <https://drexel.edu/now/coronavirus/response/>.

As students, you are our most important partners in this challenging time. We are invested in your advancement, but your participation and attitude are what will help you and us make this a good class experience together. Communicate any circumstances that impact your ability to succeed in this course early with your instructor, your Academic Advisor, and the Program Director so we can work with you towards a solution. We are all in this together and want to make sure you have a good learning experience!

The Architecture Program Faculty

Course Description:

Catalog Description

Investigates the design relationship between the man-made and the natural environment in a study of large-scale site design and building development interacting with natural force

[\(Link to Drexel's Course Catalog - Architecture Courses\)](#)

Supplemental Description:

This studio will focus on the design process as a response to issues impacting our environment centered around three basic issues: land, climate, and materials.

Statement of Expected Learning:

- Develop a common design language and vocabulary for integrated building and site/landscape design
- Introduce and develop site design in various environment and climates (i.e., rural, sub-urban, urban)
- Develop fundamental site design and related formal organization strategies that respond to an existing landscape condition
- Develop an understanding of the layered nature of landscape systems (i.e., physical, social, cultural, economic)
- Develop skills in analysis of environmental conditions and historic precedents
- Introduce and develop landscape representation skills and technical drawing conventions for site design.

Student Performance Criteria:

NAAB (National Architectural Accreditation Board) Conditions for Accreditation and Program & Student Criteria: The Program & Student 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.

This course addresses student criteria required for professional accreditation of this architecture program. These criteria consist of specified abilities and understandings that graduating students must demonstrate. The following criteria are covered in this course:

SC.1 Health, Safety, and Welfare in the Built Environment

SC.5 Design Synthesis

(NAAB 2014 Criteria: A.4 Architectural Design Skills
 A.5 Ordering Systems
 B.2 Site Design)

The new [2020 NAAB Conditions and Procedures for Accreditation](#) can be found on the NAAB website at <http://www.naab.org/>. The descriptions of the Program & Student Criteria, listed on all course syllabi, can be found in this document.

Req'd Textbooks & Resources:

Alexander, Christopher; *A Pattern Language*; Oxford University Press; 1977
Brown, G.Z. and DeKay, Mark; *Sun, Wind & Light: Architectural Design Strategies*; John Wiley & Sons, Inc.; 2001
Hack, Gary and Lynch, Kevin; *Site Design*, MIT Press; 1984
Lynch, Kevin; *Image of the City*; MIT Press; 1960
Strom, Stephen; *Site Engineering for Landscape Architects*; Wiley; 2013
Spirn, Anne; *The Language of Landscape*; Yale University Press; 1998

Drexel University Library Research Guide for Architecture:
<http://libguides.library.drexel.edu/ARCH>
 Sam Kirk (she/her) (sk2924@drexel.edu) has been working with Westphal College since our area librarian position is vacant.

Required & Supplemental Materials and Technology:

Access to a laptop, webcam, headphones with built-in microphone, digital camera, and scanner/scanning app, and the additional tools and supplies listed below. When meeting in person or online, students should have access to notetaking and sketching materials.

Our courses will continue to use Blackboard Learn as main course infrastructures with addition of Blackboard Collaborate, Zoom and Drexel OneDrive/SharePoint/OneDrive Dropbox and other infrastructure provided by the university.

Coursework Submission:

All required coursework as specified per the course assignment(s) will be submitted as digital documentation to the Blackboard Learn course site. Specific instruction for content, file size, submission formats, etc. will be posted with the assignment instructions and may be discussed with your instructor. Upload of assignments are date sensitive and must be successfully received by the posted date. Some of your work might have to be photographed or scanned for this purpose. The files will be used for program assessment/ improvement and accreditation purposes and will be archived.

Note: All assignments uploaded to BBLearn must be submitted by the designated time to receive full credit. Deadlines for the submission of assignments are hard deadlines and late materials will generally not be accepted. Should any unforeseen delays occur, please contact your instructor as soon as possible to help you work out an adequate solution.

Graded Assignments & Learning Activities:

Individual Assignments will be graded using rubrics available to view on BBLearn.

Individual course midterm grades will be provided at the end of Week 6.

Grading Matrix:

Course grades will be determined as follows:

Glossary, Precedent, Site Analysis (wks 01 -06)	35%
Individual Design Project (wks 06 -12*)	35%
Class participation	15%
Posted responses to required readings	15%

**Includes Thanksgiving and finals weeks*

Grading Scale:

Excellent	Good	Adequate	Passing	Failing
98-100 A+ (4.0)	88-90 B+ (3.33)	78-80 C+ (2.33)	68-70 D+ (1.33)	0-63 F (0.0)
94-97 A (4.0)	84-87 B (3.0)	74-77 C (2.0)	64-67 D (1.0)	
90-93 A- (3.67)	80-83 B- (2.67)	70-73 C- (1.67)		

Excellent: *Completes all assignments exceeds all class standards*
Good: *Completes all assignments exceeds most class standards*
Adequate: *Completes all assignments to class standards*
Passing: *Completes all assignments under class standards*
Failing: *Does not complete assignments & under class standards*

Attendance:

Attendance for every class is expected and will be recorded for required face-to-face and online meetings. While we anticipate increased absenteeism due to the ongoing pandemic, our goal is to encourage full and regular class attendance. If you cannot attend class, inform your instructor PRIOR to class. We understand that emergencies or sickness occur, but it is important that as a student, you are proactive and make every effort to get the most from every course at Drexel University. Instructors are expected to make reasonable accommodations.

Lateness, persistent tardiness to or early departure from class will be noted. Two of these marks will be equivalent to one absence. Two absences during the quarter may result in the reduction of one grade unless special circumstances suggest consideration by the instructor. <http://drexel.edu/provost/policies/absence/>.

Should you have to attend a class virtually, log on a few minutes prior to class and check connectivity and access to your meeting. For any remotely taught classes, your instructor will advise you on which sessions are required and for how long attendance is mandatory. It is expected that most students will be able to participate in any remote class synchronously. However, there will be circumstances when participation presents a true challenge. Therefore, it is imperative that sessions are recorded and made available. If you cannot attend or encounter connectivity issues, let the instructor know BEFORE class that you will not attend so the class can start promptly and without delay.

In the event of an absence, it is the student's responsibility to stay informed of assignments to keep up with the class work.

Participation:

Successful class participation requires timely arrival to class with completed work, active engagement and contribution to group discussion and efficient use of in-class work time.

A student who does not have ANY new work to show in class, will receive a 0% (absent) for class participation/ attendance for that meeting. A student with only partially complete work will receive a 50% (tardy) for participation/attendance. This grading criteria supersedes physical class attendance.

Academic Integrity Policy:

The pursuit of a professional degree in Interiors or Architecture brings with it the demand for integrity, for integrity is at the heart of professional practice. Thus, it is vitally important that you understand and adhere to both the letter and the spirit of the Department of Architecture, Design & Urbanism Academic Integrity Policy as outlined in the full policy on BBL.

The University's procedures for dealing with accusations of academic dishonesty can be found at:

http://www.drexel.edu/provost/policies/academic_dishonesty.asp

Student Code of Conduct:

<http://drexel.edu/codeofconduct>

Student with Disability Statement:

Students who are eligible for accommodations may email disability@drexel.edu to request their Accommodations Verification Letter (AVL). <http://www.drexel.edu/oed/disabilityResources/students/>

Note that accommodations cannot be granted by instructors until an AVL is submitted to the instructor. The AVL must be renewed at the beginning of every term because the student's courses and instructors will change, and this may necessitate changes in the student's accommodations.

If you need accommodations for studio and/or lab classes, please review the information on [Studio & Lab Classes Learning Outcomes](#) provided by Westphal College's Office of Student Services.

Content Conversion

Students are allowed to transform course content into different formats (e.g. a PDF into an audio file) to enhance accessibility. The File Transformer provided by Blackboard Ally allows students to take many kinds of files and convert them into a format that works best for their situation. For more information and to get started processing content, go to: <https://ally.ac/covid19/>

Resources for Diversity, Equity & Inclusion:

The Student Center for Diversity and Inclusion (SCDI) supports and empowers students of all backgrounds as they build a sense of community that reflects the diversity of Drexel University's student body.

- <https://drexel.edu/oed/diversity/anti-racism-task-force/>
- <https://drexel.edu/oed/diversity/diversity-achievement-plan/>
- <https://drexel.edu/westphal/student-resources/diversity-equity-inclusion/>

Their office engages Drexel's AHLANA, LGBTQIA+, first generation and international student populations through direct advocacy, and intentional identity-based community building. We are active advocates for student diversity, intersectional social justice, and education on campus; and we work to ensure our students feel their whole identity is included and respected during their time here at Drexel.

SCDI Supports the following spaces:

Drexel students come from all walks of life and the Student Center for Diversity and Inclusion is here to help make sure every Dragon feels welcome, supported, and celebrated. Learn how we can connect you with the rich diversity that makes up the Drexel University community.

- [Black Student Resource Space \(TLU\)](#)
- [Gender and Sexuality Resource Space](#)
- [Women's Resource Space](#)
- [Latinx Community Resource Space](#)
- [Spiritual and Religious Life](#)
- [Recovery Resource Space](#)

Counseling Center:

Unexpected pressures and anxieties are commonly encountered in college. Please feel free to use the resources listed below--or recommend them to a friend--if you think they might be helpful.

https://drexel.edu/studentlife/support_health_services/overview/

Contact Information: counsel@drexel.edu or 215 895-1415

After-Hours Crisis Phone: 215 416-3337

Public Safety: 215 895-2222

Course Add/Drop Policy:

<https://drexel.edu/provost/policies/course-add-drop/>

Course Withdrawal Policy:

<https://drexel.edu/provost/policies/course-withdrawal/>

Course Change Policy: The course instructors have the discretion to alter or augment course content or assignments during the term. Students will be notified of any course changes as quickly as possible via Drexel Blackboard Learn.

Course Schedule and Assignments

Week 1 (9/23)	Introduction / Design Vocabulary Assignment: A1.1: Developing a Common Design Language (Individual), Due 9/30
Week 2 (9/30)	Precedent: Group Research, Collecting Base Documentation Assignment: A1.2: Precedent: Group Research + Analysis Precedent Analysis, Due 10/07
Week 3 (10/7)	Precedent: Analysis Through Vocabulary and Experiential Narrative Assignment: A1.3: Precedent Analysis Utilizing Key Vocabulary Terms and Experiential Narrative, Due 10/14
Week 4 (10/14)	Precedent: Analysis Refinement + Packaging Assignment: A1.4: Refining + Packaging your Precedent, Due 10/21
Week 5 (10/21)	Applying Design Language to Site Analysis / Bartram's Garden Assignment: A1.5: Site Analysis Utilizing Key Vocabulary Terms and Experiential Vignettes, Due 10/28
Week 6 (10/28)	Midterm Presentation (Recorded Group Presentations) Week 6-11 / Introduction of Design "Sketch" Exercise Waterfront Amphitheater at Bartram's Garden Assignment: A2.1: Site Parti Studies / Precedent Investigations, Due 11/4
Week 7 (11/4)	Considering Site Grading and Amphitheater Siting Assignment: A2.2: Site Plan Development with Grading Considerations, Due 11/11
Week 8 (11/11)	Constructing Site Narrative Assignment: A2.3: Project Development through Site Narrative, Vignettes, Plan and Section, Due 11/18

Week 9 (11/18)

Project Development, Continued

Assignment 2.4: Project Development in Plan, Section, Experiential Vignette; Mock Presentation Boards, Due 12/2

Week 10 (12/2)

Synthesizing Project Development: In-class Work Session, Preparation of Final Review Deliverables, Due 12/9

Week 11 (12/9)

Final Presentation (with outside critics)

Additional course materials are posted to class Drexel Learn website.

A detailed calendar of course activities is provided on BBL.

Arch 381/ Studio 3A/Fall 2021

Instructors: Simon Tickell, Jason Austin, Kyle O'Connor, Jim Rowe, Alexa Bosse

ASSIGNMENTS 2.1-2.4: Competition for a Waterfront Amphitheater at Bartram's Garden

Assigned: Thursday, October 28 (Final Juried Review is Thursday, December 9, upload to BBL by 5:00PM on Wednesday, December 8)

Progress Check-ins: There will be desk crits for this project as shown in the syllabus with progress uploads to BBL as follows:

Assignment 2.1 / Site Parti Studies/ Precedent Investigations_progress upload on October 31

Assignment 2.2 / Synthesis & Site Plan Development, Initial Draft Plan/Section_progress upload on November 7

Assignment 2.3 / Project Development Through Site Narrative_progress upload on November 14

Assignment 2.4 / Continued Project Development, Mock Presentation Boards_progress upload on November 21



Point Counterpoint II Music Barge; designed by Louis Kahn (1966)

Project Brief / Competition for a Waterfront Amphitheater

Congratulations! You've been selected to participate in an international architecture competition for a waterfront amphitheater complex along the Schuylkill River. Bartram's Garden just got word (and funding too!) to become one of a select number of waterfront host sites for the newly restored **Point Counterpoint II** Music Barge. The 195-foot long water vessel – designed by Louis Kahn in 1966 – is slowly making its way along the eastern seaboard, arriving to the Delaware River waterways in 2023. Yo-Yo Ma - a renowned cellist - is scheduled to perform in June 2023, at the inaugural performance of the Bartram's Garden Summer Concert Series.

As part of the leasing contract with Dean Adler, CEO of Lubert-Adler Real Estate Funds (who oversees the restoration, maintenance and management of *Point Counterpoint II*), Bartram's Garden has agreed to invest in and construct a permanent waterfront amphitheater along the slope of its lower meadow, adjacent to the waterfront. While the initiative for the development of the Bartram's Garden waterfront has been ignited by the hosting and leasing contract terms for Louis Kahn's Music Barge, it is important for competitors of this architecture competition to consider how their design "performs" when hosting large Music Barge events as well as smaller-scaled, informal community-based events, art exhibitions, ceremonies, lectures and talks.

While the Music Barge will go away some day, Bartram's Garden and the Schuylkill River will be here to stay. Designs should consider the future absence of the Music Barge – during times of temporary seasonal repair or even the after-life of its contract. How your waterfront design works with and is integrated within the ecological, environmental, educational and social initiatives of Bartram's Garden (and within the city of Philadelphia) must be considered. And, as we have recently witnessed, the space of the river evolves and changes on a daily cycle through tidal fluctuation as well as seasonal flooding events due to global climate change. It is also the responsibility of each competitor to take into consideration how their design responds to, reacts to, and embraces the dynamic forces of the river that can oscillate between peacefulness and anger; stability and destruction; and healthy and contaminated.

Programmatic Requirements /

The following list of program elements and requirements below should be included and adhered to within your competition proposal:

- **Outdoor Amphitheater (Seating for a minimum of 1000 patrons; min. 2500 linear ft., bench-style seating)**
 - Pedestrian access to/from existing trail(s) and waterfront; Access points to amphitheater must comply with The Americans with Disabilities Act requirements.
 - Provide for dedicated ADA seating and internal steps/aisles, per code requirements
 - Sustains functionality during tidal and seasonal flooding events
 - Takes into consideration and sensitively responds to the existing landscape elements on the site (i.e. meadow, native plantings, specimen trees and woodlands, protected habitats of native fauna, etc.)
 - Existing site grading of Lower Meadow and water's edge conditions (i.e. the ecology of the riparian edge) must be considered when siting and designing your outdoor amphitheater. Existing grade and proposed cut and fill relationships must be documented in proposed site section through amphitheater.
- **Concession Stand/Pavilion (+/- 500 SF)**
 - Proximate connection to trail/path for service, delivery of goods
- **Restroom Facilities (+/-1000 SF)**
- **Docking Infrastructure for *Point Counterpoint II* Music Barge**
 - Music Barge Length: 195'
- **Boathouse Facilities (+/- 1000 SF)**
 - Proximate connection to boat slip/kayak dock and service road
 - Replaces existing container boathouse
- **Event Storage (+/- 800 SF)**
 - Proximate connection to waterfront for service, delivery of goods
- **Intermission Garden Terrace(s) (+/- 1000 SF)**
- **Observation Tower (Not to exceed 50' in vertical height)**
 - Utilized as an orientation device/landmark for on-site visitors
 - Landmark for travel along the southern portion of the Schuylkill Waterfront
 - Consider day/night visibility
 - Can be integrated with other programmatic uses
 - Stairs may be included but not required
 - Access to meadow and/or waterfront
- **Waterfront Transit Connections; Loading/Unloading Shuttle Zone**
 - Adequate transit drop-off/pick-up zone should be maintained at waterfront connection to local service road. Pedestrian and bicycle transit along the greenway with access to amphitheater and boat house/boat slip should be considered and integrated into Site Plan.

Additional Notes:

1. *The programmatic requirements listed above are minimum requirements. Additional program elements/spaces may be added with approval from competition committee member(s).*
2. *Additional Circulation elements, connection to trail path(s), etc. may be added but should take into consideration existing site circulation system.*
3. *Competitors are required to re-locate and kayak docking/boat slip/boathouse for boating activities/water-based programs to continue during the Music Barge docking.*

Site Requirements /

Refer to existing site plan drawing for outline of dedicated area of scope of work.

Site + Design Considerations /

There are many things you should become familiar with for this site:

- 1 Acquaint yourself with the slope constraints, topography and existing contours.
- 2 Reflect on your impression of the site during your recent site visit.
- 3 Research tidal fluctuation and flooding levels.
- 4 Position of the sun throughout the year, as it relates to your amphitheater seating orientation.
- 5 Demonstrate understanding of direction of seasonal wind patterns.
- 6 Local site alignments and significant viewsheds, horizon conditions.
- 7 Programmatic relationships and appropriate graphic representation of programs.
- 8 Familiarity with existing ecological and vegetation conditions - scale, type, and representation – and their implications on your architectural response to the site.

From this basis of information, consider the experiential narrative of visiting Bartram’s Garden, approaching the performance venue and The Music Barge from the meadow and/or from the waterfront. What should these experiences of arrival entail? What should a communal, outdoor assembly experience entail? How does the landscape and the amphitheater speak to the experience of occupying the *space* of the river and *space* of the meadow landscape? Is there a preferred way to see the landscape (or specific conditions thereof) within the observation tower? How does time of day and sun position enhance/detract from the experience? What are the implications for the architecture and site design based on sun position and proposed programming on the site?

Project Schedule /

- | | |
|-----------------------|---|
| Week 06 / October 28 | Project Handout; Discussion of process and next steps; In-class design charette |
| Week 07 / November 04 | Review of Initial Site Parti Strategies, Amphitheater Precedent Investigations (A2.1)
Intro: Site Planning, Grading/Engaging Topography (A2.2) |
| Week 08 / November 11 | Review of First Draft of Site Plan, Site Section, Plan/Section Development (A2.2)
Intro: Constructing Site Narrative (A2.3) |
| Week 09 / November 18 | Review of Developed Design Proposal in Site Plan, Plan, Section, Vignette Sks (A2.3)
Intro: Mock Presentation Boards, Representation (A2.4) |
| Week 10 / November 25 | No class, Thanksgiving break |
| Week 11 / December 2 | Continued Project Development, Mock Presentation Boards (A2.4)
Intro: Preparation for Final Presentation Review |
| Week 12 / December 9 | Final Juried Review (Assignment 2.4) |

Presentation Requirements /

The final presentation will be formatted as two (2) 24"x 36" ARCH D sheet sizes. The sheets must include:

Site Plan @ 1"=16' with contours. Show significant topographic grading revisions with a solid (non-dashed) contour line. Indicate sun position and path in site plan and/or amphitheater section. Indicate direction of seasonal wind patterns. Represent existing/proposed landscape systems accordingly (i.e. lawn, meadow, woodlands, riparian edge, etc.).

Site Section @ 1"=16' cut from river to meadow and through proposed amphitheater. Existing grade and proposed cut and fill relationships must be documented in proposed site section through amphitheater. Indicate existing grade with lightly-dashed line.

Amphitheater Section @ 1" = 4' (includes immediate site, extend to water's edge and barge docking). Existing grade and proposed cut and fill relationships must be documented in proposed amphitheater section as well as Site Section. Indicate existing grade with lightly-dashed line. Indicate sun position and path in site plan and/or amphitheater section.

Observation Tower Section @ 1"=4' (includes immediate site)

Analytic diagrams/sketches that show site design concept.

(4) Four Vignettes that construct the designed experience and choreography of the proposal. Vignettes should provide appropriate representation of existing/proposed ecological systems in relationship to your proposed architectural and landscape elements.

*3D project representation (physical or digital) is encouraged, but not required.

Note: Due recent printing lab availability issues, presentation boards may be presented digitally on-screen and/or television monitor, in lieu of printed media. This matter will be decided upon closer to final review date.

Final Notes

Consistent with the limited time available (not to mention Thanksgiving holiday), this is an extended sketch problem. It requires you to do quick analysis, arrive at a design idea that you can stick with, and development of that idea to a reasonable, but admittedly limited, level of resolution. It will require of you not simply a practical resolution of the programmatic elements, but a clear vision of the preferred experience, both individual and communal, and a specific response to the land and ecological conditions of the site.

Competition proposals NEED TO HAVE AN ARCHITECTURAL IDEA. TAKE A STANCE – WHAT IS YOUR BIG IDEA? HOW DO YOU WANT THE SITE TO PERFORM AND SHAPE THE VISITOR EXPERIENCE WHILE ACCOMMODATING THE REQUIRED PROGRAM ELEMENTS AND MAINTAINING THE EXISTING LANDSCAPE CHARACTER OF THE PLACE? THIS IS NOT JUST A SITE PLANNING EXERCISE.

Evaluation Prompts and Considerations

The project will be evaluating from the following perspectives:

- 1 Does the proposed design reflect a unified idea about the ordering of architectural and landscape elements/systems within the site?
- 2 Does the proposed design consider existing grading of the site and responsibly address a balanced cut/fill design approach?
- 3 Do the proposed locations of architectural elements and programs consider daily/seasonal sun positioning as well as existing wind patterns?

- 4 Does the proposed design consider native ecological conditions on and around the site and appropriately integrate and/or enhance them within their site design?
- 5 Are all of the required presentation drawings completed to a consistent level of development and reinforce the site/architectural concept of the proposed design?
- 6 Does the design satisfy the goals of the project as stated in this design sketch project brief?
- 7 Are the presentation boards well-crafted, clearly organized/arranged and communicate a hierarchy of information?



DREXEL UNIVERSITY

Antoinette Westphal

College of Media Arts & Design

Architecture, Design & Urbanism

Course Prefix & Number: ARCH 382 001
Course Title: Studio 3-2
Term: Winter 2022
Quarter Credit Hours: 4 cr
Time: Thursdays, 6PM – 9:50PM

Note that **this class will be taught on campus**. However, should Drexel University change their mandate, we may have to pivot to synchronous remote instruction on short notice.

Prerequisites: ARCH 381 and ARCH 274 (Minimum Grade C-) or
ARCH 291 and ARCH 354 (Minimum Grade C-)

Co-requisites: None

Curriculum Category: Design Studio

Instructor(s):

Jason Austin	jta55@drexel.edu
Simon Tickell	sit32@drexel.edu
James Rowe	jwr26@drexel.edu
Kyle O'Connor	kdo32@drexel.edu
Alexa Bosse	arb369@drexel.edu

Student Office Hours: Office hours invite students to seek private, course-related conversations with their instructors. Each faculty member will establish office hours on a regularly scheduled time during the week. That time will be communicated at the beginning of the term within each studio section. Students who need to speak to their studio instructor are encouraged to contact their instructor for an appointment during office hours.

Communication: All faculty, staff and students will use their Drexel email addresses to communicate. Every effort will be made to respond within 24 workday hours.

To be prepared if we have to pivot to remote instruction, a workable digital infrastructure should be available to all students and instructors. To facilitate effective online course communication, course participants will need a reliable internet connection, laptop and/or cell phone (with camera or webcam), and (optional) headphones with built-in microphone. We kindly request that students have their cameras on during synchronous class sessions to facilitate personal interaction. Please communicate any technical or personal reasons that necessitate switching your camera off to your instructor.

All course information and resources are available on Drexel's online learning system, Blackboard [Learn](#). Check the course website regularly for updates and supplements to in-class presentations. Additional Online Tools (e.g. Blackboard Collaborate, Zoom) will be available to communicate remotely.

Winter 2022 Addendum

We continue to deliver course content within our spaces at the URBN Center for the majority of our classes. The impact of the ongoing pandemic has created much stress and uncertainty for all of us – and we fully expect that the winter term 2022 – with the continued presence of COVID-19 variants – will not be different from the Fall 2021 semester. We are very excited to offer this course on campus and meet as a class in person. Please note that at any time and with short notice, we may have to shift to remote only education by request of Drexel University. To keep everyone on campus safe, you must follow all health and safety precautions outlined by Drexel University. Please see details here: <https://drexel.edu/coronavirus/>

COVID-19 has changed our lives in substantive ways. We acknowledge that during this time, your personal health, family/ caretaking obligations, and financial situation might be significantly affected and should take priority. We recognize that students continue to encounter a wide range of circumstances in- and outside of school, as well as with on campus and hybrid learning. We continue to be flexible and supportive to the best of our ability. Please try to make the most of these circumstances and demonstrate maturity with problem-solving and participation.

Carefully review ALL material and information provided in the class BBL site, particularly the *Start Here* section. You will find pertinent information how to navigate this course and rules Drexel has established for online and remote learning.

Counseling Center

Unexpected pressures and anxieties are commonly encountered in college. Counseling Center offers free resources to all Drexel full-time students as well as to Architecture Part-Time Evening students--or recommend them to a friend--if you think they might be helpful. https://drexel.edu/studentlife/support_health_services/overview/
Contact Information: counsel@drexel.edu or 215 895-1415
After-Hours Crisis Phone: 215 416-3337
Public Safety: 215 895-2222

Masking

As of August 3, 2021, [Drexel requires all students and employees to wear a mask](#) in all on-campus public and shared spaces, including instructional and research settings, regardless of vaccination status. Specifically, masks are to be worn in classrooms, laboratories, lecture halls and seminar rooms. Students are not permitted to eat during class or otherwise remove their mask. If a student needs to remove their mask (to drink water etc.) they may step outside the class, to do so and then return to class. Please remember your mask to avoid class disruption.

Grading

Drexel University is not planning to offer Pass/Fail options this term. Every student will receive a letter grade at the end of the term. Grading during the winter term 2021 will consider potential issues for students and instructors that may arise due to the ongoing pandemic. Faculty and students are expected to be flexible and make the most of these unforeseen circumstances.

Additional Resources

Please review the Drexel resource page with additional information <https://drexel.edu/now/coronavirus/response/>.

As students, you are our most important partners in this challenging time. We are invested in your advancement, but your participation and attitude are what will help you and us make this a good class experience together. Communicate any circumstances that impact your ability to succeed in this course early with your instructor, your Academic Advisor, and the Program Director so we can work with you towards a solution. We are all in this together and want to make sure you have a good learning experience!

The Architecture Program Faculty

Course Description:

Catalog Description

Studies the relationship between building, site and context. Architectural design problems emphasize concept development that translates careful analysis into the building ideas with a progressing understanding of architectural concerns.

[\(Link to Drexel's Course Catalog - Architecture Courses\)](#)

Supplemental Description:

This studio will focus on the design process as a response to issues impacting our environment centered around three basic issues: land, climate, and materials.

Statement of Expected Learning:

- Develop a common design language and vocabulary for integrated building and site/landscape design
- Introduce and develop site design in various environment and climates (i.e., rural, sub-urban, urban)
- Develop fundamental site design and related formal organization strategies that respond to an existing landscape condition
- Develop an understanding of the layered nature of landscape systems (i.e., physical, social, cultural, economic)
- Develop skills in analysis of environmental conditions and historic precedents
- Introduce and develop landscape representation skills and technical drawing conventions for site design.

Student Performance Criteria:

NAAB (National Architectural Accreditation Board) Conditions for Accreditation and Program & Student Criteria: The Program & Student 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.

This course addresses student criteria required for professional accreditation of this architecture program. These criteria consist of specified abilities and understandings that graduating students must demonstrate. The following criteria are covered in this course:

SC.1 Health, Safety, and Welfare in the Built Environment

SC.5 Design Synthesis

(NAAB 2014 Criteria: A.4 Architectural Design Skills
 A.5 Ordering Systems
 B.1 Pre-Design
 B.2 Site Design)

The new [2020 NAAB Conditions and Procedures for Accreditation](#) can be found on the NAAB website at <http://www.naab.org/>. The descriptions of the Program & Student Criteria, listed on all course syllabi, can be found in this document.

Req'd Textbooks & Resources:

Alexander, Christopher; *A Pattern Language*; Oxford University Press; 1977
Brown, G.Z. and DeKay, Mark; *Sun, Wind & Light: Architectural Design Strategies*; John Wiley & Sons, Inc.; 2001
Hack, Gary and Lynch, Kevin; *Site Design*, MIT Press; 1984
Lynch, Kevin; *Image of the City*; MIT Press; 1960

Strom, Stephen; *Site Engineering for Landscape Architects*; Wiley; 2013
Spirn, Anne; *The Language of Landscape*; Yale University Press; 1998

Drexel University Library Research Guide for Architecture:
<http://libguides.library.drexel.edu/ARCH>

Sam Kirk (she/her) (sk2924@drexel.edu) has been working with Westphal College since our area librarian position is vacant.

Required & Supplemental Materials and Technology:

Access to a laptop, webcam, headphones with built-in microphone, digital camera, and scanner/scanning app, and the additional tools and supplies listed below. When meeting in person or online, students should have access to notetaking and sketching materials.

Our courses will continue to use Blackboard Learn as main course infrastructures with addition of Blackboard Collaborate, Zoom and Drexel OneDrive/SharePoint/OneDrive Dropbox and other infrastructure provided by the university.

Coursework Submission:

All required coursework as specified per the course assignment(s) will be submitted as digital documentation to the Blackboard Learn course site. Specific instruction for content, file size, submission formats, etc. will be posted with the assignment instructions and may be discussed with your instructor. Upload of assignments are date sensitive and must be successfully received by the posted date. Some of your work might have to be photographed or scanned for this purpose. The files will be used for program assessment/ improvement and accreditation purposes and will be archived.

Note: All assignments uploaded to BBLearn must be submitted by the designated time to receive full credit. Deadlines for the submission of assignments are hard deadlines and late materials will generally not be accepted. Should any unforeseen delays occur, please contact your instructor as soon as possible to help you work out an adequate solution.

Graded Assignments & Learning Activities:

Individual Assignments will be graded using rubrics available to view on BBLearn.

Individual course midterm grades will be provided at the end of Week 6.

Grading Matrix:

Course grades will be determined as follows:

Site Analysis, Site Design Concept (wks 01 -06)	35%
Building Design Project Development (wks 06 -11)	35%
Class participation	15%
Posted responses to required readings/check-ins	15%

Grading Scale:

Excellent	Good	Adequate	Passing	Failing
98-100 A+ (4.0)	88-90 B+ (3.33)	78-80 C+ (2.33)	68-70 D+ (1.33)	0-63 F (0.0)
94-97 A (4.0)	84-87 B (3.0)	74-77 C (2.0)	64-67 D (1.0)	
90-93 A- (3.67)	80-83 B- (2.67)	70-73 C- (1.67)		

Excellent: *Completes all assignments exceeds all class standards*

Good: *Completes all assignments exceeds most class standards*

Adequate: *Completes all assignments to class standards*

Passing: *Completes all assignments under class standards*

Failing: *Does not complete assignments & under class standards*

Attendance:

Attendance for every class is expected and will be recorded for required face-to-face and online meetings. While we anticipate increased absenteeism due to the ongoing pandemic, our goal is to encourage full and regular class attendance. If you cannot attend class, inform your instructor PRIOR to class. We understand that emergencies or sickness occur, but it is important that as a student, you are proactive and make every effort to get the most from every course at Drexel University. Instructors are expected to make reasonable accommodations.

Lateness, persistent tardiness to or early departure from class will be noted. Two of these marks will be equivalent to one absence. Two absences during the quarter may result in the reduction of one grade unless special circumstances suggest consideration by the instructor. <http://drexel.edu/provost/policies/absence/>.

Should you have to attend a class virtually, log on a few minutes prior to class and check connectivity and access to your meeting. For any remotely taught classes, your instructor will advise you on which sessions are required and for how long attendance is mandatory. It is expected that most students will be able to participate in any remote class synchronously. However, there will be circumstances when participation presents a true challenge. Therefore, it is imperative that sessions are recorded and made available. If you cannot attend or encounter connectivity issues, let the instructor know BEFORE class that you will not attend so the class can start promptly and without delay.

In the event of an absence, it is the student's responsibility to stay informed of assignments to keep up with the class work.

Participation:

Successful class participation requires timely arrival to class with completed work, active engagement and contribution to group discussion and efficient use of in-class work time.

A student who does not have ANY new work to show in class, will receive a 0% (absent) for class participation/ attendance for that meeting. A student with only partially complete work will receive a 50% (tardy) for participation/attendance. This grading criteria supersedes physical class attendance.

Academic Integrity Policy:

The pursuit of a professional degree in Interiors or Architecture brings with it the demand for integrity, for integrity is at the heart of professional practice. Thus, it is vitally important that you understand and adhere to both the letter and the spirit of the Department of Architecture, Design & Urbanism Academic Integrity Policy as outlined in the full policy on BBL.

The University's procedures for dealing with accusations of academic dishonesty can be found at:

http://www.drexel.edu/provost/policies/academic_dishonesty.asp

Student Code of Conduct:

<http://drexel.edu/codeofconduct>

Student with Disability Statement:

Students who are eligible for accommodations may email disability@drexel.edu to request their Accommodations Verification Letter (AVL). <http://www.drexel.edu/oed/disabilityResources/students/>

Note that accommodations cannot be granted by instructors until an AVL is submitted to the instructor. The AVL must be renewed at the beginning of

every term because the student's courses and instructors will change, and this may necessitate changes in the student's accommodations.

If you need accommodations for studio and/or lab classes, please review the information on [Studio & Lab Classes Learning Outcomes](#) provided by Westphal College's Office of Student Services.

Content Conversion

Students are allowed to transform course content into different formats (e.g. a PDF into an audio file) to enhance accessibility. The File Transformer provided by Blackboard Ally allows students to take many kinds of files and convert them into a format that works best for their situation. For more information and to get started processing content, go to: <https://ally.ac/covid19/>

Resources for Diversity, Equity & Inclusion:

The Student Center for Diversity and Inclusion (SCDI) supports and empowers students of all backgrounds as they build a sense of community that reflects the diversity of Drexel University's student body.

- <https://drexel.edu/oed/diversity/anti-racism-task-force/>
- <https://drexel.edu/oed/diversity/diversity-achievement-plan/>
- <https://drexel.edu/westphal/student-resources/diversity-equity-inclusion/>

Their office engages Drexel's AHLANA, LGBTQIA+, first generation and international student populations through direct advocacy, and intentional identity-based community building. We are active advocates for student diversity, intersectional social justice, and education on campus; and we work to ensure our students feel their whole identity is included and respected during their time here at Drexel.

SCDI Supports the following spaces:

Drexel students come from all walks of life and the Student Center for Diversity and Inclusion is here to help make sure every Dragon feels welcome, supported, and celebrated. Learn how we can connect you with the rich diversity that makes up the Drexel University community.

- [Black Student Resource Space \(TLU\)](#)
- [Gender and Sexuality Resource Space](#)
- [Women's Resource Space](#)
- [Latinx Community Resource Space](#)
- [Spiritual and Religious Life](#)
- [Recovery Resource Space](#)

Counseling Center:

Unexpected pressures and anxieties are commonly encountered in college. Please feel free to use the resources listed below--or recommend them to a friend--if you think they might be helpful.

https://drexel.edu/studentlife/support_health_services/overview/

Contact Information: counsel@drexel.edu or 215 895-1415

After-Hours Crisis Phone: 215 416-3337

Public Safety: 215 895-2222

Course Add/Drop Policy:

<https://drexel.edu/provost/policies/course-add-drop/>

Course Withdrawal Policy:

<https://drexel.edu/provost/policies/course-withdrawal/>

Course Change Policy:

The course instructors have the discretion to alter or augment course content or assignments during the term. Students will be notified of any course changes as quickly as possible via Drexel Blackboard Learn.

Course Schedule and Assignments

Week 1 (1/6)	Introduction + Project Brief Distribution <i>(Bartram's Garden Site Selection continued from Arch 381)</i> Assignment: A1.1: Site Analysis (Group/Individual), Due 1/13
Week 2 (1/13)	Precedent Analysis (Building + Site Design) Assignment: A1.2: Precedent Analysis (Individual), Due 1/20
Week 3 (1/20)	Passive Site Design Strategies + Programming Assignment: A1.3: Individual Site Model Construction + Site Design Strategy Diagrams, Due 1/27
Week 4 (1/27)	<i>In-Class Quiz: Landscape Grading Exercise and Site Systems</i> Building + Site Concept Development through Study Model and Experiential Narrative Assignment: A1.4: Physical Study Models (in situ) and Development of an Experiential Narrative, Due 2/3
Week 5 (2/3)	Synthesizing Project Concept: In-class Work Session & Continued Project Development Assignment: A1.5: Preparation of Midterm Review Deliverables, Due 2/10
Week 6 (2/10)	Midterm Presentation (with outside critics)
Week 7 (2/17)	Passive Building Design Strategies: Designing Climate-Responsive Structures Assignment: A1.6: Building Development in Plan/Section @ 1/8"=1'-0" with integration of Passive Building Design Strategies, Due 2/24
Week 8 (2/24)	Passive Building Design Strategies, cont'd: Designing Climate-Responsive Building Envelopes Assignment: A1.7: Building Development through Wall Section Drawing Study (3/4"=1'-0") and continued Plan/Section @ 1/8"=1'-0", Due 3/3
Week 9 (3/3)	Passive Site Design + Building Design Integration: Integration of Site Design with Building Design with focus on Topographic Grading Plan and Stormwater Management Assignment 1.8: 1/16"=1'-0" Site Plan with Revised Grading, Site Circulation System, and Stormwater Management Diagram, Due 3/10
Week 10 (3/10)	Synthesizing Project Development: In-class Work Session

Assignment: A1.9: Preparation of Final Review Deliverables,
Due 3/17

Week 11 (3/17)

Final Presentation (with outside critics)

Additional course materials are posted to class Drexel Learn website.



DREXEL UNIVERSITY

Antoinette Westphal

College of Media Arts & Design

Architecture, Design & Urbanism

Course Prefix & Number: ARCH 381 001
Course Title: Studio 3-1
Term: Fall 2021
Quarter Credit Hours: 4 cr
Time: Thursdays, 6PM – 9:50PM

Note that **this class will be taught on campus**. However, should Drexel University change their mandate, we may have to pivot to synchronous remote instruction on short notice.

Prerequisites: ARCH 106 or ARCH 233; Minimum Grade C-
PHYS 10 or PHYS 184; Minimum Grade C-

Co-requisites: None

Curriculum Category: Design Studio

Instructor(s):

Jason Austin	jta55@drexel.edu
Simon Tickell	sit32@drexel.edu
James Rowe	jwr26@drexel.edu
Kyle O'Connor	kdo32@drexel.edu
Alexa Bosse	arb369@drexel.edu

Student Office Hours: Office hours invite students to seek private, course-related conversations with their instructors. Each faculty member will establish office hours on a regularly scheduled time during the week. That time will be communicated at the beginning of the term within each studio section. Students who need to speak to their studio instructor are encouraged to contact their instructor for an appointment during office hours.

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All course information and resources are available on Drexel's online learning system, Blackboard [Learn](#). Check the course website regularly for updates and supplements to in-class presentations. Additional Online Tools (e.g. Blackboard Collaborate, Zoom) will be available to communicate remotely.

Fall 2021 Addendum

Welcome back to Drexel's Campus! We are excited that we can finally return to our spaces at the URBN Center for the majority of our classes. The transition to remote learning and the impact of the ongoing pandemic has created much stress and uncertainty for all of us – and we fully expect that the fall term 2021 will also be somewhat rocky. We are very excited to offer this course on campus that will allow us to meet as a class in person. Please note that at any time and with short notice, we may have to shift to remote only education by request of Drexel University. To keep everyone on campus safe, you must follow all health and safety precautions outlined by Drexel University. Please see details here: <https://drexel.edu/coronavirus/>

COVID-19 has changed our lives in substantive ways. We acknowledge that during this time, your personal health, family/ caretaking obligations, and financial situation might be significantly affected and should take priority. We recognize that students continue to encounter a wide range of circumstances in- and outside of school, as well as with on campus and hybrid learning. We continue to be flexible and supportive to the best of our ability. Please try to make the most of these circumstances and demonstrate maturity with problem-solving and participation.

Carefully review ALL material and information provided in the class BBL site, particularly the *Start Here* section. You will find pertinent information how to navigate this course and rules Drexel has established for online and remote learning.

Counseling Center

Unexpected pressures and anxieties are commonly encountered in college. Counseling Center offers free resources to all Drexel full-time students as well as to Architecture Part-Time Evening students--or recommend them to a friend--if you think they might be helpful.

https://drexel.edu/studentlife/support_health_services/overview/

Contact Information: counsel@drexel.edu or 215 895-1415

After-Hours Crisis Phone: 215 416-3337

Public Safety: 215 895-2222

Masking

As of August 3, 2021, [Drexel requires all students and employees to wear a mask](#) in all on-campus public and shared spaces, including instructional and research settings, regardless of vaccination status. Specifically, masks are to be worn in classrooms, laboratories, lecture halls and seminar rooms. Students are not permitted to eat during class or otherwise remove their mask. If a student needs to remove their mask (to drink water etc.) they may step outside the class, to do so and then return to class. Please remember your mask to avoid class disruption.

Grading

Drexel University is not planning to offer Pass/Fail options this term. Every student will receive a letter grade at the end of the term. Grading during the fall term 2021 will consider potential issues for students and instructors that may arise due to the ongoing pandemic. Faculty and students are expected to be flexible and make the most of these unforeseen circumstances.

Additional Resources

Please review the Drexel resource page with additional information <https://drexel.edu/now/coronavirus/response/>.

As students, you are our most important partners in this challenging time. We are invested in your advancement, but your participation and attitude are what will help you and us make this a good class experience together. Communicate any circumstances that impact your ability to succeed in this course early with your instructor, your Academic Advisor, and the Program Director so we can work with you towards a solution. We are all in this together and want to make sure you have a good learning experience!

The Architecture Program Faculty

Course Description:

Catalog Description

Investigates the design relationship between the man-made and the natural environment in a study of large-scale site design and building development interacting with natural force

[\(Link to Drexel's Course Catalog - Architecture Courses\)](#)

Supplemental Description:

This studio will focus on the design process as a response to issues impacting our environment centered around three basic issues: land, climate, and materials.

Statement of Expected Learning:

- Develop a common design language and vocabulary for integrated building and site/landscape design
- Introduce and develop site design in various environment and climates (i.e., rural, sub-urban, urban)
- Develop fundamental site design and related formal organization strategies that respond to an existing landscape condition
- Develop an understanding of the layered nature of landscape systems (i.e., physical, social, cultural, economic)
- Develop skills in analysis of environmental conditions and historic precedents
- Introduce and develop landscape representation skills and technical drawing conventions for site design.

Student Performance Criteria:

NAAB (National Architectural Accreditation Board) Conditions for Accreditation and Program & Student Criteria: The Program & Student 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.

This course addresses student criteria required for professional accreditation of this architecture program. These criteria consist of specified abilities and understandings that graduating students must demonstrate. The following criteria are covered in this course:

SC.1 Health, Safety, and Welfare in the Built Environment

SC.5 Design Synthesis

(NAAB 2014 Criteria: A.4 Architectural Design Skills
 A.5 Ordering Systems
 B.2 Site Design)

The new [2020 NAAB Conditions and Procedures for Accreditation](#) can be found on the NAAB website at <http://www.naab.org/>. The descriptions of the Program & Student Criteria, listed on all course syllabi, can be found in this document.

Req'd Textbooks & Resources:

Alexander, Christopher; *A Pattern Language*; Oxford University Press; 1977
Brown, G.Z. and DeKay, Mark; *Sun, Wind & Light: Architectural Design Strategies*; John Wiley & Sons, Inc.; 2001
Hack, Gary and Lynch, Kevin; *Site Design*, MIT Press; 1984
Lynch, Kevin; *Image of the City*; MIT Press; 1960
Strom, Stephen; *Site Engineering for Landscape Architects*; Wiley; 2013
Spirn, Anne; *The Language of Landscape*; Yale University Press; 1998

Drexel University Library Research Guide for Architecture:
<http://libguides.library.drexel.edu/ARCH>
 Sam Kirk (she/her) (sk2924@drexel.edu) has been working with Westphal College since our area librarian position is vacant.

Required & Supplemental Materials and Technology:

Access to a laptop, webcam, headphones with built-in microphone, digital camera, and scanner/scanning app, and the additional tools and supplies listed below. When meeting in person or online, students should have access to notetaking and sketching materials.

Our courses will continue to use Blackboard Learn as main course infrastructures with addition of Blackboard Collaborate, Zoom and Drexel OneDrive/SharePoint/OneDrive Dropbox and other infrastructure provided by the university.

Coursework Submission:

All required coursework as specified per the course assignment(s) will be submitted as digital documentation to the Blackboard Learn course site. Specific instruction for content, file size, submission formats, etc. will be posted with the assignment instructions and may be discussed with your instructor. Upload of assignments are date sensitive and must be successfully received by the posted date. Some of your work might have to be photographed or scanned for this purpose. The files will be used for program assessment/ improvement and accreditation purposes and will be archived.

Note: All assignments uploaded to BBLearn must be submitted by the designated time to receive full credit. Deadlines for the submission of assignments are hard deadlines and late materials will generally not be accepted. Should any unforeseen delays occur, please contact your instructor as soon as possible to help you work out an adequate solution.

Graded Assignments & Learning Activities:

Individual Assignments will be graded using rubrics available to view on BBLearn.

Individual course midterm grades will be provided at the end of Week 6.

Grading Matrix:

Course grades will be determined as follows:
 Glossary, Precedent, Site Analysis (wks 01 -06) 35%
 Individual Design Project (wks 06 -12*) 35%
 Class participation 15%
 Posted responses to required readings 15%

**Includes Thanksgiving and finals weeks*

Grading Scale:

Excellent	Good	Adequate	Passing	Failing
98-100 A+ (4.0)	88-90 B+ (3.33)	78-80 C+ (2.33)	68-70 D+ (1.33)	0-63 F (0.0)
94-97 A (4.0)	84-87 B (3.0)	74-77 C (2.0)	64-67 D (1.0)	
90-93 A- (3.67)	80-83 B- (2.67)	70-73 C- (1.67)		

Excellent: *Completes all assignments exceeds all class standards*
Good: *Completes all assignments exceeds most class standards*
Adequate: *Completes all assignments to class standards*
Passing: *Completes all assignments under class standards*
Failing: *Does not complete assignments & under class standards*

Attendance:

Attendance for every class is expected and will be recorded for required face-to-face and online meetings. While we anticipate increased absenteeism due to the ongoing pandemic, our goal is to encourage full and regular class attendance. If you cannot attend class, inform your instructor PRIOR to class. We understand that emergencies or sickness occur, but it is important that as a student, you are proactive and make every effort to get the most from every course at Drexel University. Instructors are expected to make reasonable accommodations.

Lateness, persistent tardiness to or early departure from class will be noted. Two of these marks will be equivalent to one absence. Two absences during the quarter may result in the reduction of one grade unless special circumstances suggest consideration by the instructor. <http://drexel.edu/provost/policies/absence/>.

Should you have to attend a class virtually, log on a few minutes prior to class and check connectivity and access to your meeting. For any remotely taught classes, your instructor will advise you on which sessions are required and for how long attendance is mandatory. It is expected that most students will be able to participate in any remote class synchronously. However, there will be circumstances when participation presents a true challenge. Therefore, it is imperative that sessions are recorded and made available. If you cannot attend or encounter connectivity issues, let the instructor know BEFORE class that you will not attend so the class can start promptly and without delay.

In the event of an absence, it is the student's responsibility to stay informed of assignments to keep up with the class work.

Participation:

Successful class participation requires timely arrival to class with completed work, active engagement and contribution to group discussion and efficient use of in-class work time.

A student who does not have ANY new work to show in class, will receive a 0% (absent) for class participation/ attendance for that meeting. A student with only partially complete work will receive a 50% (tardy) for participation/attendance. This grading criteria supersedes physical class attendance.

Academic Integrity Policy:

The pursuit of a professional degree in Interiors or Architecture brings with it the demand for integrity, for integrity is at the heart of professional practice. Thus, it is vitally important that you understand and adhere to both the letter and the spirit of the Department of Architecture, Design & Urbanism Academic Integrity Policy as outlined in the full policy on BBL.

The University's procedures for dealing with accusations of academic dishonesty can be found at:

http://www.drexel.edu/provost/policies/academic_dishonesty.asp

Student Code of Conduct:

<http://drexel.edu/codeofconduct>

Student with Disability Statement:

Students who are eligible for accommodations may email disability@drexel.edu to request their Accommodations Verification Letter (AVL). <http://www.drexel.edu/oed/disabilityResources/students/>

Note that accommodations cannot be granted by instructors until an AVL is submitted to the instructor. The AVL must be renewed at the beginning of every term because the student's courses and instructors will change, and this may necessitate changes in the student's accommodations.

If you need accommodations for studio and/or lab classes, please review the information on [Studio & Lab Classes Learning Outcomes](#) provided by Westphal College's Office of Student Services.

Content Conversion

Students are allowed to transform course content into different formats (e.g. a PDF into an audio file) to enhance accessibility. The File Transformer provided by Blackboard Ally allows students to take many kinds of files and convert them into a format that works best for their situation. For more information and to get started processing content, go to: <https://ally.ac/covid19/>

Resources for Diversity, Equity & Inclusion:

The Student Center for Diversity and Inclusion (SCDI) supports and empowers students of all backgrounds as they build a sense of community that reflects the diversity of Drexel University's student body.

- <https://drexel.edu/oed/diversity/anti-racism-task-force/>
- <https://drexel.edu/oed/diversity/diversity-achievement-plan/>
- <https://drexel.edu/westphal/student-resources/diversity-equity-inclusion/>

Their office engages Drexel's AHLANA, LGBTQIA+, first generation and international student populations through direct advocacy, and intentional identity-based community building. We are active advocates for student diversity, intersectional social justice, and education on campus; and we work to ensure our students feel their whole identity is included and respected during their time here at Drexel.

SCDI Supports the following spaces:

Drexel students come from all walks of life and the Student Center for Diversity and Inclusion is here to help make sure every Dragon feels welcome, supported, and celebrated. Learn how we can connect you with the rich diversity that makes up the Drexel University community.

- [Black Student Resource Space \(TLU\)](#)
- [Gender and Sexuality Resource Space](#)
- [Women's Resource Space](#)
- [Latinx Community Resource Space](#)
- [Spiritual and Religious Life](#)
- [Recovery Resource Space](#)

Counseling Center:

Unexpected pressures and anxieties are commonly encountered in college. Please feel free to use the resources listed below--or recommend them to a friend--if you think they might be helpful.

https://drexel.edu/studentlife/support_health_services/overview/

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Course Add/Drop Policy:

<https://drexel.edu/provost/policies/course-add-drop/>

Course Withdrawal Policy:

<https://drexel.edu/provost/policies/course-withdrawal/>

Course Change Policy: The course instructors have the discretion to alter or augment course content or assignments during the term. Students will be notified of any course changes as quickly as possible via Drexel Blackboard Learn.

Course Schedule and Assignments

Week 1 (9/23)	Introduction / Design Vocabulary Assignment: A1.1: Developing a Common Design Language (Individual), Due 9/30
Week 2 (9/30)	Precedent: Group Research, Collecting Base Documentation Assignment: A1.2: Precedent: Group Research + Analysis Precedent Analysis, Due 10/07
Week 3 (10/7)	Precedent: Analysis Through Vocabulary and Experiential Narrative Assignment: A1.3: Precedent Analysis Utilizing Key Vocabulary Terms and Experiential Narrative, Due 10/14
Week 4 (10/14)	Precedent: Analysis Refinement + Packaging Assignment: A1.4: Refining + Packaging your Precedent, Due 10/21
Week 5 (10/21)	Applying Design Language to Site Analysis / Bartram's Garden Assignment: A1.5: Site Analysis Utilizing Key Vocabulary Terms and Experiential Vignettes, Due 10/28
Week 6 (10/28)	Midterm Presentation (Recorded Group Presentations) Week 6-11 / Introduction of Design "Sketch" Exercise Waterfront Amphitheater at Bartram's Garden Assignment: A2.1: Site Parti Studies / Precedent Investigations, Due 11/4
Week 7 (11/4)	Considering Site Grading and Amphitheater Siting Assignment: A2.2: Site Plan Development with Grading Considerations, Due 11/11
Week 8 (11/11)	Constructing Site Narrative Assignment: A2.3: Project Development through Site Narrative, Vignettes, Plan and Section, Due 11/18

Week 9 (11/18)

Project Development, Continued

Assignment 2.4: Project Development in Plan, Section, Experiential Vignette; Mock Presentation Boards, Due 12/2

Week 10 (12/2)

Synthesizing Project Development: In-class Work Session, Preparation of Final Review Deliverables, Due 12/9

Week 11 (12/9)

Final Presentation (with outside critics)

Additional course materials are posted to class Drexel Learn website.

A detailed calendar of course activities is provided on BBL.

Arch 381/ Studio 3A/Fall 2021

Instructors: Simon Tickell, Jason Austin, Kyle O'Connor, Jim Rowe, Alexa Bosse

ASSIGNMENTS 2.1-2.4: Competition for a Waterfront Amphitheater at Bartram's Garden

Assigned: Thursday, October 28 (Final Juried Review is Thursday, December 9, upload to BBL by 5:00PM on Wednesday, December 8)

Progress Check-ins: There will be desk crits for this project as shown in the syllabus with progress uploads to BBL as follows:

Assignment 2.1 / Site Parti Studies/ Precedent Investigations_progress upload on October 31

Assignment 2.2 / Synthesis & Site Plan Development, Initial Draft Plan/Section_progress upload on November 7

Assignment 2.3 / Project Development Through Site Narrative_progress upload on November 14

Assignment 2.4 / Continued Project Development, Mock Presentation Boards_progress upload on November 21



Point Counterpoint II Music Barge; designed by Louis Kahn (1966)

Project Brief / Competition for a Waterfront Amphitheater

Congratulations! You've been selected to participate in an international architecture competition for a waterfront amphitheater complex along the Schuylkill River. Bartram's Garden just got word (and funding too!) to become one of a select number of waterfront host sites for the newly restored **Point Counterpoint II** Music Barge. The 195-foot long water vessel – designed by Louis Kahn in 1966 – is slowly making its way along the eastern seaboard, arriving to the Delaware River waterways in 2023. Yo-Yo Ma - a renowned cellist - is scheduled to perform in June 2023, at the inaugural performance of the Bartram's Garden Summer Concert Series.

As part of the leasing contract with Dean Adler, CEO of Lubert-Adler Real Estate Funds (who oversees the restoration, maintenance and management of *Point Counterpoint II*), Bartram's Garden has agreed to invest in and construct a permanent waterfront amphitheater along the slope of its lower meadow, adjacent to the waterfront. While the initiative for the development of the Bartram's Garden waterfront has been ignited by the hosting and leasing contract terms for Louis Kahn's Music Barge, it is important for competitors of this architecture competition to consider how their design "performs" when hosting large Music Barge events as well as smaller-scaled, informal community-based events, art exhibitions, ceremonies, lectures and talks.

While the Music Barge will go away some day, Bartram's Garden and the Schuylkill River will be here to stay. Designs should consider the future absence of the Music Barge – during times of temporary seasonal repair or even the after-life of its contract. How your waterfront design works with and is integrated within the ecological, environmental, educational and social initiatives of Bartram's Garden (and within the city of Philadelphia) must be considered. And, as we have recently witnessed, the space of the river evolves and changes on a daily cycle through tidal fluctuation as well as seasonal flooding events due to global climate change. It is also the responsibility of each competitor to take into consideration how their design responds to, reacts to, and embraces the dynamic forces of the river that can oscillate between peacefulness and anger; stability and destruction; and healthy and contaminated.

Programmatic Requirements /

The following list of program elements and requirements below should be included and adhered to within your competition proposal:

- **Outdoor Amphitheater (Seating for a minimum of 1000 patrons; min. 2500 linear ft., bench-style seating)**
 - Pedestrian access to/from existing trail(s) and waterfront; Access points to amphitheater must comply with The Americans with Disabilities Act requirements.
 - Provide for dedicated ADA seating and internal steps/aisles, per code requirements
 - Sustains functionality during tidal and seasonal flooding events
 - Takes into consideration and sensitively responds to the existing landscape elements on the site (i.e. meadow, native plantings, specimen trees and woodlands, protected habitats of native fauna, etc.)
 - Existing site grading of Lower Meadow and water's edge conditions (i.e. the ecology of the riparian edge) must be considered when siting and designing your outdoor amphitheater. Existing grade and proposed cut and fill relationships must be documented in proposed site section through amphitheater.
- **Concession Stand/Pavilion (+/- 500 SF)**
 - Proximate connection to trail/path for service, delivery of goods
- **Restroom Facilities (+/-1000 SF)**
- **Docking Infrastructure for *Point Counterpoint II* Music Barge**
 - Music Barge Length: 195'
- **Boathouse Facilities (+/- 1000 SF)**
 - Proximate connection to boat slip/kayak dock and service road
 - Replaces existing container boathouse
- **Event Storage (+/- 800 SF)**
 - Proximate connection to waterfront for service, delivery of goods
- **Intermission Garden Terrace(s) (+/- 1000 SF)**
- **Observation Tower (Not to exceed 50' in vertical height)**
 - Utilized as an orientation device/landmark for on-site visitors
 - Landmark for travel along the southern portion of the Schuylkill Waterfront
 - Consider day/night visibility
 - Can be integrated with other programmatic uses
 - Stairs may be included but not required
 - Access to meadow and/or waterfront
- **Waterfront Transit Connections; Loading/Unloading Shuttle Zone**
 - Adequate transit drop-off/pick-up zone should be maintained at waterfront connection to local service road. Pedestrian and bicycle transit along the greenway with access to amphitheater and boat house/boat slip should be considered and integrated into Site Plan.

Additional Notes:

1. *The programmatic requirements listed above are minimum requirements. Additional program elements/spaces may be added with approval from competition committee member(s).*
2. *Additional Circulation elements, connection to trail path(s), etc. may be added but should take into consideration existing site circulation system.*
3. *Competitors are required to re-locate and kayak docking/boat slip/boathouse for boating activities/water-based programs to continue during the Music Barge docking.*

Site Requirements /

Refer to existing site plan drawing for outline of dedicated area of scope of work.

Site + Design Considerations /

There are many things you should become familiar with for this site:

- 1 Acquaint yourself with the slope constraints, topography and existing contours.
- 2 Reflect on your impression of the site during your recent site visit.
- 3 Research tidal fluctuation and flooding levels.
- 4 Position of the sun throughout the year, as it relates to your amphitheater seating orientation.
- 5 Demonstrate understanding of direction of seasonal wind patterns.
- 6 Local site alignments and significant viewsheds, horizon conditions.
- 7 Programmatic relationships and appropriate graphic representation of programs.
- 8 Familiarity with existing ecological and vegetation conditions - scale, type, and representation – and their implications on your architectural response to the site.

From this basis of information, consider the experiential narrative of visiting Bartram’s Garden, approaching the performance venue and The Music Barge from the meadow and/or from the waterfront. What should these experiences of arrival entail? What should a communal, outdoor assembly experience entail? How does the landscape and the amphitheater speak to the experience of occupying the *space* of the river and *space* of the meadow landscape? Is there a preferred way to see the landscape (or specific conditions thereof) within the observation tower? How does time of day and sun position enhance/detract from the experience? What are the implications for the architecture and site design based on sun position and proposed programming on the site?

Project Schedule /

- | | |
|-----------------------|---|
| Week 06 / October 28 | Project Handout; Discussion of process and next steps; In-class design charette |
| Week 07 / November 04 | Review of Initial Site Parti Strategies, Amphitheater Precedent Investigations (A2.1)
Intro: Site Planning, Grading/Engaging Topography (A2.2) |
| Week 08 / November 11 | Review of First Draft of Site Plan, Site Section, Plan/Section Development (A2.2)
Intro: Constructing Site Narrative (A2.3) |
| Week 09 / November 18 | Review of Developed Design Proposal in Site Plan, Plan, Section, Vignette Sks (A2.3)
Intro: Mock Presentation Boards, Representation (A2.4) |
| Week 10 / November 25 | No class, Thanksgiving break |
| Week 11 / December 2 | Continued Project Development, Mock Presentation Boards (A2.4)
Intro: Preparation for Final Presentation Review |
| Week 12 / December 9 | Final Juried Review (Assignment 2.4) |

Presentation Requirements /

The final presentation will be formatted as two (2) 24"x 36" ARCH D sheet sizes. The sheets must include:

Site Plan @ 1"=16' with contours. Show significant topographic grading revisions with a solid (non-dashed) contour line. Indicate sun position and path in site plan and/or amphitheater section. Indicate direction of seasonal wind patterns. Represent existing/proposed landscape systems accordingly (i.e. lawn, meadow, woodlands, riparian edge, etc.).

Site Section @ 1"=16' cut from river to meadow and through proposed amphitheater. Existing grade and proposed cut and fill relationships must be documented in proposed site section through amphitheater. Indicate existing grade with lightly-dashed line.

Amphitheater Section @ 1" = 4' (includes immediate site, extend to water's edge and barge docking). Existing grade and proposed cut and fill relationships must be documented in proposed amphitheater section as well as Site Section. Indicate existing grade with lightly-dashed line. Indicate sun position and path in site plan and/or amphitheater section.

Observation Tower Section @ 1"=4' (includes immediate site)

Analytic diagrams/sketches that show site design concept.

(4) Four Vignettes that construct the designed experience and choreography of the proposal. Vignettes should provide appropriate representation of existing/proposed ecological systems in relationship to your proposed architectural and landscape elements.

*3D project representation (physical or digital) is encouraged, but not required.

Note: Due recent printing lab availability issues, presentation boards may be presented digitally on-screen and/or television monitor, in lieu of printed media. This matter will be decided upon closer to final review date.

Final Notes

Consistent with the limited time available (not to mention Thanksgiving holiday), this is an extended sketch problem. It requires you to do quick analysis, arrive at a design idea that you can stick with, and development of that idea to a reasonable, but admittedly limited, level of resolution. It will require of you not simply a practical resolution of the programmatic elements, but a clear vision of the preferred experience, both individual and communal, and a specific response to the land and ecological conditions of the site.

Competition proposals NEED TO HAVE AN ARCHITECTURAL IDEA. TAKE A STANCE – WHAT IS YOUR BIG IDEA? HOW DO YOU WANT THE SITE TO PERFORM AND SHAPE THE VISITOR EXPERIENCE WHILE ACCOMMODATING THE REQUIRED PROGRAM ELEMENTS AND MAINTAINING THE EXISTING LANDSCAPE CHARACTER OF THE PLACE? THIS IS NOT JUST A SITE PLANNING EXERCISE.

Evaluation Prompts and Considerations

The project will be evaluating from the following perspectives:

- 1 Does the proposed design reflect a unified idea about the ordering of architectural and landscape elements/systems within the site?
- 2 Does the proposed design consider existing grading of the site and responsibly address a balanced cut/fill design approach?
- 3 Do the proposed locations of architectural elements and programs consider daily/seasonal sun positioning as well as existing wind patterns?

- 4 Does the proposed design consider native ecological conditions on and around the site and appropriately integrate and/or enhance them within their site design?
- 5 Are all of the required presentation drawings completed to a consistent level of development and reinforce the site/architectural concept of the proposed design?
- 6 Does the design satisfy the goals of the project as stated in this design sketch project brief?
- 7 Are the presentation boards well-crafted, clearly organized/arranged and communicate a hierarchy of information?



DREXEL UNIVERSITY

Antoinette Westphal

College of Media Arts & Design

Architecture, Design & Urbanism

Course Prefix & Number: ARCH 382 001
Course Title: Studio 3-2
Term: Winter 2022
Quarter Credit Hours: 4 cr
Time: Thursdays, 6PM – 9:50PM

Note that **this class will be taught on campus**. However, should Drexel University change their mandate, we may have to pivot to synchronous remote instruction on short notice.

Prerequisites: ARCH 381 and ARCH 274 (Minimum Grade C-) or
ARCH 291 and ARCH 354 (Minimum Grade C-)

Co-requisites: None

Curriculum Category: Design Studio

Instructor(s):

Jason Austin	jta55@drexel.edu
Sam Emory	se87@drexel.edu
James Rowe	jwr26@drexel.edu
Kyle O'Connor	kdo32@drexel.edu
Alexa Bosse	arb369@drexel.edu

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Winter 2022 Addendum

We continue to deliver course content within our spaces at the URBN Center for the majority of our classes. The impact of the ongoing pandemic has created much stress and uncertainty for all of us – and we fully expect that the winter term 2022 – with the continued presence of COVID-19 variants – will not be different from the Fall 2021 semester. We are very excited to offer this course on campus and meet as a class in person. Please note that at any time and with short notice, we may have to shift to remote only education by request of Drexel University. To keep everyone on campus safe, you must follow all health and safety precautions outlined by Drexel University. Please see details here: <https://drexel.edu/coronavirus/>

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Public Safety: 215 895-2222

Masking

As of August 3, 2021, [Drexel requires all students and employees to wear a mask](#) in all on-campus public and shared spaces, including instructional and research settings, regardless of vaccination status. Specifically, masks are to be worn in classrooms, laboratories, lecture halls and seminar rooms. Students are not permitted to eat during class or otherwise remove their mask. If a student needs to remove their mask (to drink water etc.) they may step outside the class, to do so and then return to class. Please remember your mask to avoid class disruption.

Grading

Drexel University is not planning to offer Pass/Fail options this term. Every student will receive a letter grade at the end of the term. Grading during the winter term 2021 will consider potential issues for students and instructors that may arise due to the ongoing pandemic. Faculty and students are expected to be flexible and make the most of these unforeseen circumstances.

Additional Resources

Please review the Drexel resource page with additional information <https://drexel.edu/now/coronavirus/response/>.

As students, you are our most important partners in this challenging time. We are invested in your advancement, but your participation and attitude are what will help you and us make this a good class experience together. Communicate any circumstances that impact your ability to succeed in this course early with your instructor, your Academic Advisor, and the Program Director so we can work with you towards a solution. We are all in this together and want to make sure you have a good learning experience!

The Architecture Program Faculty

Course Description:

Catalog Description

Studies the relationship between building, site and context. Architectural design problems emphasize concept development that translates careful analysis into the building ideas with a progressing understanding of architectural concerns.

[\(Link to Drexel's Course Catalog - Architecture Courses\)](#)

Supplemental Description:

This studio will focus on the design process as a response to issues impacting our environment centered around three basic issues: land, climate, and materials.

Statement of Expected Learning:

- Develop a common design language and vocabulary for integrated building and site/landscape design
- Introduce and develop site design in various environment and climates (i.e., rural, sub-urban, urban)
- Develop fundamental site design and related formal organization strategies that respond to an existing landscape condition
- Develop an understanding of the layered nature of landscape systems (i.e., physical, social, cultural, economic)
- Develop skills in analysis of environmental conditions and historic precedents
- Introduce and develop landscape representation skills and technical drawing conventions for site design.

Student Performance Criteria:

NAAB (National Architectural Accreditation Board) Conditions for Accreditation and Program & Student Criteria: The Program & Student 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.

This course addresses student criteria required for professional accreditation of this architecture program. These criteria consist of specified abilities and understandings that graduating students must demonstrate. The following criteria are covered in this course:

SC.1 Health, Safety, and Welfare in the Built Environment

SC.5 Design Synthesis

(NAAB 2014 Criteria: A.4 Architectural Design Skills
 A.5 Ordering Systems
 B.1 Pre-Design
 B.2 Site Design)

The new [2020 NAAB Conditions and Procedures for Accreditation](#) can be found on the NAAB website at <http://www.naab.org/>. The descriptions of the Program & Student Criteria, listed on all course syllabi, can be found in this document.

Req'd Textbooks & Resources:

Alexander, Christopher; *A Pattern Language*; Oxford University Press; 1977
Brown, G.Z. and DeKay, Mark; *Sun, Wind & Light: Architectural Design Strategies*; John Wiley & Sons, Inc.; 2001
Hack, Gary and Lynch, Kevin; *Site Design*, MIT Press; 1984
Lynch, Kevin; *Image of the City*; MIT Press; 1960

Strom, Stephen; *Site Engineering for Landscape Architects*; Wiley; 2013
Spirn, Anne; *The Language of Landscape*; Yale University Press; 1998

Drexel University Library Research Guide for Architecture:
<http://libguides.library.drexel.edu/ARCH>

Sam Kirk (she/her) (sk2924@drexel.edu) has been working with Westphal College since our area librarian position is vacant.

Required & Supplemental Materials and Technology:

Access to a laptop, webcam, headphones with built-in microphone, digital camera, and scanner/scanning app, and the additional tools and supplies listed below. When meeting in person or online, students should have access to notetaking and sketching materials.

Our courses will continue to use Blackboard Learn as main course infrastructures with addition of Blackboard Collaborate, Zoom and Drexel OneDrive/SharePoint/OneDrive Dropbox and other infrastructure provided by the university.

Coursework Submission:

All required coursework as specified per the course assignment(s) will be submitted as digital documentation to the Blackboard Learn course site. Specific instruction for content, file size, submission formats, etc. will be posted with the assignment instructions and may be discussed with your instructor. Upload of assignments are date sensitive and must be successfully received by the posted date. Some of your work might have to be photographed or scanned for this purpose. The files will be used for program assessment/ improvement and accreditation purposes and will be archived.

Note: All assignments uploaded to BBLearn must be submitted by the designated time to receive full credit. Deadlines for the submission of assignments are hard deadlines and late materials will generally not be accepted. Should any unforeseen delays occur, please contact your instructor as soon as possible to help you work out an adequate solution.

Graded Assignments & Learning Activities:

Individual Assignments will be graded using rubrics available to view on BBLearn.

Individual course midterm grades will be provided at the end of Week 6.

Grading Matrix:

Course grades will be determined as follows:

Site Analysis, Site Design Concept (wks 01 -06)	35%
Building Design Project Development (wks 06 -11)	35%
Class participation	15%
Posted responses to required readings/check-ins	15%

Grading Scale:

Excellent	Good	Adequate	Passing	Failing
98-100 A+ (4.0)	88-90 B+ (3.33)	78-80 C+ (2.33)	68-70 D+ (1.33)	0-63 F (0.0)
94-97 A (4.0)	84-87 B (3.0)	74-77 C (2.0)	64-67 D (1.0)	
90-93 A- (3.67)	80-83 B- (2.67)	70-73 C- (1.67)		

Excellent: *Completes all assignments exceeds all class standards*

Good: *Completes all assignments exceeds most class standards*

Adequate: *Completes all assignments to class standards*

Passing: *Completes all assignments under class standards*

Failing: *Does not complete assignments & under class standards*

Attendance:

Attendance for every class is expected and will be recorded for required face-to-face and online meetings. While we anticipate increased absenteeism due to the ongoing pandemic, our goal is to encourage full and regular class attendance. If you cannot attend class, inform your instructor PRIOR to class. We understand that emergencies or sickness occur, but it is important that as a student, you are proactive and make every effort to get the most from every course at Drexel University. Instructors are expected to make reasonable accommodations.

Lateness, persistent tardiness to or early departure from class will be noted. Two of these marks will be equivalent to one absence. Two absences during the quarter may result in the reduction of one grade unless special circumstances suggest consideration by the instructor. <http://drexel.edu/provost/policies/absence/>.

Should you have to attend a class virtually, log on a few minutes prior to class and check connectivity and access to your meeting. For any remotely taught classes, your instructor will advise you on which sessions are required and for how long attendance is mandatory. It is expected that most students will be able to participate in any remote class synchronously. However, there will be circumstances when participation presents a true challenge. Therefore, it is imperative that sessions are recorded and made available. If you cannot attend or encounter connectivity issues, let the instructor know BEFORE class that you will not attend so the class can start promptly and without delay.

In the event of an absence, it is the student's responsibility to stay informed of assignments to keep up with the class work.

Participation:

Successful class participation requires timely arrival to class with completed work, active engagement and contribution to group discussion and efficient use of in-class work time.

A student who does not have ANY new work to show in class, will receive a 0% (absent) for class participation/ attendance for that meeting. A student with only partially complete work will receive a 50% (tardy) for participation/attendance. This grading criteria supersedes physical class attendance.

Academic Integrity Policy:

The pursuit of a professional degree in Interiors or Architecture brings with it the demand for integrity, for integrity is at the heart of professional practice. Thus, it is vitally important that you understand and adhere to both the letter and the spirit of the Department of Architecture, Design & Urbanism Academic Integrity Policy as outlined in the full policy on BBL.

The University's procedures for dealing with accusations of academic dishonesty can be found at:

http://www.drexel.edu/provost/policies/academic_dishonesty.asp

Student Code of Conduct:

<http://drexel.edu/codeofconduct>

Student with Disability Statement:

Students who are eligible for accommodations may email disability@drexel.edu to request their Accommodations Verification Letter (AVL). <http://www.drexel.edu/oed/disabilityResources/students/>

Note that accommodations cannot be granted by instructors until an AVL is submitted to the instructor. The AVL must be renewed at the beginning of

every term because the student's courses and instructors will change, and this may necessitate changes in the student's accommodations.

If you need accommodations for studio and/or lab classes, please review the information on [Studio & Lab Classes Learning Outcomes](#) provided by Westphal College's Office of Student Services.

Content Conversion

Students are allowed to transform course content into different formats (e.g. a PDF into an audio file) to enhance accessibility. The File Transformer provided by Blackboard Ally allows students to take many kinds of files and convert them into a format that works best for their situation. For more information and to get started processing content, go to: <https://ally.ac/covid19/>

Resources for Diversity, Equity & Inclusion:

The Student Center for Diversity and Inclusion (SCDI) supports and empowers students of all backgrounds as they build a sense of community that reflects the diversity of Drexel University's student body.

- <https://drexel.edu/oed/diversity/anti-racism-task-force/>
- <https://drexel.edu/oed/diversity/diversity-achievement-plan/>
- <https://drexel.edu/westphal/student-resources/diversity-equity-inclusion/>

Their office engages Drexel's AHLANA, LGBTQIA+, first generation and international student populations through direct advocacy, and intentional identity-based community building. We are active advocates for student diversity, intersectional social justice, and education on campus; and we work to ensure our students feel their whole identity is included and respected during their time here at Drexel.

SCDI Supports the following spaces:

Drexel students come from all walks of life and the Student Center for Diversity and Inclusion is here to help make sure every Dragon feels welcome, supported, and celebrated. Learn how we can connect you with the rich diversity that makes up the Drexel University community.

- [Black Student Resource Space \(TLU\)](#)
- [Gender and Sexuality Resource Space](#)
- [Women's Resource Space](#)
- [Latinx Community Resource Space](#)
- [Spiritual and Religious Life](#)
- [Recovery Resource Space](#)

Counseling Center:

Unexpected pressures and anxieties are commonly encountered in college. Please feel free to use the resources listed below--or recommend them to a friend--if you think they might be helpful.

https://drexel.edu/studentlife/support_health_services/overview/

Contact Information: counsel@drexel.edu or 215 895-1415

After-Hours Crisis Phone: 215 416-3337

Public Safety: 215 895-2222

Course Add/Drop Policy:

<https://drexel.edu/provost/policies/course-add-drop/>

Course Withdrawal Policy:

<https://drexel.edu/provost/policies/course-withdrawal/>

Course Change Policy:

The course instructors have the discretion to alter or augment course content or assignments during the term. Students will be notified of any course changes as quickly as possible via Drexel Blackboard Learn.

Course Schedule and Assignments

Week 1 (1/6)	Introduction + Project Brief Distribution <i>(Bartram's Garden Site Selection continued from Arch 381)</i> Assignment: A1.1: Site Analysis (Group/Individual), Due 1/13
Week 2 (1/13)	Precedent Analysis (Building + Site Design) Assignment: A1.2: Precedent Analysis (Individual), Due 1/20
Week 3 (1/20)	Passive Site Design Strategies + Programming Assignment: A1.3: Individual Site Model Construction + Site Design Strategy Diagrams, Due 1/27
Week 4 (1/27)	<i>In-Class Quiz: Landscape Grading Exercise and Site Systems</i> Building + Site Concept Development through Study Model and Experiential Narrative Assignment: A1.4: Physical Study Models (in situ) and Development of an Experiential Narrative, Due 2/3
Week 5 (2/3)	Synthesizing Project Concept: In-class Work Session & Continued Project Development Assignment: A1.5: Preparation of Midterm Review Deliverables, Due 2/10
Week 6 (2/10)	Midterm Presentation (with outside critics)
Week 7 (2/17)	Passive Building Design Strategies: Designing Climate-Responsive Structures Assignment: A1.6: Building Development in Plan/Section @ 1/8"=1'-0" with integration of Passive Building Design Strategies, Due 2/24
Week 8 (2/24)	Passive Building Design Strategies, cont'd: Designing Climate-Responsive Building Envelopes Assignment: A1.7: Building Development through Wall Section Drawing Study (3/4"=1'-0") and continued Plan/Section @ 1/8"=1'-0", Due 3/3
Week 9 (3/3)	Passive Site Design + Building Design Integration: Integration of Site Design with Building Design with focus on Topographic Grading Plan and Stormwater Management Assignment 1.8: 1/16"=1'-0" Site Plan with Revised Grading, Site Circulation System, and Stormwater Management Diagram, Due 3/10
Week 10 (3/10)	Synthesizing Project Development: In-class Work Session

Assignment: A1.9: Preparation of Final Review Deliverables,
Due 3/17

Week 11 (3/17)

Final Presentation (with outside critics)

Additional course materials are posted to class Drexel Learn website.

Arch 382/Studio 3-2/Winter 2022

Instructors: Jason Austin, Kyle O'Connor, Jim Rowe, Alexa Bosse, Sam Emory

Week 01 Assignment

ASSIGNMENT 1.1: Site Research and Individual Site Analysis

Assigned: Thursday, January 6; **Part 1 Due Week 02** (Thursday, January 13; Upload to BBL by 5:00PM); **Part 2 Due Week 03** (Thursday, January 20)

Progress Check-in: Sunday, January 16; (Upload progress PDF to BBL by 11:59PM)



PART 1: Site Research (Small Groups in Sections)

Description: This winter quarter we will be returning to the Bartram's Garden site along the Schuylkill River and will be investigating the expansion of their current visitor's center with additional educational and community outreach programming within the upper meadow of their garden site. For this initial research dig, you will be dividing into a 2-3 person research groups within your section to learn more about its physical structure (ie. geology/soils; hydrology; topography; river ecology; native vegetation/flora; fauna; climate factors; etc.); its historic and cultural evolution within Philadelphia and beyond; the manmade infrastructural systems surrounding the site (ie. multi-modal circulation systems; urban development patterns, etc.) and the social systems embedded within the community network.

Objective: This research will reveal and allow you to become more familiar with the physical and the phenomenal site conditions influencing your site design and building strategies and allowing you to create meaningful, architectural interventions.

Group Topics / 2-3 students per group

- 1. NATURAL SYSTEMS / Geology and soils** of the region and along the banks of the Schuylkill River watershed. How was the **regional hydrological system** formed? What regional watershed is the Schuylkill River a part of? How has the topography along the banks of the river been shaped by the geological and hydrological systems? What is the **flora and fauna** of the region? What types of vegetation exist on the Bartram's Garden site - trees, shrubs, native flora and grasses? What types of native fauna/wildlife exist on the site? How does the geology, hydrology, soils, flora and fauna inform the ecological character of the site?

- Large-scaled Geology Systems (plate tectonic systems)
- Soils
- Existing Topography Site Map with 1' Contour Intervals and Existing Site Vegetation
- Hydrology (working w/geology and soils) esp. dynamics of Schuylkill and Delaware River, daily and seasonal tidal fluctuation, historic flood levels, river hydrology principles – cut vs. deposit, etc.)

- Vegetation Systems (working with soils; from woodlands to riparian edges; zonal classifications; native plant types to region; -sylvania, etc.)
- Fauna/Natural habitats (Historic to present-day); Are there any active habitat and/or flora/fauna conservation efforts?
- Analysis of Existing Natural land forms, regional topography, Sectional Information, Natural vs. Constructed Edge Conditions

2. CULTURAL HISTORY OF THE SITE / Why, when, how was Bartram’s Garden founded and how has it evolved in terms of programming and physical expansion into its present-day facility? Tell this story through the creation of a timeline. How has the neighborhood and surrounding urban context changed during its history? Who frequents the garden and neighborhood? What year-round and seasonal activities or events take place at Bartram’s Garden and within the neighborhood?

- Neighborhood Demographics
- Noteworthy Historic Events Adjacent and Nearby Site
- Local/Regional Tourist Activity along Schuylkill Waterfront, Local Attractions or events that could have potential links to our site
- Community Stakeholders (Education Networks/Schools, Corporations, Development groups or non-profit agencies with riverfront and/or garden-focused initiatives, etc.)

3. MANMADE or BUILT ENVIRONMENT SYSTEMS / Circulation, Infrastructure, Future Plans within the Bartram’s Garden site and within the adjacent neighborhood. How do visitors arrive to the site from the neighborhood? From the city via public transportation? From outside the region? How has the urban fabric and riverfront evolved over time - from colonial to industrial to present-day?

- Historic Evolution of Neighborhood Urban Form (Colonial, Industrial, Post-Industrial, Present-day); Urban Development Patterns on both sides of the river
- Local Building Types
- Nearby Sewer/Stormwater Outfall Locations?
- Historic Structures on/around Site
- Current Zoning/Land Use of Adjacent Neighborhoods
- Historic/Current Transit System Infrastructure Adjacent to Site and along Waterfront (peds, bikes, vehicles, modes of public transit, waterway travel)
- Historic Industrial Activity and Systems / Refineries along Schuylkill
- Proposed Master Plans and New Development Projects along the Schuylkill

4. CLIMATE / What are the prevailing wind patterns in the Winter? Spring? Summer? Fall? What do you notice about their patterns and how should your future building design take advantage of these existing wind patterns? Have you found any historic shifting of wind patterns due to climate change? How does the positioning of the sun change between winter and summer solstices? What are the azimuth and altitude angles associated with each solstice? How should your future building design take advantage of natural daylighting throughout the year? Are there opportunities for solar gain during winter months? Are there existing natural elements on the site that can address solar gain in the summer months?

- Prevailing Wind Patterns (Seasonal Wind Roses)
- Existing Sun Angles (Azimuth, Altitude for Winter/Summer Solstices)
- Temperature throughout the year

- Precipitation totals charted monthly/yearly
- Specific Passive Strategies to take advantage of Site and Mid-Atlantic Climate
- Local energy production/harvesting feasibility (Solar, Geothermal, Wind, Hydro, Algae)

This research is not simply finding standard data and reproducing it. It should include the process of finding, distilling and prioritizing data (***which means RE-DRAWING AND SYNTHESIZING with judgment to result in a rich section-wide resource with useful information***). Essentially, we are asking you to become the EXPERT in your specific research topic – and provide useful suggestions, recommendations and considerations to your peers during the project design phase.

Formatting & Section Presentations

All research topic groups will be formatted on an 11x17 template (available via Blackboard) and uploaded as a multi-page PDF on Blackboard. Depending on the research topic, each student will be responsible for producing a series of 11x17 slides, ***approx. 5 slides min. per student***. Each topical group will be presented by their respective researchers/student experts in a section presentation at the beginning of studio on January 13. Students are required to note website address and source citations at the conclusion of each section presentation.

Evaluation Criteria

Completeness: Topical area of research has been thoroughly researched in a rigorous, comprehensive and consistent manner.

Accuracy: Use of on-site and online resources have been utilized to provide most accurate site information. Quality, depth and precision of site information has been graphically communicated.

Synthesis: Site research has been appropriately synthesized through the use of imagery, scaled maps, re-constructed diagrams, etc.

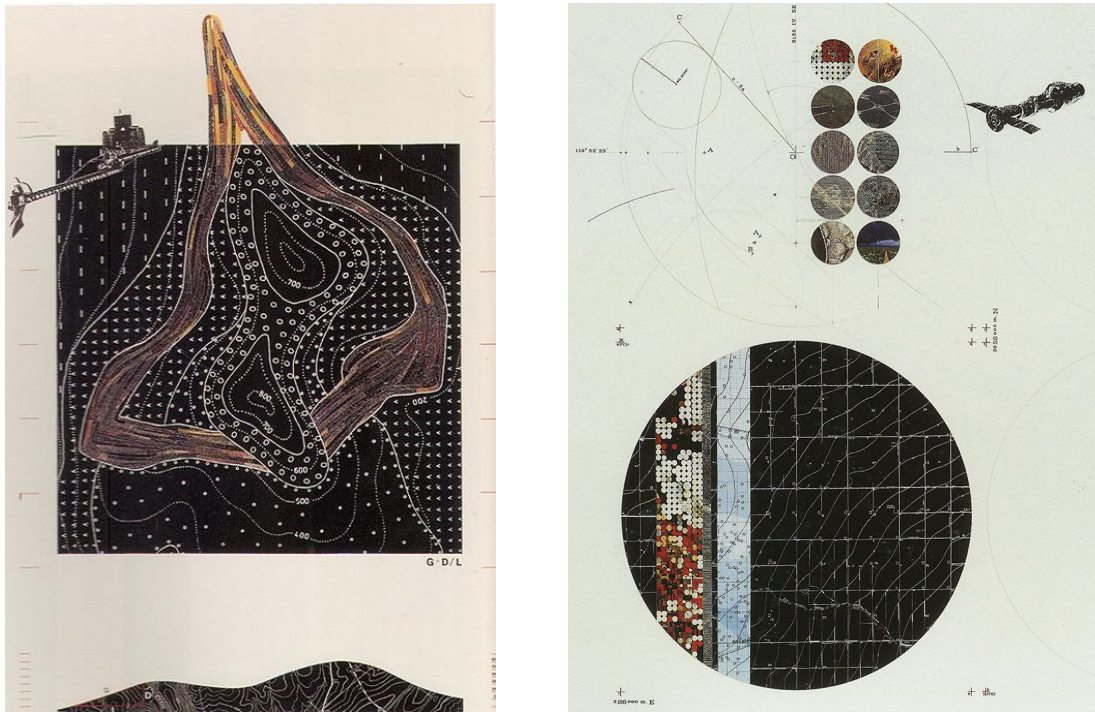
Graphic Clarity: Site research has been graphically presented in a consistent manner with use of template; appropriate labels and written text; clear image resolution; drawing/diagramming clarity; and consistent formatting.

Week 01 Assignment

ASSIGNMENT 1.1: Site Research and Individual Site Analysis

Part 2 Due Week 03 (Thursday, January 20)

Progress Check-in: Sunday, January 16; (Upload progress PDF to BBL by 11:59PM)



Site Mappings, Taking Measures Across the American Landscape (James Corner, Alex McLean)

PART 2: Individual Site Analysis (Site Mapping); *Due Week 03*

Description: Utilizing the group site research from Part 1 in combination with your understanding of the Bartram's Garden from your site visit, create a 1"=20'-0" scaled site mapping of Bartram's Garden on a 24"x36" (Arch D) sheet that thoughtfully and skillfully presents the following site conditions and information:

- Existing Site Plan @ 1"=20'-0" (with existing topography and contours)
- Existing E/W Site Section @ 1"-20'-0" (from Upper Parking Lot to Water's Edge)
- Existing Vegetation on Site (located on Site Plan and/or through imagery documentation)
- Prevailing Seasonal Wind Patterns (overlaid on Site Plan)
- Sun Position @ Winter and Summer Solstices (Azimuth angles overlaid on Site Plan, Altitude angles overlaid on Site Section)
- Provide NORTH arrow.
- Existing Multi-modal On-site Transit Circulation; Note existing accessible paths and trails.
- Significant view sheds, sight lines, axial/orientation alignments overlaid onto Site Plan
- Personal experiential observations from site visit mapped onto Site Plan

Objective: This individual site analysis mapping will further accelerate your understanding of the critical site conditions and factors that will be impacting the planning and development of your site and building design. The act of mapping information most relevant to the project with a level of specificity as it relates to the overall site also reveals a hierarchy of information that will guide your design decision-making process. The composition of multiple layers (and potentially multiple analogue and digital media) helps to reinforce the synthesis and hierarchy of site information through the clarity of the graphic presentation.

Submission Requirements: Post a PDF file of your 24"x36" Site Mapping to Blackboard. File sizes should not exceed 10MB.

Completeness: Required mapping information is complete according to the provided list above.

Accuracy: Site information (wind patterns, sun positioning, existing topography, existing vegetation, sight lines, etc.) have been accurately mapped on the existing Site Plan.

Synthesis: Site research has been appropriately synthesized through the use of imagery, scaled maps, re-constructed diagrams, etc.

Graphic Clarity: Individual site analysis has been graphically presented in a clear manner, providing hierarchy to site conditions of importance to the individual student.

Arch 382/Studio 3-2/Winter 2022

Instructors: Jason Austin, Kyle O'Connor, Jim Rowe, Alexa Bosse, Sam Emory

Week 03 Passive Site Design Strategies + Programming

ASSIGNMENT 1.3: Individual Site Model Construction + Site Design Program Diagrams

Assigned: Thursday, January 20; **Due Week 04** (Thursday, January 27; Upload to BBL by 5:00PM)



Layered Site Model using Contour Method (Example)

PART 1: Individual Site Model Construction @ 1/16"=1'-0"

Description: As we continue to zoom into the project site this quarter and respond to the existing physical site conditions (i.e. topography, vegetation, sun positioning; wind patterns; etc.) at Bartram's Garden, you will be constructing a scaled version of the site at 1/16"=1'-0" to test fit a series of building concepts, configurations and orientations on the site. Your individual site model should be approximately sized to 24"x36" and be focused between the Upper Meadow and the existing vehicular parking loop.

The model should be constructed from a series of 1/8" thick cardboard layers (to represent 2' contour intervals) or 1/16" chipboard layers (to represent 1'-0" contour intervals) depending on availability of material and specific siting of contour site model.

While precision and craft of construction will be taken into consideration, this site model is not precious; that is, it is to be worked upon with your building study models and will serve as the representation of the physical landscape structure. The model should include the following: Topography layers (in 2'-0" or 1'-0" intervals); Existing vegetation and tree canopy coverage; Existing structures and circulation roads/paths; North arrow; Sun positioning (azimuths for summer and winter solstices); Prevailing Wind Patterns; Existing natural drainage swales; etc.

Objective: This site model construction will provide you with a physical, tactile scaled re-construction of the site to test fit building design site strategies in relationship to existing topography with consideration of environmental factors, such as wind patterns, sun positioning and ecological systems.

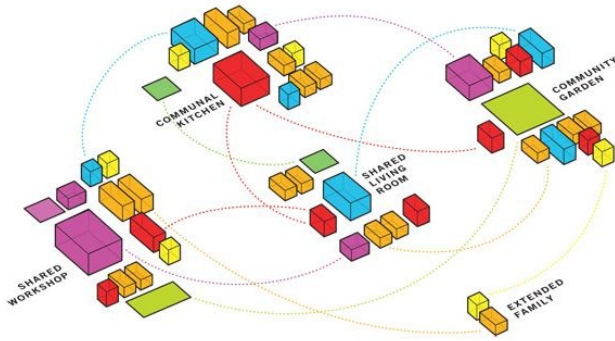
Submission Requirements: Post a PDF file with a grid of photographed images of your completed site model construction to Blackboard.

Evaluation Criteria

Completeness: Site model scale; size; scope; and required site information have been completed in a professional and timely manner.

Craft and Accuracy: Precision of topography, vegetation, sun positioning and wind patterns have been accurately mapped and constructed. Contour edges are cleanly cut.

Documentation: Model has been appropriately documented and images have been submitted with clear resolution.



Building Program Diagram In Isolation (Example)

PART 2: Site Design Program Diagrams @ 1/32"=1'-0" (or sim)

Description: Utilizing your knowledge, familiarity and understanding of the site's existing topography, vegetation, sun positioning and prevailing wind patterns, etc., the next step in the design process is to critically evaluate required building program elements in relationship to each other for operational synergies AND situate building programs in relationship to existing site conditions and constraints.

Building Program Diagrams / Provide (3) Building Program Iterations In Isolation

Identify the natural operational synergies and adjacencies within the list of building program elements provided. What are the spatial, volumetric and/or qualitative attributes associated with each program element? What are the public/private requirements for each program element? Test a variety of program grouping/aggregation strategies, considering functionality as well as circulation and movement between program elements. Graphically communicate your building program strategies as a series of clear diagrams.

Building Program Diagrams / Provide (3) Building Program Iterations Within the Site

Using a 1"=50' or 1"=30'-0" site plan as an underlay, test fit your Isolated Building Program Diagrams within the site and with consideration of scale. Include existing (and proposed) site factors (topography, sun path, wind patterns, vegetation) within your program diagrams. How does your building program respond to existing site adjacencies (ie. existing accessible paths and parking; arrival/entry sequence; existing viewsheds or sight lines; existing slope gradations; etc.)? How do site conditions further enhance or detract from specific program elements? Include a North Arrow on all of your diagrams.

Objective: To evaluate the spatial requirements, qualitative attributes, and synergies between required building programs and their further integration and response to existing site conditions in order to prompt the development of a building and site concept.

Submission Requirements: Post a multi-page PDF file of your (6) program diagrams with appropriate labels and keys. Each diagram should be formatted on its own 11x17 sheet.

Completeness: Required program diagrams have been completed in a professional and timely manner.

Accuracy: Site information (wind patterns, sun positioning, existing topography, existing vegetation, sight lines, etc.) and scaling of program elements have been accurately mapped on proposed program diagrams *In Isolation* and *Within the Site*.

Graphic Clarity: Site program diagrams have been graphically presented in a clear manner, illustrating relationships between program spaces, circulation and existing site conditions.

Arch 382/Studio 3-2/Winter 2022

Instructors: Jason Austin, Kyle O'Connor, Jim Rowe, Alexa Bosse, Sam Emory

Week 09 Assignment: Synthesizing Project Development

ASSIGNMENT 1.9: Final Presentation Deliverables

Due Week 11 (Thursday, March 17; Upload to BBL by 5:00PM);

In preparation for your upcoming final review with outside critics, it is important to continue developing and synthesizing your design process and site and building design development into a coherent, well-organized, visually-legible and coordinated presentation. Graphic presentations are to be formatted and composed on a series of 24"x36" sheets with the following information:

Project Description and/or Experiential Narrative

Provide a summary of your project concept that identifies the driving site forces and influences behind your design decision-making process. Your experiential narrative can be substituted for your project description (or supplemented to your project description) provided that site forces and influences on and around the site have been clearly identified within with your narrative text.

Site Design Concept Diagram

Graphically illustrate and identify the site conditions (topography, views, vegetation, etc.) that directly influence and relate to your architectural/building design strategy

Site Plan @ 1/16"=1'-0"

Include existing site contours as well as any grading adjustments to existing contours. Include existing and proposed site circulation elements – vehicular access roadways, walkways/paths to and/or from building entry(s), trails, accessible route to existing ADA parking spaces, etc. Provide topographic elevations at all entrances/exits at building as well as exterior path or stair landings. Include prevailing wind patterns and sun positioning (azimuths) for winter/summer solstices. Illustrate existing and proposed vegetation at the appropriate scale and with appropriate color tones/textures to differentiate different ecological conditions. Add NORTH arrow on all plans; indicate site section location; and use building roof plan within drawing.

Site Section @ 1/16"=1'-0" (with proposed building design)

Site section should be cut in the E/W direction (from existing parking area towards Lower Meadow). Existing topographic grade should be indicated with a lightly dashed line; proposed site section should be a single, continuous profile line that includes proposed building design and make legible cut/fill relationship between existing and proposed sections. Include prevailing wind patterns and sun positioning (altitude angles at winter/summer solstices). Include vegetation, scaled figures, and surrounding contextual information as elevational texture.

Floor Plans @ 1/8" =1'-0"

Include adjacent landscape and site context at each level. Include ground poche as needed if floor plans are embedded into ground. Add NORTH arrow, section cut locations and any modification to adjacent topographic contours. Include interior information to identify scale and programs related to interior spaces.

Building Sections @ 1/8" =1'-0"

Include (1) longitudinal section and (1) cross section through building design that demonstrates most spatially-rich information within your design proposal. Extend section cut into the adjacent landscape to illustrate how your architectural proposal addresses existing topographic/grade conditions and landscape

conditions. Include prevailing wind patterns and sun positioning (altitude angles at winter/summer solstices).

Elevations @ 1/8" =1'-0"

Select primary elevations (i.e. North, South) to illustrate massing relationship to existing site and sense of exterior materiality. Include adjacent topographic grade as well as adjacent landscape context.

Building Wall Section Sketch @ 3/4"=1'-0"

Provide refined sketch of Building Wall Section development that integrates several climate-appropriate passive design strategies (i.e. natural ventilation; daylighting; solar gain (in winter); solar protection and shading strategies (in summer); energy harvesting strategies; on-site stormwater management; etc.).

Experiential Vignettes (4-6 views)

Provide coordinated views of exterior and interior spaces that directly relate to your experiential narratives and/or show evidence of your design concept. Use mixed media; include site or building context; add scaled figures.

Comprehensive / Holistic Sustainability Diagram(s)

Construct a single axonometric drawing of your building design that illustrates the sustainable, passive design strategies that have been integrated within your building designs OR construct a series of individual diagrams that showcase your architectural response to the following climatic conditions: seasonal sun positioning; natural daylighting; natural ventilation; geothermal; local energy harvesting; stormwater management; topographic cut/fill balancing; etc.

Final Physical Building Model (in situ) @ 1/16"=1'-0"

Utilizing your 1/16"=1'-0" scaled site model, re-construct your final building design proposal in basswood and situated within your site. Include modified topographic contours; landscape representation; and all existing/proposed circulation within the model. (Include photographs of final building design in situ with accurate sun positioning and orientation.)

Additional deliverables @ various scales

Design process sketches; study models; precedent studies; existing site photos and/or personal site reflections from the fall quarter; etc. should also be included within your final presentation but carefully curated.

Final Submission

Please upload a multi-page PDF file containing your full-size boards using the following naming convention: ARCH382_Final_LastName_FirstName_Winter 2022. File size should not exceed 25 MB.

Evaluation:

- Coordination/Completeness: Visual presentation is aligned with verbal delivery of project presentation. Required final presentation deliverables have been completed in a professional and comprehensive manner.
- Conceptual Clarity: Presentation deliverables reinforce site and building design concept as well as the student's design intentions for experiencing the site.
- Climate Responsiveness: Overall sustainability measures that have been integrated within building and site design proposal are appropriate for existing climate and site conditions and can be traced at multiple scales within the design – site plan/section, building plan/section drawings, building wall section, experiential vignettes and final building model in situ.

- **Graphic Clarity and Organization:** Architectural drawings and graphics are consistent throughout presentation and include ALL appropriate labels and key information (i.e. NORTH arrows; topographic elevations; sun angles; wind patterns; section cuts; etc.)



DREXEL UNIVERSITY

Antoinette Westphal

College of Media Arts & Design

Architecture, Design & Urbanism

Course Prefix & Number: ARCH 487

Course Title: Studio 5A

Term: Fall 2021

Quarter Credit Hours: 4 cr

Time: Wednesdays 6:00-9:50 pm

Note that **this class will be taught on campus**. However, should Drexel University change their mandate, we may have to pivot to synchronous remote instruction on short notice.

Prerequisites: ARCH 483

Co-requisites: ARCH 335

Curriculum Category: Design

Instructor(s): **Uk Jung**, RA, LEED AP, uc26@drexel.edu

Thomas Kirchner, AIA, NCARB, LEED AP BD+C tpk29@drexel.edu

Jacklynn Niemiec, AIA, NCARB, LEED AP jnn33@drexel.edu

Bunny Tucker, AIA, LEED AP bt557@drexel.edu

Student Office Hours: Office hours invite students to seek private, course-related conversations with their instructors. Faculty are available via zoom at the times and meeting links listed on BBL.

Communication: All faculty, staff and students will use their Drexel email addresses to communicate. Every effort will be made to respond within 24 workday hours.

To be prepared if we have to pivot to remote instruction, a workable digital infrastructure should be available to all students and instructors. To facilitate effective online course communication, course participants will need a reliable internet connection, laptop and/or cell phone (with camera or webcam), and (optional) headphones with built-in microphone. We kindly request that students have their cameras on during synchronous class sessions to facilitate personal interaction. Please communicate any technical or personal reasons that necessitate switching your camera off to your instructor.

All course information and resources are available on Drexel's online learning system, Blackboard [Learn](#). Check the course website regularly for updates and supplements to in-class presentations. Additional Online Tools (e.g. Blackboard Collaborate, Zoom) will be available to communicate remotely.

Fall 2021 Addendum

Welcome back to Drexel's Campus! We are excited that we can finally return to our spaces at the URBN Center for the majority of our classes. The transition to remote learning and the impact of the ongoing pandemic has created much stress and uncertainty for all of us – and we fully expect that the fall term 2021 will also be somewhat rocky. We are very excited to offer this course on campus that will allow us to meet as a class in person. Please note that at any time and with short notice, we may have to shift to remote only education by request of Drexel University. To keep everyone on campus safe, you must follow all health and safety precautions outlined by Drexel University. Please see details here: <https://drexel.edu/coronavirus/>

COVID-19 has changed our lives in substantive ways. We acknowledge that during this time, your personal health, family/ caretaking obligations, and financial situation might be significantly affected and should take priority. We recognize that students continue to encounter a wide range of circumstances in- and outside of school, as well as with on campus and hybrid learning. We continue to be flexible and supportive to the best of our ability. Please try to make the most of these circumstances and demonstrate maturity with problem-solving and participation.

Carefully review ALL material and information provided in the class BBL site, particularly the *Start Here* section. You will find pertinent information how to navigate this course and rules Drexel has established for online and remote learning.

Counseling Center

Unexpected pressures and anxieties are commonly encountered in college. Counseling Center offers free resources to all Drexel full-time students as well as to Architecture Part-Time Evening students--or recommend them to a friend--if you think they might be helpful. https://drexel.edu/studentlife/support_health_services/overview/
Contact Information: counsel@drexel.edu or 215 895-1415
After-Hours Crisis Phone: 215 416-3337
Public Safety: 215 895-2222

Masking

As of August 3, 2021, [Drexel requires all students and employees to wear a mask](#) in all on-campus public and shared spaces, including instructional and research settings, regardless of vaccination status. Specifically, masks are to be worn in classrooms, laboratories, lecture halls and seminar rooms. Students are not permitted to eat during class or otherwise remove their mask. If a student needs to remove their mask (to drink water etc.) they may step outside the class, to do so and then return to class. Please remember your mask to avoid class disruption.

Grading

Drexel University is not planning to offer Pass/Fail options this term. Every student will receive a letter grade at the end of the term. Grading during the fall term 2021 will consider potential issues for students and instructors that may arise due to the ongoing pandemic. Faculty and students are expected to be flexible and make the most of these unforeseen circumstances.

Additional Resources

Please review the Drexel resource page with additional information <https://drexel.edu/now/coronavirus/response/>.

As students, you are our most important partners in this challenging time. We are invested in your advancement, but your participation and attitude are what will help you and us make this a good class experience together. Communicate any circumstances that impact your ability to succeed in this course early with your instructor, your Academic Advisor, and the Program Director so we can work with you towards a solution.

We are all in this together and want to make sure you have a good learning experience!

The Architecture Program Faculty

Updated: 10/13/2021

Course Description:**Catalog Description**

Introduces problems of urban design. Case studies demonstrate the relationship between the manmade environment and the natural environment as well as the relationship between many buildings and other manmade environments and the natural environment.

[\(Link to Drexel's Course Catalog - Architecture Courses\)](#)

Supplemental Description:

Studio 5 expands urban design problems to include technical integration focused on both supportive and generative design methods. This comprehensive course requires that students work in teams integrating structural, environmental, and constructional systems in the design and documentation of a complex building. Students will research building technology including precedents and how they can be utilized to positively impact design. Technical research and design integration may directly relate to the analysis/determination of form, materials, components, codes, program and aesthetics of the term project. The studio will examine systems integration and multiple scales within the project building and site. Building technology and sustainability are focal topics for the course and will include natural/artificial lighting, passive/active heating/cooling, structure, enclosure, materials and cost.

Statement of Expected Learning:

Studio 5 is the comprehensive design studio with the goal of expanding architectural design to meaningfully and elegantly include technical integration within the service and/or generation of strong conceptual design. It is the objective of the course for students to learn methods and demonstrate the ability to produce a comprehensive architectural project. This project is to be designed across multiple scales through research, analysis and iteration to create architecture that responds to relevant contextual, climatic and cultural issues.

Student Performance Criteria:

NAAB (National Architectural Accreditation Board) Conditions for Accreditation and Program & Student Criteria: The Program & Student 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.

This course addresses student criteria required for professional accreditation of this architecture program. These criteria consist of specified abilities and understandings that graduating students must demonstrate. The following criteria are covered in this course:

Primary Criteria:

SC.3 Regulatory Context

SC.4 Technical Knowledge

SC.5 Design Synthesis

SC.6 Building Integration

The new [2020 NAAB Conditions and Procedures for Accreditation](#) can be found on the NAAB website at <http://www.naab.org/>. The descriptions of the Program & Student Criteria, listed on all course syllabi, can be found in this document.

Required Textbooks & Resources:

Students must have online access to Blackboard for course materials including readings. Students may be required to print out hard copies of readings and online resources for use in class. See the course Blackboard site for weekly assignments, including readings, worksheets, deadlines and submissions.

Drexel University Library Research Guide for Architecture: <http://libguides.library.drexel.edu/ARCH>
Sam Kirk (she/her) (sk2924@drexel.edu) has been working with Westphal College since our area librarian position is vacant.

Required & Supplemental Materials and Technology:

Access to a laptop, webcam, headphones with built-in microphone, digital camera, and scanner/scanning app, and the additional tools and supplies listed below. When meeting in person or online, students should have access to notetaking and sketching materials.

Our courses will continue to use Blackboard Learn as main course infrastructures with addition of Blackboard Collaborate, Zoom and Drexel OneDrive/SharePoint/OneDrive Dropbox and other infrastructure provided by the university.

Building Analysis Software will be used this term; students should be prepared to download and access some online analysis tools.

Coursework Submission:

All required coursework as specified per the course assignment(s) will be submitted as digital documentation to the Blackboard Learn course site. Specific instruction for content, file size, submission formats, etc. will be posted with the assignment instructions and may be discussed with your instructor. Upload of assignments are date sensitive and must be successfully received by the posted date. Some of your work might have to be photographed or scanned for this purpose. The files will be used for program assessment/ improvement and accreditation purposes and will be archived.

Note: All assignments uploaded to BBLearn must be submitted by the designated time to receive full credit. Deadlines for the submission of assignments are hard deadlines and late materials will generally not be accepted. Should any unforeseen delays occur, please contact your instructor as soon as possible to help you work out an adequate solution.

Graded Assignments & Learning Activities:

Individual Assignments will be graded using rubrics available to view on BBLearn. Grading will be based on the completion of the assignments and the thoughtfulness, level of completion, and craft of their execution. Consideration will be given to each student's understanding of the critical issues raised by each exercise and an ability to demonstrate this understanding, skills and abilities through his or her work.

Course grades will be based on:

- Clarity of design direction and decision making
- Quality and completeness of graphic and verbal presentations
- Time management and adherence to schedule and presentation requirements.
- Weekly attendance and participation as well as adherence to the schedule in terms of project development will also be considered.

Rubrics provided on Blackboard and the syllabus.

NOTE regarding Final Review: The Studio 5 series (487, 488 and 489) as the comprehensive design studio is the academic environment that is intended to most closely approximate the practice of architecture and includes theoretical, technological, programmatic, representational and communicational concerns. This studio is the precursor to architectural design thesis and then to professional practice. As such effective and professional presentations are inherently a critical component of your professional education and development. Therefore, to emphasize the absolute necessity to develop a cohesive and successful final presentation the following grading criteria is being highlighted in this syllabus:

Failure to attend and present at the final review will automatically constitute a failing grade for the term. A failing grade for the final review will automatically constitute a failing grade for the term.

Grading Matrix:

Course grades will be determined as follows:

Weekly Assignments:	55%
Final Review:	25%
Process Book:	10%
Teamwork & Teamwork Documentation	10%

Grading Scale:

Excellent	Good	Adequate	Passing	Failing
97-100 A+ (4.0)	87-89.9 B+ (3.33)	77-79.9 C+ (2.33)	67-69.9 D+ (1.33)	0-63.9 F (0.0)
94-96.9 A (4.0)	84-86.9 B (3.0)	74-76.9 C (2.0)	64-66.9 D (1.0)	
90-93.9 A- (3.67)	80-83.9 B- (2.67)	70-73.9 C- (1.67)		

- Excellent:** *Completes all assignments exceeds all class standards*
Good: *Completes all assignments exceeds most class standards*
Adequate: *Completes all assignments to class standards*
Passing: *Completes all assignments under class standards*
Failing: *Does not complete assignments & under class standards*

Attendance:

Attendance for every class is expected and will be recorded for required face-to-face and online meetings. While we anticipate increased absenteeism due to the ongoing pandemic, our goal is to encourage full and regular class attendance. If you cannot attend class, inform your instructor PRIOR to class. We understand that emergencies or sickness occur, but it is important that as a student, you are proactive and make every effort to get the most from every course at Drexel University. Instructors are expected to make reasonable accommodations.

Lateness, persistent tardiness to or early departure from class will be noted. Two of these marks will be equivalent to one absence. Two absences during the quarter may result in the reduction of one grade unless special circumstances suggest consideration by the instructor. <http://drexel.edu/provost/policies/absence/>.

Should you have to attend a class virtually, log on a few minutes prior to class and check connectivity and access to your meeting. For any remotely taught classes, your instructor will advise you on which sessions are required and for how long attendance is mandatory. It is expected that most students will be able to participate in any remote class synchronously. However, there will be circumstances when participation presents a true challenge. Therefore, it is imperative that sessions are recorded and made available. If you cannot attend or encounter connectivity issues, let the instructor know BEFORE class that you will not attend so the class can start promptly and without delay.

In the event of an absence, it is the student's responsibility to stay informed of assignments to keep up with the class work.

Participation:

Successful class participation requires timely arrival to class with completed work, active engagement and contribution to group discussion and efficient use of in-class work time.

A student who does not have ANY new work to show in class, will receive a 0% (absent) for class participation/ attendance for that meeting. A student with only partially complete work will receive a 50% (tardy) for participation/attendance. This grading criteria supersedes physical class attendance.

Academic Integrity Policy:

The pursuit of a professional degree in Interiors or Architecture brings with it the demand for integrity, for integrity is at the heart of professional practice. Thus, it is vitally important that you understand and adhere to both the letter and the spirit of the Department of Architecture, Design & Urbanism Academic Integrity Policy as outlined in the full policy on BBL.

The University's procedures for dealing with accusations of academic dishonesty can be found at:

http://www.drexel.edu/provost/policies/academic_dishonesty.asp

Student Code of Conduct:

<http://drexel.edu/codeofconduct>

Student with Disability Statement:

Students who are eligible for accommodations may email disability@drexel.edu to request their Accommodations Verification Letter (AVL). <http://www.drexel.edu/oed/disabilityResources/students/>

Note that accommodations cannot be granted by instructors until an AVL is submitted to the instructor. The AVL must be renewed at the beginning of every term because the student's courses and instructors will change, and this may necessitate changes in the student's accommodations.

If you need accommodations for studio and/or lab classes, please review the information on [Studio & Lab Classes Learning Outcomes](#) provided by Westphal College's Office of Student Services.

Content Conversion

Students are allowed to transform course content into different formats (e.g. a PDF into an audio file) to enhance accessibility. The File Transformer provided by Blackboard Ally allows students to take many kinds of files and convert them into a format that works best for their situation. For more information and to get started processing content, go to: <https://ally.ac/covid19/>

Resources for Diversity, Equity & Inclusion:

The Student Center for Diversity and Inclusion (SCDI) supports and empowers students of all backgrounds as they build a sense of community that reflects the diversity of Drexel University's student body.

- <https://drexel.edu/oed/diversity/anti-racism-task-force/>
- <https://drexel.edu/oed/diversity/diversity-achievement-plan/>
- <https://drexel.edu/westphal/student-resources/diversity-equity-inclusion/>

Their office engages Drexel's AHLANA, LGBTQIA+, first generation and international student populations through direct advocacy, and intentional identity-based community building. We are active advocates for student diversity, intersectional social justice, and education on campus; and we work to ensure our students feel their whole identity is included and respected during their time here at Drexel.

SCDI Supports the following spaces:

Drexel students come from all walks of life and the Student Center for Diversity and Inclusion is here to help make sure every Dragon feels welcome, supported, and celebrated. Learn how we can connect you with the rich diversity that makes up the Drexel University community.

- [Black Student Resource Space \(TLU\)](#)
- [Gender and Sexuality Resource Space](#)
- [Women's Resource Space](#)
- [Latinx Community Resource Space](#)
- [Spiritual and Religious Life](#)
- [Recovery Resource Space](#)

Counseling Center:

Unexpected pressures and anxieties are commonly encountered in college. Please feel free to use the resources listed below--or recommend them to a friend--if you think they might be helpful.

https://drexel.edu/studentlife/support_health_services/overview/

Contact Information: counsel@drexel.edu or 215 895-1415

After-Hours Crisis Phone: 215 416-3337

Public Safety: 215 895-2222

Course Add/Drop Policy:

<https://drexel.edu/provost/policies/course-add-drop/>

Course Withdrawal Policy:

<https://drexel.edu/provost/policies/course-withdrawal/>

Course Change Policy:

The course instructors have the discretion to alter or augment course content or assignments during the term. Students will be notified of any course changes as quickly as possible via Drexel Blackboard Learn.

Course Calendar:

**Expanded Schedule and Assignment Details on Blackboard Learn and Distributed in Class*

Week 1: Introduction, research, narrative and analysis

Methods of inquiry and a design trajectory

Identify the concepts and framing the question: Student will be asked to look at the project and try to see how the program, site and user are connected to a fundamental design problem. Students should make an attempt to frame the design problem and provide suggestions for possible methods for exploration.

Identify the gaps: Students will be asked to reflect on the learning objectives of Studio 5A and identify what aspects of the competition entry needs consideration and/or lacks integration to become a comprehensive project. This can be done through a short series (perhaps 3) paragraphs coupled with diagrams that provide preliminary solutions and ideas that demonstrate the learning outcomes.

Inquiry and Analysis: Students are asked to perform a design analysis to start their exploration. A primer on case study analysis will be provided as a basis for the investigation. This should be done as a series of sketches, text, narratives and diagrams that directly address the “six criteria for architectural analysis” that will be given in class as part of the Basic Guideline for Architectural Case Studies written by Dr.-Ing. Ulrike Altenmüller Lewis.

**Sunday in the Square Event presented by the Athenaeum*

Week 2: Sustainability via Site and Massing

MEET AT THE ATHENAEUM @ 6PM

Site sustainability strategies that influence the massing, orientation and placement of the building will be explored. Students will revisit climate analysis and standard metric/benchmarks for similar building types. Student will develop proposals through sketches, site sections and massings to demonstrate key ideas for sustainability that can be tested with metrics as well as how these impact programmatic use of outdoor spaces.

Week 3: Egress, Life Safety, Circulation and Program

Code review, life safety and egress will be examined with an emphasis on their impact on site design and building massing.

Students will learn (or review) code and egress evaluation skills and then present their findings in teams to make recommendations to their studio section on the most influential aspects.

Week 4: Daylighting & Views

Using Week 2 proposals, further development and testing of sustainability will be explored by moving into both interior and exterior views and daylight impact on program spaces.

Students will analyze interior and exterior light levels and map those to key programs/uses. An analysis workshop for lighting will be given.

Key exterior views will be identified and checked against site design and massing using sketches, site sections and perspectives.

Week 5: Sustainability via Building Skin & Structure (midterm-short progress presentation)

Guest Lecture: AIA + Sustainability

Focus will shift to the materials and massing of structure and their direct and implied relationship to project sustainability goals.

Students will develop framing and building envelope concepts. These will be demonstrated through structural models and exterior materials. Materials and façade studies will be demonstrated via materials palette boards, elevations and massings. In addition, student will catalog existing site materials and map them to the site plan.

Week 6: Schematic Cost Analysis and Design Development

Midterm Presentation, reflecting on project goals and current progress.

Students perform a self-assessment on their progress and what they think are the best methods for future development. This is not meant to be a formal midterm presentation but rather a more robust weekly assignment with special effort on critical thinking and reflection of project and course goals.

Students will learn to analyze building skin costs and how to weigh them against performance and design criteria. This will be facilitated through a workshop.

Week 7: Framing Plans & Wall Assemblies

Structural analysis and basic wall section analysis of thermal properties and moisture issues

Students will perform basic sizing of structural members and thermal analysis of the wall to see if these meet the performance expectations for the project.

Students will iteratively assess and develop their structure, massing and skin via models and drawings that attempt to balance performance with conceptual and architectural experience desired.

Week 8: Thermal Design and Materials

Thermal Design strategies revisited, this time taking the envelope materials and developing them as part of an understanding of passive performance.

Students will learn how to analyze what the thermal impact will be in a space given passive design elements.

Week 9: Wall Sections, Interior/Exterior Materials

Students revisit and reiterate building skin concepts, developing larger scale models and drawings as well as renderings to explore the impact on their overall project.

Week 10: Thanksgiving Holiday, Iterative Development (No Class)

Week 11: Strategies for Final Review Presentations

Finals Week: Final Presentation

Groups to present research, analysis and design
(Format and Presentation Mode TBD)

Assignment Format and Studio Discussion:

The syllabus contains preliminary assignment descriptions to provide students with a sense of the overall pace and breadth of material for the term. Each week during studio the class will discuss three important aspects of the assignments. These are the learning outcomes, the deliverables and the methods to achieve the desired outcomes. These will be discussed during studio for each assignment. As upper level students you should be capable of multiple methods and processes to research, explore and develop designs. Each week faculty will attempt to discuss the intent of the learning outcomes and appropriate working methods and deliverables for reaching these goals.

Peer Review, Blog and Weekly Online Submission Process:

Students will work in peer review groups to have weekly progress submissions and peer feedback outside of scheduled class time via an online blog and Blackboard submissions. This will consist of a progress submission including graphics and text by Sunday evening. A peer review (constructive critique) response will then be due by Monday evening and then your class preparation & assignment submission on Wednesday evening.

Team and Individual Work

To create a balance between team collaboration and individual design development your weekly work will be split into two categories and time frames. Although all students will be working in assigned pairs, your assignments for each week will be split into three deadlines:

Sunday Group Submission

An online posting on the blog via Blackboard (and PDF upload), one per team that demonstrates the larger design development, trajectory and common goals for the project. This will mostly be in the form of sketches, studies, precedents and preliminary work to help you produce the deliverables due on Wednesday. A team task log must be submitted with the Blackboard PDF submission that identifies which student is responsible for each deliverable.

Monday Peer Review

An online posting on the blog via Blackboard. Monday Teammate Review: Each student will evaluate the performance of their teammate and enter a grade for your classmate via Blackboard.

Wednesday Individual Submission

Each student will upload via Blackboard their individual work for deliverables they are responsible for.

Process Archive and Process Book:

To help document your process, provide continuity in instruction and encourage iterative design development you will be rigorously maintaining a personal working archive with all documentation of your design thinking process. This should not only include your weekly assignment that you submit each week but should also include process sketches, research, conversations, photographs and other media. Each week please bring all of these in printed 11x17 format in chronological order bound with a removable binder clip. The materials gathered in this archive will become the foundation for your process book and will be an excellent resource in weekly desk crits and reviews.

You are required to produce a process book representative of your total design effort for the semester long studio project. It should include reproductions of all final design drawings and models, as well as applicable concept and process sketches, diagrams, notes, narratives, and precedents. More than just a "container", your book should consist of a critical selection of your most meaningful and representative design work presented in an orderly and elegant arrangement. Provide text and captions as necessary to provide readers with clear information about the content being displayed.

This 8" x 10" (minimum size) document is to be a full color, softbound book with a 'perfect' or 'saddle stitched' binding (STAPLED OR COIL BINDING IS NOT ACCEPTABLE, a stapled or coil bound process book will receive a zero.) Lulu Publishing or Blurb will provide quality printing and binding at a very reasonable price (www.lulu.com or www.blurb.com).

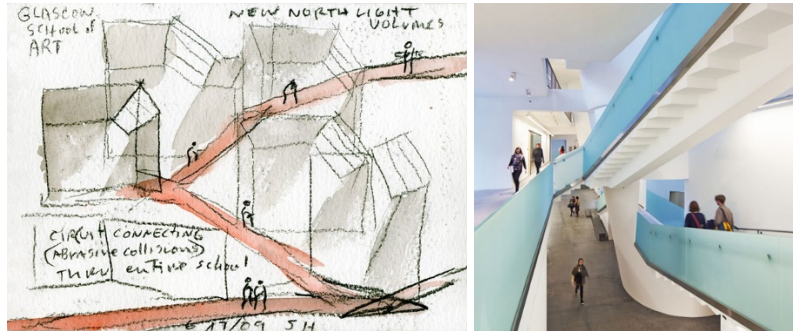
You must also provide (via Blackboard) the final PDF file used to print your process book. This must contain all material included in the book as one multi-page PDF with content in the same order as the book. It is strongly suggested that you use Adobe InDesign software to layout and process your material for inclusion in this document. Text and graphics are to be rigorously clear and communicative, and match those explored and developed throughout the term.

Each student must provide a complete set of the following items for the process book submission:

- 1 color copy of the complete Process Book shipped directly from lulu.com or blurb.com (standard shipping).
- 1 copy of the lulu.com or blurb.com receipt that shows the following shipping address:
Jacklynn Niemiec, Assistant Professor
Drexel University, Architecture
3501 Market Street, Suite 4A20
Philadelphia, PA 19104
- This receipt can be scanned and uploaded to Blackboard as part of your online submission.
- Blackboard submission of process book as a PDF file. For the online submission via Blackboard this file must not exceed 50MB. **Due via Blackboard by 5pm on December 11th, 2021.**
- Self-bound books or books produced at Kinkos, Staples or other retail stores are NOT acceptable substitutes.

The printed copy of book may arrive after deadline if receipt is received on time.

Week 3 | Egress, Life Safety, Circulation and Program 10/06/2021



This week, develop a building layout given a required program that supports the essential functional and experiential design concepts of your project while also meeting the code requirements for current life safety and zoning issues. Build on your work from Week 1 and 2 to guide decision-making.

DELIVERABLES

A minimum of six 11x17 boards which demonstrate the following:

1. **Code Review.** Provide a graphic and numeric summary of the current building code requirements of the project and highlight which aspects will have influence (positive or negative) on the design concepts of the project.
2. **Building Program Analysis with Plan and Section Diagrams.** Given the required building program present a strategy for organizing the program spaces. Develop preliminary floor plans and building sections (including site) that implement and test that strategy.
3. **Egress and Circulation Drawings.** Using your program and code analysis, show how circulation in your project meets egress and life safety requirements. This should be presented either as a series of plans (stacked) or axonometric drawings (exploded vertically).
4. **ADA and Design Responsibility** Accessibility considerations must be identified in the documentation and integrated into the overall strategy presented. This can be demonstrated in diagrams or overlaid on the plans or sections to callout areas of consideration.

LEARNING OUTCOMES

SC.1 Health, Safety, Welfare in Built Environment *Students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.*

SC.2 Professional Practice *How the program ensures that students 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.*

SC.3 Regulatory Context *How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations [...]*

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.*

WORKING METHODS

Program inventory: This most often is done first as a list of all the spaces with spatial requirements and then is expanded to graphically display, relative size, required adjacencies and desired proximities. Often this is developed as a color-coded bubble diagram with annotation on key programmatic relationships. The bubbles or blocks are sized to represent the required space and thus need to be at a consistent scale. This most likely would be developed as two program models (site program and building program) that intersect/connect at key points. This diagram is used to develop a position on the underlying hierarchy and circulation needs of a program.

Precedent & Process Sketches: As each of you find architectural precedents that are influential to your work it's a good idea to mine these for spatial tools and design outcomes. At first glance this might seem like a collection of images of other projects, but good analysis requires you to attempt to decipher and determine the underlying design principles. For each precedent, develop sketches and parti diagrams that capture the essential character and architectural tools that enable these moments. Look for examples that support thoughtful responses to program, circulation, accessibility and/or experience.

Code Analysis: This requires you to become familiar with the International Building Code. This resource will help you understand how to determine the allowable size, use, construction type and physical limits that may be placed on your project. A brief lecture will be conducted at the beginning of class to help you understand the process of performing the analysis.

Circulation and Life Safety: In addition to the codes mentioned above you will also need to become familiar with the Americans with Disabilities Act (ADA) standards to develop life safety, circulation and egress designs to serve your project. Starting with the program analysis will greatly improve the development of your circulation studies. As shown in Chapter 10 of IBC 2018, and Building Codes Illustrated¹ create exit/egress diagrams to demonstrate the number of occupants and their paths to safely exit the building. Typically, an egress study is demonstrated with an aggregating flow diagram that starts at the top of your building and ends at the street level and shows tributary flow from each occupied space.

Circulation and Experience: As designers you are familiar with seeing that circulation is one way to control the temporal experience of a project. In this exercise you need to try to utilize circulation (along with all the legal requirements) to enhance and develop a time/space story for your project. Craft a diagram of the circulation system and use it to develop an arc to the story-- how are building layout, views and experiences controlled via circulation? Uses these studies to consider how specific circulation sequences help enhance that story. Develop these ideas via drawing, perspectives, precedents and/or collage to visually demonstrate the relationship between character, form, and organization.

¹ Ching, F. D. K., & Winkel, S. R. (2018). *Building codes illustrated : a guide to understanding the 2018 International Building Code* (Sixth edition.). John Wiley & Sons.

Week 9 + 10 | Final Review Development

11/17/2021 – 11/24/2021 [Final Review: 12/8/2021]

Your assignment for the next two weeks is to culminate work on the building skin through tectonic and qualitative studies that will be essential to your success at the final review. In parallel to this development, collect and curate the work from this term into mock-up boards for the final review.

DELIVERABLES

Final Board Sizes and Relationship to Final Process Book

- 1) **Final Review Mock-up Boards:** Check the final review requirements and questions to create a series of mock-up boards for your final review presentation (2 per 11x17). Your final boards should collect the most relevant studies, graphics, drawings, and iterations to the overall project development. We encourage you to carefully edit and curate the body of work completed in the studio for your review to meet the criteria outlined. Use the mock-up boards to outline which elements need updating and make note of which team member will be tasked with the work and what the talking points are for the presentation. Order your boards in the order you plan to present. The final review boards should **NOT** be a collection of old 11x17 boards stacked next to one another. Previous work should be scaled up or down, revised, and reformatted for the presentation using the questions and requirements outlined. Remove any “templates” for final.
- 2) **Section Perspectives:**
 - a. Complete a transverse section perspective (one-point) of the building at 1/4"=1'-0" scale with detailed wall section elements included to print at this scale. Develop as a rendered view (digital, analog, or hybrid) that includes: lighting, shadows, materials, structure, fenestration, furniture, and entourage.
 - b. Complete a longitudinal section perspective (one-point) of the building at 1/8"=1'-0" scale with solid poche. Develop as a rendered view (digital, analog, or hybrid) that includes: lighting, shadows, materials, structure, fenestration, furniture, and entourage.
- 3) **Axonometric Drawings:**
 - a. Complete one composite axonometric drawing of a major program space
 - i. Minimum 1/2" = 1'-0" at the picture plane (closest corner of the drawing).
 - ii. Min. one structural bay width, one structural bay depth, and one floor in height.
 - iii. Include exterior skin.
 - iv. Include primary structure, secondary structure, and tertiary structure (connection and support of the skin such as metal plates and clip angles).
 - v. Must include the layers constituting the exterior wall assembly, floor assembly, and roof (or ceiling) assembly.
 - vi. Must include a keyplan and section to locate the axonometric drawing.
- 4) **Final Building Model – Progress:**
 - a. A physical model which represents final design and concept—this may be demonstrated through massing, transparency, materiality, or other techniques. The model must be to scale and fit into the section site model and include a basic representation of structure, organization and envelope allowable at the scale provided. (1/8" = 1'-0")

ARCH 487 | Final Review Requirements

Note: this drawing list is not exhaustive and includes the minimum content for presentation; this amount of work will not satisfy all required questions asked of the project. You and your team will determine which additional methods and drawing types sufficiently address those questions. Organize the content per topic and in service of answering questions rather than grouping as below *with the exception of like drawings that are viewed as a set (plans, elevations) **Presentations in person at URBN, 15-20 minute presentations per group / 30-minute critique.**

- Project Brief and Calculations Booklet for reviewers (2-8.5x11s folded in half and stapled)
Title Page, Team Name, Team Member Names, Academic Year, Instructor, ARCH 487
Part 1*: Including project summary of original competition entry; Important points of adaptation. Narrative, Design Concept, Functional Concept, and Parti Diagrams.
Part 2: Include abbreviated Cost Estimate with Key Materials Noted, Abbreviated Summary of Thermal Design with and Balance Point Calculation/Temp, and Abbreviated Summary of Structural Calculations and Sizing

*Repeat Key narrative, design concept, functional concept and Parti Diagrams in Final Board Layouts

- Site Plan @ 1/32" = 1'-0" with the context of adjacent buildings and streets
- Site Sections @ 1/32" = 1'-0" with the context of adjacent buildings and streets
- Building Plans of all levels @ 1/16" = 1'-0" Stacked; Plan North (top of page) Ground Level should show site information, entrance conditions, accessibility and some adjacent context.
- Program Plans of all levels @ 1/32" = 1'-0" Stacked; Plan North (top of page)
- Structural Framing Plans of all levels @ 1/32" = 1'-0" Stacked; Plan North (top of page)
- Egress Plans of all levels @ 1/32" = 1'-0" Stacked; Plan North (top of page) w/ Travel Distance, Discharge, Pathways, Remoteness noted clearly (color) with dimensions.
- Lighting Analysis Plans of All levels @ 1/32" = 1'-0" Stacked; Plan North (top of page)
- (4) Elevations with context of adjacent buildings @ 1/16" = 1'-0"
- (2) Building sections (E/W and N/S) @ 1/16" = 1'-0": showing program distribution and core functions (must be annotated and color coded to match program plans)
- Key Views (Progress and Final)
 - (2) Interior Views with Material, Light/Shadow, Entourage, Context Reference where appropriate, and Indication of Program through other elements; i.e. furniture
 - (1) Interior View looking to the exterior with Materials, Light/Shadow, Entourage, Context Reference, and Indication of Program through other elements; i.e. furniture
 - (2) Exterior Perspective Views with Materials, Light/Shadow, Entourage, Context Reference, Adjacent Buildings Referenced, and Landscape Elements
- Section Perspectives; Transverse 1/4"=1'-0" and Longitudinal at 1/8" = 1'-0"
- Façade Design Rendered Partial Elevation identifying materials with Pertinant Section, Section Perspective, and Plan Details @ 3/4" = 1'-0" (minimum scale)
- Composite Axonometric Drawing @ 1/2"=1'-0" (interior or exterior view angle)
- Final Model to fit into site model @ 1/8" = 1'-0"

ARCH 487 | Final Review Required Questions | Demonstrate Team Answer Within Presentation

24 x 30 boards are strongly suggested to help align with final process book ratio (8"x10" landscape).
Tile printing is okay if needed. Final Boards will be presented both PRINTED and DIGITAL.

GROUPS MUST BE PINNED UP BY 6:15 PM ON WEDNESDAY, DECEMBER 8, 2021

Absence from your Review will result in an Individual Failing Grade for the Final Presentation

Site and Context

- How is the building situated and why?
- What alterations were made as a result of site research/analysis, and why? What key factors from your analysis influenced these alterations?
- Which massing and site decisions demonstrate a positive impact on sustainability? How are you showing this demonstrated; graphic, numeric, etc.?
- Which zoning criteria were considered, and how were they integrated?
- How did the daylighting analysis impact your design development? Have you revisited this analysis based on new design decisions and façade development?

Organization and Experience

- Does the current spatial organization relate to programmatic needs and the design concept? What areas are exemplary of this?
- Does the building support the minimum life safety and egress requirements? Is there evidence of this through egress plans and construction type selection?
- How is the building entrance made accessible, how are all areas of the building made accessible?
- What is the experience of the 5 key views of the building, are the views demonstrating the desired building character and qualities?
- How is the building experienced from the street and the park?
- What material qualities are integral to the design?
- How does the light quality of the space enhance function and experience?
- How does the building scale impact its interior and exterior experience?

Structure and Skin

- Describe the selected construction type and structural organization; why was this selected?
- What is the final façade design and why did you settle on it, what factors influenced that result?
- How does the assembly reflect the broader design ideas?
- How is the building structured, and what benefits come from this?
- What budget categories and divisions most impacted cost? And which areas were adjusted to reduce costs while maintaining project concept, function, and sustainability-focused decisions.
- How does the user of the building experience the structure and skin?
- How does the envelope ensure thermal comfort?
- How do the envelope's glazing and assembly respond to environmental responsibility in reducing heating and cooling loads?
- How does the envelope ensure thermal comfort?



DREXEL UNIVERSITY

Antoinette Westphal

College of Media Arts & Design

Architecture, Design & Urbanism

Course Prefix & Number:	ARCH 488
Course Title:	Studio 5B
Term:	Winter AY2021-2022
Quarter Credit Hours:	4 cr
Time:	Wednesdays 6:00-9:50 pm
	Note that this class will be taught on campus . However, should Drexel University change their mandate, we may have to pivot to synchronous remote instruction on short notice.
Prerequisites:	ARCH 487 (Minimum Grade C-)
Co-requisites:	N/A
Curriculum Category:	Design
Instructor(s):	Uk Jung , RA, LEED AP, uc26@drexel.edu Thomas Kirchner , AIA, NCARB, LEED AP BD+C tpk29@drexel.edu Jacklynn Niemiec , AIA, NCARB, LEED AP jnn33@drexel.edu Bunny Tucker , AIA, LEED AP bt557@drexel.edu
Student Office Hours:	Office hours invite students to seek private, course-related conversations with their instructors. Faculty are available via zoom at the times and meeting links listed on BBL.
Communication:	<p>All faculty, staff, and students will use their Drexel email addresses to communicate. Every effort will be made to respond within 24 workday hours.</p> <p>To be prepared if we have to pivot to remote instruction, a workable digital infrastructure should be available to all students and instructors. To facilitate effective online course communication, course participants will need a reliable internet connection, laptop and/or cell phone (with camera or webcam), and (optional) headphones with built-in microphone. We kindly request that students have their cameras on during synchronous class sessions to facilitate personal interaction. Please communicate any technical or personal reasons that necessitate switching your camera off to your instructor.</p> <p>All course information and resources are available on Drexel's online learning system, Blackboard Learn. Check the course website regularly for updates and supplements to in-class presentations. Additional Online Tools (e.g. Blackboard Collaborate, Zoom) will be available to communicate remotely.</p>

Winter 2021 Addendum

We continue to deliver course content within our spaces at the URBN Center for the majority of our classes. The impact of the ongoing pandemic has created much stress and uncertainty for all of us – and we fully expect that the winter term 2022 – with the continued presence of COVID-19 variants – will not be different from the Fall 2021 semester. We are very excited to offer this course on campus that will at any time and with short notice, we may have to shift to remote only education by request of Drexel University. To keep everyone on campus safe, you must follow all health and safety precautions outlined by Drexel University. Please see details here: <https://drexel.edu/coronavirus/>

COVID-19 has changed our lives in substantive ways. We acknowledge that during this time, your personal health, family/ caretaking obligations, and financial situation might be significantly affected and should take priority. We recognize that students continue to encounter a wide range of circumstances in- and outside of school, as well as with on campus and hybrid learning. We continue to be flexible and supportive to the best of our ability. Please try to make the most of these circumstances and demonstrate maturity with problem-solving and participation.

Carefully review ALL material and information provided in the class BBL site, particularly the *Start Here* section. You will find pertinent information on how to navigate this course and the rules Drexel has established for online and remote learning.

Counseling Center

Unexpected pressures and anxieties are commonly encountered in college. Counseling Center offers free resources to all Drexel full-time students as well as to Architecture Part-Time Evening students--or recommend them to a friend--if you think they might be helpful. https://drexel.edu/studentlife/support_health_services/overview/
Contact Information: counsel@drexel.edu or 215 895-1415
After-Hours Crisis Phone: 215 416-3337
Public Safety: 215 895-2222

Masking

As of August 3, 2021, [Drexel requires all students and employees to wear a mask](#) in all on-campus public and shared spaces, including instructional and research settings, regardless of vaccination status. Specifically, masks are to be worn in classrooms, laboratories, lecture halls and seminar rooms. Students are not permitted to eat during class or otherwise remove their mask. If a student needs to remove their mask (to drink water etc.) they may step outside the class, to do so and then return to class. Please remember your mask to avoid class disruption.

Grading

Drexel University is not planning to offer Pass/Fail options this term. Every student will receive a letter grade at the end of the term. Grading during the fall term 2021 will consider potential issues for students and instructors that may arise due to the ongoing pandemic. Faculty and students are expected to be flexible and make the most of these unforeseen circumstances.

Additional Resources

Please review the Drexel resource page with additional information <https://drexel.edu/now/coronavirus/response/>.

As students, you are our most important partners in this challenging time. We are invested in your advancement, but your participation and attitude are what will help you and us make this a good class experience together. Communicate any circumstances that impact your ability to succeed in this course early with your instructor, your Academic Advisor, and the Program Director so we can work with you towards a solution.

We are all in this together and want to make sure you have a good learning experience!

The Architecture Program Faculty

Updated: 11/29/2021

Course Description:**Catalog Description**

Emphasizes complex architectural problems while demonstrating understanding and appropriate application.

[\(Link to Drexel's Course Catalog - Architecture Courses\)](#)

Supplemental Description:

Studio 5 expands urban design problems to include technical integration focused on both supportive and generative design methods. This comprehensive course requires that students work in teams integrating structural, environmental, and constructional systems in the design and documentation of a complex building. Students will research building technology including precedents and how they can be utilized to positively impact design. Technical research and design integration may directly relate to the analysis/determination of form, materials, components, codes, program and aesthetics of the term project. The studio will examine systems integration and multiple scales within the project building and site. Building technology and sustainability are focal topics for the course and will include natural/artificial lighting, passive/active heating/cooling, structure, enclosure, materials and cost.

Statement of Expected Learning:

Studio 5 is the comprehensive design studio with the goal of expanding architectural design to meaningfully and elegantly include technical integration within the service and/or generation of strong conceptual design. It is the objective of the course for students to learn methods and demonstrate the ability to produce a comprehensive architectural project. This project is to be designed across multiple scales through research, analysis and iteration to create architecture that responds to relevant contextual, climatic and cultural issues.

Student Performance Criteria:

NAAB (National Architectural Accreditation Board) Conditions for Accreditation and Program & Student Criteria: The Program & Student 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.

This course addresses student criteria required for professional accreditation of this architecture program. These criteria consist of specified abilities and understandings that graduating students must demonstrate. The following criteria are covered in this course:

Primary Criteria:

- SC.3 Regulatory Context
- SC.4 Technical Knowledge
- SC.5 Design Synthesis
- SC.6 Building Integration

The new [2020 NAAB Conditions and Procedures for Accreditation](#) can be found on the NAAB website at <http://www.naab.org/>. The descriptions of the Program & Student Criteria, listed on all course syllabi, can be found in this document.

Required Textbooks & Resources:

Students must have online access to Blackboard for course materials, including readings. Students may be required to print out hard copies of readings and online resources for use in class. See the course Blackboard site for weekly assignments, including readings, worksheets, deadlines and submissions.

Required & Supplemental Materials and Technology:

Drexel University Library Research Guide for Architecture:

<http://libguides.library.drexel.edu/ARCH>

Contact: Sam Kirk (she/her) (sk2924@drexel.edu)

Access to a laptop, webcam, headphones with built-in microphone, digital camera, and scanner/scanning app, and the additional tools and supplies listed below. When meeting in person or online, students should have access to notetaking and sketching materials.

Our courses will continue to use Blackboard Learn as main course infrastructures with addition of Blackboard Collaborate, Zoom and Drexel OneDrive/SharePoint/OneDrive Dropbox and other infrastructure provided by the university.

- REVIT 2022.1.1 (Required for Collaborate Pro)
- Collaborate Pro (Account Access through Studio)
- COVE TOOL Analysis (Account Required)
- Enscape Plug-In (Education)
- Climate Consultant (Download)
- Rhino 6 (Zoo License Available through Westphal)

Coursework Submission:

All required coursework as specified per the course assignment(s) will be submitted as digital documentation to the Blackboard Learn course site.

Specific instruction for content, file size, submission formats, etc. will be posted with the assignment instructions and may be discussed with your instructor. Upload of assignments are date sensitive and must be successfully received by the posted date. Some of your work might have to be photographed or scanned for this purpose. The files will be used for program assessment/ improvement and accreditation purposes and will be archived.

Note: All assignments uploaded to BBLearn must be submitted by the designated time to receive full credit.

Deadlines for the submission of assignments are hard deadlines and late materials will generally not be accepted. Should any unforeseen delays occur, please contact your instructor as soon as possible to help you work out an adequate solution.

Graded Assignments & Learning Activities:

Individual Assignments will be graded using rubrics available to view on BBLearn. Grading will be based on the completion of the assignments and the thoughtfulness, level of completion, and craft of their execution. Consideration will be given to each student's understanding of the critical issues raised by each exercise and an ability to demonstrate this understanding, skills and abilities through his or her work.

Course grades will be based on:

- Clarity of design direction and decision making
- Quality and completeness of graphic and verbal presentations
- Time management and adherence to schedule and presentation requirements.
- Weekly attendance and participation as well as adherence to the schedule in terms of project development will also be considered.
- Rubrics provided on Blackboard and the syllabus.

NOTE regarding Final Review: The Studio 5 series (487, 488 and 489) as the comprehensive design studio is the academic environment that is intended to most closely approximate the practice of architecture and includes theoretical, technological, programmatic, representational and communicational concerns. This studio is the precursor to architectural design thesis and then to professional practice.

Effective and professional presentations are a critical component of your professional education and development. To emphasize the absolute necessity to develop a cohesive and successful final presentation, the following grading criteria is being highlighted in this syllabus:

Failure to attend and present at the final review will automatically constitute a failing grade for the term. A failing grade for the final review will automatically constitute a failing grade for the term.

Grading Matrix:

Course grades will be determined as follows:

Weekly Assignments:	55%
Final Review:	25%
Process Book:	10%
Teamwork & Teamwork Documentation	10%

Grading Scale:

Excellent	Good	Adequate	Passing	Failing
97-100 A+ (4.0)	87-89.9 B+ (3.33)	77-79.9 C+ (2.33)	67-69.9 D+ (1.33)	0-63.9 F (0.0)
94-96.9 A (4.0)	84-86.9 B (3.0)	74-76.9 C (2.0)	64-66.9 D (1.0)	
90-93.9 A- (3.67)	80-83.9 B- (2.67)	70-73.9 C- (1.67)		

- Excellent:** *Completes all assignments exceeds all class standards*
Good: *Completes all assignments exceeds most class standards*
Adequate: *Completes all assignments to class standards*
Passing: *Completes all assignments under class standards*
Failing: *Does not complete assignments & under class standards*

Attendance:

Attendance for every class is expected and will be recorded for required face-to-face and online meetings. While we anticipate increased absenteeism due to the ongoing pandemic, our goal is to encourage full and regular class attendance. If you cannot attend class, inform your instructor PRIOR to class. We understand that emergencies or sickness occur, but it is important that as a student, you are proactive and make every effort to get the most from every course at Drexel University. Instructors are expected to make reasonable accommodations.

Lateness, persistent tardiness to or early departure from class will be noted. Two of these marks will be equivalent to one absence. Two absences during the quarter may result in the reduction of one grade unless special circumstances suggest consideration by the instructor. <http://drexel.edu/provost/policies/absence/>.

Should you have to attend a class virtually, log on a few minutes prior to class and check connectivity and access to your meeting. For any remotely taught classes, your instructor will advise you on which sessions are required and for how long attendance is mandatory. It is expected that most students will be able to participate in any remote class synchronously. However, there will be circumstances when participation presents a true challenge. Therefore, it is imperative that sessions are recorded and made available. If you cannot attend or encounter connectivity issues, let the instructor know BEFORE class that you will not attend so the class can start promptly and without delay.

In the event of an absence, it is the student's responsibility to stay informed of assignments to keep up with the class work.

Participation:

Successful class participation requires timely arrival to class with completed work, active engagement and contribution to group discussion and efficient use of in-class work time.

A student who does not have ANY new work to show in class, will receive a 0% (absent) for class participation/ attendance for that meeting. A student with only partially complete work will receive a 50% (tardy) for participation/attendance. This grading criteria supersedes physical class attendance.

Academic Integrity Policy:

The pursuit of a professional degree in Interiors or Architecture brings with it the demand for integrity, for integrity is at the heart of the professional practice. Thus, it is vitally important that you understand and adhere to both the letter and the spirit of the Department of Architecture, Design & Urbanism Academic Integrity Policy as outlined in the full policy on BBL.

The University's procedures for dealing with accusations of academic dishonesty can be found at:

http://www.drexel.edu/provost/policies/academic_dishonesty.asp

Student Code of Conduct:

<http://drexel.edu/codeofconduct>

Student with Disability Statement:

Students who are eligible for accommodations may email disability@drexel.edu to request their Accommodations Verification Letter (AVL). <http://www.drexel.edu/oed/disabilityResources/students/>

Note that accommodations cannot be granted by instructors until an AVL is submitted to the instructor. The AVL must be renewed at the beginning of every term because the student's courses and instructors will change, and this may necessitate changes in the student's accommodations.

If you need accommodations for studio and/or lab classes, please review the information on [Studio & Lab Classes Learning Outcomes](#) provided by Westphal College's Office of Student Services.

Content Conversion

Students are allowed to transform course content into different formats (e.g. a PDF into an audio file) to enhance accessibility. The File Transformer provided by Blackboard Ally allows students to take many kinds of files and convert them into a format that works best for their situation. For more information and to get started processing content, go to: <https://ally.ac/covid19/>

Resources for Diversity, Equity & Inclusion:

The Student Center for Diversity and Inclusion (SCDI) supports and empowers students of all backgrounds as they build a sense of community that reflects the diversity of Drexel University's student body.

- <https://drexel.edu/oed/diversity/anti-racism-task-force/>
- <https://drexel.edu/oed/diversity/diversity-achievement-plan/>
- <https://drexel.edu/westphal/student-resources/diversity-equity-inclusion/>

Their office engages Drexel's AHLANA, LGBTQIA+, first generation and international student populations through direct advocacy, and intentional identity-based community building. We are active advocates for student diversity, intersectional social justice, and education on campus; and we work to ensure our students feel their whole identity is included and respected during their time here at Drexel.

SCDI Supports the following spaces:

Drexel students come from all walks of life and the Student Center for Diversity and Inclusion is here to help make sure every Dragon feels welcome, supported, and celebrated. Learn how we can connect you with the rich diversity that makes up the Drexel University community.

- [Black Student Resource Space \(TLU\)](#)
- [Gender and Sexuality Resource Space](#)
- [Women's Resource Space](#)
- [Latinx Community Resource Space](#)
- [Spiritual and Religious Life](#)
- [Recovery Resource Space](#)

Counseling Center:

Unexpected pressures and anxieties are commonly encountered in college. Please feel free to use the resources listed below--or recommend them to a friend--if you think they might be helpful.

https://drexel.edu/studentlife/support_health_services/overview/

Contact Information: counsel@drexel.edu or 215 895-1415

After-Hours Crisis Phone: 215 416-3337

Public Safety: 215 895-2222

Course Add/Drop Policy:

<https://drexel.edu/provost/policies/course-add-drop/>

Course Withdrawal Policy:

<https://drexel.edu/provost/policies/course-withdrawal/>

Course Change Policy:

The course instructors have the discretion to alter or augment course content or assignments during the term. Students will be notified of any course changes as quickly as possible via Drexel Blackboard Learn.

Course Calendar:

**Expanded Schedule and Assignment Details on Blackboard Learn and Distributed in Class*

Week 1: Introduction, Project Brief, and Baseline**(Team Work)**

Students will be asked to look at the site and an existing master plan that encompasses the project. Students will begin the research for a precedent analysis on masterplan concepts and related building developments. After determining some general strategies, each team will work through a program study, zoning, initial code/use review, and determine the allowable buildable area. Each team should establish a baseline massing model using this criterion for future analysis and comparison.

Week 2: Design for Sustainable Integration**(Team Work)**

Map the site through environmental layers such as terrain, hydrology, climate, vegetation, sensory considerations, and solar access. Macro and microclimate analysis should be used to develop a position on what opportunities and influences are available for natural ventilation. Use Climate Consultant to produce location-specific charts.

Circulation, grading, materials, program, and population will be analyzed and mapped to the site to determine the site's influential factors and how they are integrated into the master plan. This should help students identify what gaps exist programmatically at the site.

Week 3: Site Design for Equitable Communities and Ecological Context**(Team Work)**

Work will focus on developing a site and building program that can augment the master plan and provide a response to the analysis performed in Week 2. Research regional materials, local culture, history, and other applicable programmatic considerations. Research historical, demographic, local culture, and events to help develop a deeper understanding of place and the potential of a more equitable project that responds to its location and promotes community connectivity.

Consider both the visible AND hidden ecological systems of the site. How does the site respond to its ecological context? Identify native, non-native vegetation and any existing site disturbances. Map these site considerations and document your team's conclusions and potential design responses; determine the % of site area necessary to support vegetation.

Week 4: Massing via Solar and Water**(Team Work)**

Students will use Week 2 and 3 preliminary site program and design concepts to explore building massing, site layout, and Solar Access (shadows) via Cove Tool and Revit Analysis. Continue research from Week 3 is integral to Massing studies this week.

Students will use project site information and program outline to estimate water consumption for the project and determine the relationship of this use per supply (off-site) and potential opportunities for on site sourcing. In addition, initial site and design work should consider stormwater management as it relates to annual rainfall and Week 4 Massing proposal (roof area) and Week 3 % Open Area.

Week 5: Massing Strategy and Impact Mid-Review

(Team + Individual Work)

Each team will work to refine and present their research, analysis, and massing iterations from Week 1-4. Iteration and integration of site, community, ecology, solar, and water should be visible in the mid-review discussion. A minimum of one massing strategy per team member will be presented with relevant metrics to communicate the benefits relative to the above criteria.

Week 6: Massing, Form, and Structure

(Team + Individual Work)

Building upon the preliminary site and massing studies of Weeks 1-5, students select a direction and begin to expand on the building form and structure through precedent studies.

Each student in the team is required to provide two precedent analyses as they relate to structural function and material impact. Provide written and graphic comparison and conclusions on the structural strategy best fit to the studio project use, code requirements, site, and environmental impact. This week requires a measurable assessment of general load/span, cost, embodied carbon, and life-cycle.

The team should consider the analyses and map at least two structural options to their work relative to massing, function, and impact; a comparative study with related metrics should be completed.

Week 7: Envelope via Energy and Economy

(Team + Individual Work)

Students should gather basic information on energy use per the project and scale to better inform the building envelope design. Determining the building's EUI baseline is important to identify strategies that reduce heating and cooling loads and/or generate on-site energy. Adapt massing and envelope in response and identify other strategies that could be implemented in the future development of the project. Building envelope material studies should begin with an assessment of project needs, environmental criteria for material selection, and performance needs. Develop a range of materials that will help meet these goals and present the potential design effect of the options available.

At least two exterior material options per team member should be explored through the established environmental criteria, thermal resistance calculation, initial cost, and life-cycle cost. Graphics should include elevation studies, exterior views, initial wall sections to show the relationship and connection back to structure, and at least one technical detail to show schematic assembly.

Week 8: Tectonics: Structure and Skin

(Team Work)

Students will revisit structural expression and analysis in this week's assignments. Precedents will be revisited here to consider structure as a means towards enhancing spatial experiences. Each student in the team will examine interior program layouts and exterior wall assemblies to lay out the column grid and framing plans for their projects.

Framing analysis to size typical bay elements will be completed. Students will further develop assemblies and test strategies for the wall assemblies that are both expressive and functionally effective. Required graphics include section perspectives and a fully noted wall section.

Week 9: Design Coordination, Competition Boards, and Directed Deliverables

(Team Work)

This week students will focus on design development through iteration the following design areas:

- Technical
- Environmental
- Conceptual

Each team will identify two critical issues related to each design area requiring improvement and develop alternative design options to explore possible solutions. Each iteration should be evaluated using measurable outcomes. Students will use this development to prepare competition boards for their final team review.

Week 10: Final Review Preparation

(Team + Individual Work)

Groups to present research, analysis, design metrics, opportunities, and challenges. Each student will present their proposed direction considering their team's work over the term. Each team member's individual studies related to site, program, structure, materials, and thermal analysis should be identified in this part of the presentation.

Finals Week: Final Presentation

Competition Boards / Process Boards / Metric and Calculation Boards / Individual Design Study and Direction

Peer Review, Blog and Weekly Online Submission Process:

Students will work in peer review groups to have weekly progress submissions and peer feedback outside of scheduled class time via an online blog and Blackboard submissions. This will consist of a progress submission including graphics and text by Sunday evening. A peer review (constructive critique) response will then be due by Monday evening and then your class preparation & assignment submission on Wednesday evening.

Team and Individual Work

To create a balance between team collaboration and individual design development your weekly work will be split into two categories and time frames. Although all students will be working in assigned pairs, your assignments for each week will be split into three deadlines:

Sunday Group Submission

An online posting on the blog via Blackboard (and PDF upload), one per team that demonstrates the larger design development, trajectory and common goals for the project. This will mostly be in the form of sketches, studies, precedents and preliminary work to help you produce the deliverables due on Wednesday. A team task log must be submitted with the Blackboard PDF submission that identifies which student is responsible for each deliverable.

Monday Peer Review

An online posting on the blog via Blackboard. Monday Teammate Review: Each student will evaluate the performance of their teammate and enter a grade for your classmate via Blackboard.

Wednesday Individual Submission

Each student will upload via Blackboard their individual work for deliverables they are responsible for.

Process Archive and Process Book:

To help document your process, provide continuity in instruction and encourage iterative design development you will be rigorously maintaining a personal working archive with all documentation of your design thinking process. This should not only include your weekly assignment that you submit each week but should also include process sketches, research, conversations, photographs and other media. Each week please bring all of these in printed 11x17 format in chronological order bound with a removable binder clip. The materials gathered in this archive will become the foundation for your process book and will be an excellent resource in weekly desk crits and reviews.

You are required to produce a process book representative of your total design effort for the semester long studio project. It should include reproductions of all final design drawings and models, as well as applicable concept and process sketches, diagrams, notes, narratives, and precedents. More than just a "container", your book should consist of a critical selection of your most meaningful and representative design work presented in an orderly and elegant arrangement. Provide text and captions as necessary to provide readers with clear information about the content being displayed.

This 8" x 10" (minimum size) document is to be a full color, softbound book with a 'perfect' or 'saddle stitched' binding (STAPLED OR COIL BINDING IS NOT ACCEPTABLE, a stapled or coil bound process book will receive a zero.) Lulu Publishing or Blurb will provide quality printing and binding at a very reasonable price (www.lulu.com or www.blurb.com).

You must also provide (via Blackboard) the final PDF file used to print your process book. This must contain all material included in the book as one multi-page PDF with content in the same order as the book. It is strongly suggested that you use Adobe InDesign software to layout and process your material for inclusion in this document. Text and graphics are to be rigorously clear and communicative, and match those explored and developed throughout the term.

Each student must provide a complete set of the following items for the process book submission:

- 1 color copy of the complete Process Book shipped directly from lulu.com or blurb.com (standard shipping).
- 1 copy of the lulu.com or blurb.com receipt that shows the following shipping address:
Jacklynn Niemiec, Assistant Professor
Drexel University, Architecture
3501 Market Street, Suite 4A20
Philadelphia, PA 19104
- This receipt can be scanned and uploaded to Blackboard as part of your online submission.
- Blackboard submission of process book as a PDF file. For the online submission via Blackboard this file must not exceed 50MB. **Due via Blackboard by 5pm on March 19th, 2022.**
- Self-bound books or books produced at Kinkos, Staples or other retail stores are NOT acceptable substitutes.

The printed copy of book may arrive after deadline if receipt is received on time.



DREXEL UNIVERSITY

Antoinette Westphal

College of Media Arts & Design

Architecture, Design & Urbanism

ISSUED 20 September 2021

Course Prefix & Number:	ARCH 493/494/495		
Course Title:	Senior Project I/II/III		
Term:	Fall 2021 / Winter 2022 / Spring 2023		
Quarter Credit Hours:	4 credits		
Time:	Monday, 6PM to 9:50PM and/or as announced by Senior Project Coordinator or individual Advisor		
Location:	URBN 3 rd and 4 th Floors		
	Note that this class will be taught on campus . However, should Drexel University change their mandate, we may have to pivot to synchronous remote instruction on short notice.		
Prerequisites:	ARCH 489 Studio 5C, minimum grade C+ ARCH 143, ARCH 134 or ARCH 153 or ARCH 224, ARCH 263 or CIVE263, all minimum grade C-		
Co-requisites:	None		
Curriculum Category:	Design Studio		
Instructor(s):	Rachel Schade	schadesr@drexel.edu	341A (N)
	(Senior Project / Thesis Coordinator)		
	Joanne Aitken	ja57@drexel.edu	427B (SW)
	Katie Broh	cbg39@drexel.edu	425
	John Defazio	jtd26@drexel.edu	427C (NE)
	Don Jones	dmj26@drexel.edu	341B (Ctr)
	Richard King	rk874@drexel.edu	341C(S)
	Jeff Krieger	kriegjf@drexel.edu	421
	Bob Nalls	nallsrs@drexel.edu	427A (SE)
	Kelly Vresilovic	kfv26@drexel.edu	427D (NW)

Student Office Hours: Office hours invite students to seek private, course-related conversations with their instructors. Each Advisor will inform their students of their availability outside of class meeting time, as well as how to arrange to meet.

Communication: All faculty, staff and students will use their Drexel email addresses to communicate. Every effort will be made to respond within 24 workday hours. To be prepared if we have to pivot to remote instruction, a workable digital infrastructure should be available to all students and instructors. To facilitate effective online course communication, course participants will need a reliable internet connection, laptop and/or cell phone (with camera or webcam), and (optional) headphones with built-in microphone. We kindly request that students have their cameras on during synchronous class sessions to facilitate personal interaction. Please communicate any technical or personal reasons that necessitate switching your camera off to your instructor.

All course information and resources are available on Drexel's online learning system, Blackboard [Learn](#). Check the course website regularly for updates and

supplements to in-class presentations. Additional Online Tools (e.g. Blackboard Collaborate, Zoom) will be available to communicate remotely.

Course information and assignments will be posted on the course website accessible through Drexel Blackboard Learn. Students are expected to check the course website regularly for updates and supplemental information.

Everyone in this course is required to use his or her **Drexel email address** for all course communications.

The assigned Senior Project Advisor is the primary contact for individual students. General questions and administrative issues are to be addressed to the Senior Project Coordinator, Rachel Schade @ schadesr@drexel.edu

Fall 2021 Addendum

Welcome back to Drexel's Campus! We are excited that we can finally return to our spaces at the URBN Center for the majority of our classes. The transition to remote learning and the impact of the ongoing pandemic has created much stress and uncertainty for all of us – and we fully expect that the fall term 2021 will also be somewhat rocky. We are very excited to offer this course on campus that will allow us to meet as a class in person. Please note that at any time and with short notice, we may have to shift to remote only education by request of Drexel University. To keep everyone on campus safe, you must follow all health and safety precautions outlined by Drexel University. Please see details here: <https://drexel.edu/coronavirus/>

COVID-19 has changed our lives in substantive ways. We acknowledge that during this time, your personal health, family/ caretaking obligations, and financial situation might be significantly affected and should take priority. We recognize that students continue to encounter a wide range of circumstances in- and outside of school, as well as with on campus and hybrid learning. We continue to be flexible and supportive to the best of our ability. Please try to make the most of these circumstances and demonstrate maturity with problem-solving and participation.

Carefully review ALL material and information provided in the class BBL site, particularly the *Start Here* section. You will find pertinent information how to navigate this course and rules Drexel has established for online and remote learning.

Counseling Center

Unexpected pressures and anxieties are commonly encountered in college. Counseling Center offers free resources to all Drexel full-time students as well as to Architecture Part-Time Evening students--or recommend them to a friend--if you think they might be helpful.

https://drexel.edu/studentlife/support_health_services/overview/

Contact Information: counsel@drexel.edu or 215 895-1415

After-Hours Crisis Phone: 215 416-3337

Public Safety: 215 895-2222

Masking

As of August 3, 2021, [Drexel requires all students and employees to wear a mask](#) in all on-campus public and shared spaces, including instructional and research settings, regardless of vaccination status. Specifically, masks are to be worn in classrooms, laboratories, lecture halls and seminar rooms. Students are not permitted to eat during class or otherwise remove their mask. If a student needs to remove their mask (to drink water etc.) they may step outside the class, to do so and then return to class. Please remember your mask to avoid class disruption.

Grading

Drexel University is not planning to offer Pass/Fail options this term. Every student will receive a letter grade at the end of the term. Grading during the fall term 2021 will consider potential issues for students and instructors that

may arise due to the ongoing pandemic. Faculty and students are expected to be flexible and make the most of these unforeseen circumstances.

Additional Resources

Please review the Drexel resource page with additional information <https://drexel.edu/now/coronavirus/response/>.

As students, you are our most important partners in this challenging time. We are invested in your advancement, but your participation and attitude are what will help you and us make this a good class experience together. Communicate any circumstances that impact your ability to succeed in this course early with your instructor, your Academic Advisor, and the Program Director so we can work with you towards a solution.

We are all in this together and want to make sure you have a good learning experience!

The Architecture Program Faculty

Course Description:

Catalog Description

Students develop a three-term capstone design project to pursue and explore architectural concepts in depth. Students take a project from concept, research, programming to complete design development. This is a three quarter sequence.

[\(Link to Drexel's Course Catalog - Architecture Courses\)](#)

Supplemental Description:

In architectural schools Senior Project/Thesis/Capstone is defined as an investigation of architectural principles and the testing of them in the form of a design exercise. The process assumes that the students will research the critical principles that surround their topic and the characteristics of the selected building typology as well. This research should form part of the programming phase and is expected throughout the year.

The purpose of the Senior Project is to allow the student to pursue a line of study for an extended period in considerable depth bringing together various skills from studio and classroom that have been acquired over the previous years of study. It is an in-depth study where the topic of investigation is either developed by the student or in collaboration with a faculty Advisor. In both cases the student is expected to work in close consultation with their Senior Project Advisor.

The Senior Project is also a comprehensive summary of what has been learned to date, so technical competence must be exhibited in all aspects of a Senior Project.

Mask Etiquette for the 2021 Fall Quarter

As of August 3, 2021, Drexel requires all students and employees to wear a mask in all on-campus public and shared spaces, including instructional and research settings, regardless of vaccination status. Specifically, masks are to be worn in classrooms, laboratories, lecture halls and seminar rooms. Students are not permitted to eat during class or otherwise remove their mask. If a student needs to remove their mask (to drink water etc.) they may step outside the class, to do so and then return to class. Please remember your mask to avoid class disruption.

Refer to BBLearn for specific guidelines for non-compliance with this mandate.

Student Performance Criteria:

NAAB (National Architectural Accreditation Board) Conditions for Accreditation & Student Criteria:

The Program & Student 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.

This course addresses student criteria required for professional accreditation of this architecture program. These criteria consist of specified abilities and understandings that graduating students must demonstrate. The following criteria are covered in this course:

Primary Program Criteria	
Fall Quarter	
PC.2	Design
PC.5	Research and Innovation
Secondary Student Criteria	
Fall Quarter	
SC.1	Health, Safety & Welfare
SC.3	Regulatory Context
SC.4	Technical Knowledge
SC.5	Design Synthesis
SC.6	Building Integration

Winter Quarter		Spring Quarter	
PC.2	Design	PC.2	Design
PC.5	Research and Innovation	PC.5	Research and Innovation
Winter Quarter		Spring Quarter	
SC.1	Health, Safety & Welfare	SC.1	Health, Safety & Welfare
SC.3	Regulatory Context	SC.3	Regulatory Context
SC.4	Technical Knowledge	SC.4	Technical Knowledge
SC.5	Design Synthesis	SC.5	Design Synthesis
SC.6	Building Integration	SC.6	Building Integration

The 2020 NAAB Conditions for Accreditation can be found on the NAAB [website](#). The descriptions of the Program & Student Criteria, listed on all course syllabi, can be found in this document.

Topical Outline:

FALL QUARTER

Proposal, meeting with Advisor, establishing a research strategy, literature review, development of schedule (pre-fall quarter)	10%
Senior Project Statement/Narrative	5%
Code Analysis I	5%
Definition of Program	10%
Site Analysis	10%
Case Studies	10%
Sustainability Statement	5%
Process/Progress	10%
Oral & Graphic Communication	10%
Attendance/Participation	5%
<u>Design Review 12/11/2021</u>	20%
	100%

WINTER QUARTER

2.1	Winter Schedule with Milestones	5%
2.2	Providing and responding to feedback over Winter Break	10%
2.3	Code Analysis II, Updated Narrative, Updated Sustainability Strategy	10%
2.4	Strategy for Designing with Light	5%
2.5	Structural System Strategy	10%
2.6	Mechanical System Strategy	10%
2.7	Material Palette	10%
	Design Development Process/Progress	10%
	Attendance/Participation	5%
2.8	Wall Section	5%
2.9	<u>Integrated Design Review 3/14/2022</u>	20%
		100%

SPRING QUARTER

	Providing and responding to feedback over Spring Break	10%
	Design Development Process/Progress	25%
	Systems Integration	20%
	Attendance/Participation	5%
	Final Review SATURDAY 5/21/2021	
	Oral Communication (live & recorded)	20%
	Graphic Communication (final review and process book submittal)	20%
		100%

Required Textbooks & Resources:

Allen, Edward, and Iano, Joseph, [The Architect's Studio Companion](#). 5th Edition Wiley, 2011

[2018 International Building Code](#)

Additional resources will be available on the course BBLearn site.

Drexel University Library Research Guide for Architecture: / Senior Project <http://libguides.library.drexel.edu/architecture>. There are excellent resources for you, including a brief slide show on how to organize your research. Contact Sam Kirk (she/her) (sj2924@drexel.edu) who is filling in as our reference librarian.

Required & Supplemental Materials and Technology:

Access to a laptop, webcam, headphones with built-in microphone, digital camera, and scanner/scanning app, and the additional tools and supplies listed at the end of this syllabus. When meeting in person or online, students should have access to notetaking and sketching materials. Our courses will continue to use Blackboard Learn as main course infrastructures with addition of Blackboard Collaborate, Zoom and Drexel OneDrive/SharePoint/OneDrive Dropbox and other infrastructure provided by the university.

Coursework Submission:

All required coursework as specified per the course assignment(s) must be submitted as digital documentation to the Blackboard Learn course site. Specific instruction for content, file size, submission formats, etc. will be posted with the assignment instructions and may be discussed with your instructor. Upload of assignments are date sensitive and must be successfully received by the posted date. Some of your work might have to be

photographed or scanned for this purpose. The files will be used for program assessment/ improvement and accreditation purposes and will be archived.

Note: All assignments uploaded to BBLearn must be submitted by the designated time to receive full credit. Deadlines for the submission of assignments are hard deadlines and late materials will generally not be accepted.

Graded Assignments & Learning Activities:

Individual Assignments will be graded using rubrics available to view on BBLearn.

See Topical Outline above and rubrics in the course website for a breakdown of how student work will be evaluated.

Jury panels will be composed of members of the faculty plus invited alumni and guests. To the greatest extent possible, members of the same jury will review student work multiple times.

Students shall receive written feedback within seven days of each of the first three reviews. Students at risk of not passing the quarter after Week 6 of the Fall Quarter, after Week 5 of the Winter Quarter, and after Week 4 of the Spring Quarter will receive a warning and will be recommended to Withdraw.

After the first Design Review the jury can make three recommendations:

- (1) Proceed to the Integrated Design Review;
- (2) Proceed to the Integrated Design Review with Reservations; Additional sessions will be scheduled with the Senior Project Advisor, and the students shall NOT participate in the Stewardson Competition
- (3) Do Not Proceed; the student must withdraw from Senior Project and start a *completely new topic* by submitting a new Proposal *in the following year*. Having been cleared to present at the Integrated Design Review does not guarantee successful completion of the Senior Project. Students who receive a failing grade in any quarter must attempt a completely new project *in the following year*. Students who withdraw from the Senior Project at any point for any reason must also attempt a completely new project with a new Senior Project Advisor. Students must register and pay for all three (3) quarters of Senior Project, even if they received a passing grade for Senior Project I and Senior Project II. Students who fail a second time to meet the minimum Senior Project requirements will be dropped from the architecture major and advised to select another degree program.

Grading Matrix:

See the Topical Outline above for description of work to be reviewed.

Grading Scale:

Excellent	Good	Adequate	Passing	Failing
97-100 A+ (4.0)	87-90 B+ (3.33)	77-80 C+ (2.33)	67-70 D+ (1.33)	0-64 F (0.0)
94-97 A (4.0)	84-87 B (3.0)	74-77 C (2.0)	64-67 D (1.0)	
90-94 A- (3.67)	80-84 B- (2.67)	70-74 C- (1.67)		

Excellent: *Completes all assignments exceeds all class standards*

Good: *Completes all assignments exceeds most class standards*
Adequate: *Completes all assignments to class standards*
Passing: *Completes all assignments under class standards*
Failing: *Does not complete assignments & under class standards*

Attendance:

Attendance for every class is expected and will be recorded for required face-to-face and online meetings. While we anticipate increased absenteeism due to the ongoing pandemic, our goal is to encourage full and regular class attendance. If you cannot attend class, inform your instructor PRIOR to class. We understand that emergencies or sickness occur, but it is important that as a student, you are proactive and make every effort to get the most from every course at Drexel University. Instructors are expected to make reasonable accommodations.

Lateness, persistent tardiness to or early departure from class will be noted. Two of these marks will be equivalent to one absence. Two absences during the quarter may result in the reduction of one grade unless special circumstances suggest consideration by the instructor.
<http://drexel.edu/provost/policies/absence/>.

Should you have to attend a class virtually, log on a few minutes prior to class and check connectivity and access to your meeting. For any remotely taught classes, your instructor will advise you on which sessions are required and for how long attendance is mandatory. It is expected that most students will be able to participate in any remote class synchronously. However, there will be circumstances when participation presents a true challenge. Therefore, it is imperative that sessions are recorded and made available. If you cannot attend or encounter connectivity issues, let the instructor know BEFORE class that you will not attend so the class can start promptly and without delay.

In the event of an absence, it is the student's responsibility to stay informed of assignments to keep up with the class work.

Participation:

Successful class participation requires timely arrival to class with completed work, active engagement and contribution to group discussion and efficient use of in-class work time.

A student who does not have ANY new work to show in class, will receive a 0% (absent) for class participation for that meeting. A student with only partially complete work will receive a 50% (tardy) for participation. This grading criteria supersedes physical class attendance.

Academic Integrity Policy:

The pursuit of a professional degree in Interiors or Architecture brings with it the demand for integrity, for integrity is at the heart of professional practice. Thus, it is vitally important that you understand and adhere to both the letter and the spirit of the Department of Architecture, Design & Urbanism Academic Integrity Policy as outlined in the full policy on BBL.

The University's procedures for dealing with accusations of academic dishonesty can be found at:

http://www.drexel.edu/provost/policies/academic_dishonesty.asp

Student Code of Conduct:

<http://drexel.edu/codeofconduct>

Student with Disability Statement:

Students who are eligible for accommodations may email disability@drexel.edu to request their Accommodations Verification Letter (AVL). <http://www.drexel.edu/oed/disabilityResources/students/>

Note that accommodations cannot be granted by instructors until an AVL is submitted to the instructor. The AVL must be renewed at the beginning of every term because the student's courses and instructors will change, and this may necessitate changes in the student's accommodations.

If you need accommodations for studio and/or lab classes, please review the information on [Studio & Lab Classes Learning Outcomes](#) provided by Westphal College's Office of Student Services.

Content Conversion

Students are allowed to transform course content into different formats (e.g. a PDF into an audio file) to enhance accessibility. The File Transformer provided by Blackboard Ally allows students to take many kinds of files and convert them into a format that works best for their situation. For more information and to get started processing content, go to: <https://ally.ac/covid19/>

Resources for Diversity, Equity & Inclusion:

The Student Center for Diversity and Inclusion (SCDI) supports and empowers students of all backgrounds as they build a sense of community that reflects the diversity of Drexel University's student body.

- <https://drexel.edu/oed/diversity/anti-racism-task-force/>
- <https://drexel.edu/oed/diversity/diversity-achievement-plan/>
- <https://drexel.edu/westphal/student-resources/diversity-equity-inclusion/>

Their office engages Drexel's AHLANA, LGBTQIA+, first generation and international student populations through direct advocacy, and intentional identity-based community building. We are active advocates for student diversity, intersectional social justice, and education on campus; and we work to ensure our students feel their whole identity is included and respected during their time here at Drexel.

SCDI Supports the following spaces:

Drexel students come from all walks of life and the Student Center for Diversity and Inclusion is here to help make sure every Dragon feels welcome, supported, and celebrated. Learn how we can connect you with the rich diversity that makes up the Drexel University community.

- [Black Student Resource Space \(TLU\)](#)
- [Gender and Sexuality Resource Space](#)
- [Women's Resource Space](#)
- [Latinx Community Resource Space](#)
- [Spiritual and Religious Life](#)
- [Recovery Resource Space](#)

Counseling Center:

Unexpected pressures and anxieties are commonly encountered in college. Please feel free to use the resources listed below--or recommend them to a friend--if you think they might be helpful.

https://drexel.edu/studentlife/support_health_services/overview/

Contact Information: counsel@drexel.edu or 215 895-1415

After-Hours Crisis Phone: 215 416-3337

Public Safety: 215 895-2222

Course Add/Drop Policy:

<https://drexel.edu/provost/policies/course-add-drop/>

Course Withdrawal Policy: <https://drexel.edu/provost/policies/course-withdrawal/>

Course Calendar & Schedule of Assignments: See BBLearn and check frequently for updates.

Other Information: **The John Stewardson Memorial Scholarship in Architecture** is a competition open to senior students in accredited architecture schools in Pennsylvania, and to graduates of PA schools within three years of completing their accredited degree. The winner receives a \$10,000 for extended foreign travel. This 10-day design competition is scheduled in the Winter Quarter Unless specifically advised by the Senior Project Advisor, each student is required to submit an entry. Students advised NOT to participate are required to meet with their Advisor at least twice prior to Week 4 of the Winter Quarter. Further details about the competition will be provided.

The Michael Pearson Architecture Prize honors Michael Pearson, a 1988 architecture graduate, whose life was tragically cut short in 1989. The Michael Pearson Prizes are presented annually to the architecture students "who produce the best *Thesis* Projects, and who, in the course of the thesis year, show exceptional spirit in pursuing the work." The winner receives a gold medal and a stipend for extended travel in the study of architecture. Second and Third Prize winners receive medals. The Pearson Prizes are awarded at the Final Thesis Reviews by the vote of the faculty.

Award: Winner: Gold Medal & travel stipend
2nd Place: Silver Medal
3rd Place: Bronze Medal

Course Schedule & Assignments are posted on BlackBoard Learn and are subject to revision. Any changes relative to schedule and deliverables will be communicated via Announcements in the course platform.

Course Change Policy: The course instructors have the discretion to alter or augment course content or assignments during the term. Students will be notified of any course changes as quickly as possible via Drexel Blackboard Learn.

	Academic Calendar Week	Day/Date	Presentation	Presenter	Format	Assignment	Due Date (typically Sunday night before class, u.n.o.)	
AY	Class on Monday evenings from 6PM to 10PM unless noted otherwise							
FALL QUARTER	1	Monday 9/20/2021	Introduction Expectations How to Survive Senior Project	Schade	15 + 45 minute presentations followed by crits*	1.1 Statement of Intent, Narrative, proposed schedule	9/26/2021	
	2	Monday 9/27/21	Introduction to Integrated Design Thinking	Richard King	60 minute conversation followed by crits	1.2 Define sustainability goals 1.3 Case studies	10/3/2021	
	3	Monday 10/4/21	Presenting Research	Jacklynn Niemiec	60 minute conversation followed by crits	1.4 Generate a template and color scheme for presenting your work	10/10/2021	
	4	Monday 10/11/21	University Holiday: Indigenous Peoples' Day					
		Thursday 10/14/21	Arfaa Lecture: Sharon Johnston and Mark Lee Johnston Marklee Architects 6:00PM					
	5	Monday 10/18/21	Program and Research Review Jones/King/Schade Aitken/Vresilovic Defazio/Broh Krieger/Nalls		Individual Advisors and their invited guests review student work***	1.5 Program & space allocations	10/24/2021	
	6	Monday 10/24/21	From Research to Design	Aitken	45 minute presentation followed by crits	1.6 Upload completed research & program	10/31/2021	
	7	Monday 11/1/21	Crits				1.7 Identify site constraints, establish strategies/options	11/7/2021
	8	Monday 11/8/21	Site Integration	Katie Broh	60 minute conversation followed by crits	1.8 2-3 Conceptual Designs	11/14/2021	
	9	Monday 11/15/21	Crits				1.9 Mockup of Presentation	11/21/2021
	10	Monday 11/22/21	Effectively Presenting Work	Patricia Scott	45 minute presentation followed by crits			
	11	Monday 11/29/21	Exhibit Opening Senior Projects 2020-2021		60 minute gallery visit followed by crits			
EXAM WEEK	SATURDAY 12/11/21	Preliminary Design Review			Individual Advisors and their invited guests review student work, 60 minutes per student EACH STUDENT TAKES NOTES FOR OTHER STUDENTS IN GROUP	1.10 Upload Preliminary Design Review presentation	Sunday 12/12/21	
					1.11 Provide notes to fellow students	Sunday 12/19/21		

Name

DESIGN REVIEW RUBRIC

Description

Rubric Detail

Levels of Achievement

Criteria	Excellent	Good	Adequate	Passing	Insufficient
SENIOR PROJECT STATEMENT Weight 5.00%	100.00 % Excellent articulation of the challenges ahead and anticipates design ideas. Statement of intent clearly articulated, expressing aspirations and understanding of contemporary architecture thought and practice.	85.00 % Good statement of the concept that anticipates design ideas. Thesis statement articulated, expressing ideas for design intentions and reasons supporting these ideas	75.00 % Project defined but not articulated as an inquiry. Basis for design is not supported through written or verbal communication	65.00 % Project described without conceptual rationale for pursuit of the topic. No clear definition of the project intentions or supporting argument	0.00 % No assignment submitted or the concept and narrative are not expressed
NARRATIVE (Description of user/client) Weight 5.00%	100.00 % Compelling description of stakeholders, hypothetical or actual, describes challenges and opportunities for the project	85.00 % Narrative is complete and includes some meaningful insights	75.00 % Narrative prepared but is not expected to inform decision making. Some research demonstrated	65.00 % Perfunctory description without evidence of research supporting claims	0.00 % No narrative prepared or presented
SITE SELECTION/ANALYSIS Weight 10.00%	100.00 % Excellent site selection that complements the intentions of the thesis. Rationale clearly expressed through verbal and graphic means	85.00 % Good site selection with potential for successful project. Some work remains to understand context required	75.00 % Good site selection with potential for successful project. Some work remains to understand context required	65.00 % Inappropriate site selection with little potential for success, or little comprehension of the existing site demonstrated	0.00 % Insufficient representation of knowledge of site demonstrated by lack of communication via drawings or verbal description
SITE CONDITIONS (topography, watershed, vegetation, wildlife, historical context, climatic conditions, cultural context, access (multi-modal)) Weight 10.00%	100.00 % All available information regarding the site is included and clearly presented demonstrating a clear knowledge of the existing conditions	85.00 % Information shown is comprehensive but presentation could be improved.	75.00 % Most information is presented but not analyzed or explained in a way that supports site selection	65.00 % Some information is included but lacks completeness or is presented poorly	0.00 % Little to no information provided about the proposed site and/or a clear misinterpretation of information presented

Levels of Achievement

Criteria	Excellent	Good	Adequate	Passing	Insufficient
<p>ENVIRONMENTAL INTENTION</p> <p>Weight 5.00%</p>	<p>100.00 %</p> <p>Comprehensive knowledge of potential environmental issues illustrated. Inherent sustainability issues, suitability for long term health of community and potential energy consumption anticipated</p>	<p>85.00 %</p> <p>Solid understanding of environmental issues demonstrated, with some information lacking</p>	<p>75.00 %</p> <p>Evidence shown to demonstrate an awareness of environmental issues, without including a clear representation of the impact of proposed project</p>	<p>65.00 %</p> <p>Minimal awareness of existing environmental setting or potential impact proposed project will have on the site</p>	<p>0.00 %</p> <p>No demonstrated awareness of the potential impact on the site environment</p>
<p>SPACE REQUIREMENTS (identification of various uses and size required, adjacencies)</p> <p>Weight 10.00%</p>	<p>100.00 %</p> <p>Clear description of building type and proposed areas organized by use and desired adjacencies, including net and gross area required. Size of each area is graphically shown in relation to proposed site</p>	<p>85.00 %</p> <p>Various project components are defined by size and use but are not organized by potential adjacencies or ideal location relative to site orientation</p>	<p>75.00 %</p> <p>List of spaces proposed including size but missing some detail</p>	<p>65.00 %</p> <p>Proposed program components are loosely defined but not clearly presented.</p>	<p>0.00 %</p> <p>No definition of spaces required</p>
<p>PRECEDENTS (Case studies [4 minimum]; typological and climatological, material, etc)</p> <p>Weight 10.00%</p>	<p>100.00 %</p> <p>More than four cases studies representing relevant project types and typologies, similar site responses, early ideas about appropriate materials and technology. Projects are presented at same scale and demonstrate a solid understanding of similarities and differences to proposed project.</p>	<p>85.00 %</p> <p>Four case studies presented of similar building type or site conditions. Buildings are presented to scale and include plans, sections, and details, date of completion, location, authorship, resources used</p>	<p>75.00 %</p> <p>Four case studies presented but not at the same scale, images are reproduced and do not include relevant information such as location, authorship, source of data</p>	<p>65.00 %</p> <p>Four case studies presented but not at the same scale, images are reproduced and do not include relevant information such as location, authorship, source of data</p>	<p>0.00 %</p> <p>No case studies presented</p>

Levels of Achievement

Criteria	Excellent	Good	Adequate	Passing	Insufficient
PRELIMINARY Site and Building Diagrams Weight 15.00%	100.00 % Multiple ideas presented clearly correlated to research. Variety of concepts indicate more than one successful scheme for further development	85.00 % More than one approach presented which respond to the research, one clearly preferred over the others	75.00 % Conceptual diagram(s) are not presented well enough to demonstrate response to information gathered	65.00 % Single or undeveloped / unresponsive proposal for investigation does not represent firm understanding of factors influencing design decisions	0.00 % No concept diagrams presented
GRAPHIC/WITTEN Weight 10.00%	100.00 % Clear and concise presentation of ideas through confident written communication and strong visuals. Photos, maps, site plans, drawings, diagrams, personal observations included	85.00 % Good written presentation and sufficient graphics to support research presentation	75.00 % Presentation is either too long or too short, strays from important issues. Graphics are of average quality and do not represent comprehensive understanding of relevant issues	65.00 % Inarticulate presentation and poor graphic representation of research	0.00 % No presentation attempted
PRELIMINARY/SCHEMATIC DESIGN Weight 15.00%	100.00 % Well thought-out preliminary plans, sections and elevations drawn directly from research findings	85.00 % Good start but some missing or undeveloped parts: either in response to research findings or context.	75.00 % Average design work presented or problems with upload. Work not representative of Thesis/Senior Project level	65.00 % Little to no design work presented, unrelated to research	0.00 % No design work presented uploaded
DEVELOPMENT SINCE 12/16/2020 Weight 5.00%	100.00 % Work presented demonstrates clear understanding of feedback from instructor and juror and significantly advances the project	85.00 % Work presented demonstrates good progress since the end of Fall Review	75.00 % Presentation demonstrates some progress from the end of Fall Review	65.00 % Token/cursory development from end of Fall Review	0.00 % Zero development since end of Fall Review

[View Associated Items](#)



WINTER QUARTER	Academic Calendar Week	Day/Date		Presentation	Presenter	Format	Assignment	
	Pre-term	Monday 1/4/2021		Expectations for the quarter	Schade	30 minute presentation followed by crits		
	1	Monday 1/11/21		How to Survive Senior Project	Jeff Krieger, AIA	60 minute presentation followed by crits	2.1 Upload Winter schedule with significant milestones	Monday 1/18/2021 10:00PM
		SATURDAY 1/16/2021		Design Review		Individual Advisors and invited jurors review student work, 60 minutes per student	2.2 Upload Design Review presentation	Sunday 1/17/2021 10:00PM
	2	Monday 1/18/21		University Holiday: MLK Day			2.3 Upload relevant code parameters for design, updated narrative, updated statement of sustainability strategy	Sunday 1/24/2021 10:00PM
	3	Monday 1/25/2021		Designing with Light Part II	John Defazio, AIA	60 minute presentation followed by crits	2.4 Upload Strategy for working with light, natural and otherwise	Sunday 1/31/2021
	4	Monday 2/1/2021	6:00	Structural Systems	Rob Schaeffer, PE	45 minute presentation	2.5 Upload Structural Parti	Sunday 2/7/2021
			6:45	Structure as a Giver of Form	Jeff Krieger, AIA	30 minute presentation followed by crits		
		Tuesday 2/2/21	5:30PM	ARFAA LECTURE Ann Sussman: ARCHITECTURE + THE 21st CENTURY PARADIGM SHIFT		ZOOM INFOR TO BE PROVIDED BY THE DEPARTMENT		
	5	Monday 2/8/2021		Sustainable Strtagies for Building Systems	Rob Diemer, PE	45 minute presentation followed by crits	2.6 Upload outline of primary HVAC systems including power source and proposed systems	Sunday 2/14/2021
6	Monday 2/15/2021		Materials Selection	Don Jones, FAIA	45 minute presentation followed by crits	2.7 Upload material palette; exterior and interior	Sunday 2/21/2021	
7	Monday 2/22/2021		Crits			2.8 Upload a Wall Section	Sunday 2/28/2021	
8	Monday 3/1/2021		Crits				Sunday 3/7/2021	
9	Monday 3/8/2021		Crits					
Exam week	Monday 3/15/2021		Technical Review		Individual Advisors and their invited guests review student work, 60 minutes per student	2.9 Upload Technical Review	Wednesday 3/17/2021	

SPRING BREAK

SPRING QUARTER

SPRING QUARTER	1	Monday 3/29/2021		Expectations for the quarter	Schade	30 minute presentation followed by crits		
	2	Monday 4/5/2021		Crits				
	3	Monday 4/12/2021		Crits				
	4	Monday 4/19/2021		Crits				
	5	Monday 4/26/2021		Crits				
	6	Monday 5/3/2021		Crits			Items 1-6 for Yearbook Due (see BBL week 5)	Friday 5/7/2021 9:00PM
	7	Monday 5/10/2021		Crits				
	8	Monday 5/17/2021		Crits				
		Saturday 5/22/2021		FINAL REVIEW		Individual Advisors and their invited guests review student work, 60 minutes per student	3.1 Upload Final Presentation	Sunday 5/23/2021
	9	Monday 5/24		No Class!			3.2 Upload Process Books	Wednesday 5/26/2021
							Item 7 for Yearbook Due (see BBL week 5)	Friday 5/28/2021
	10	Monday 5/31/2021		MEMORIAL DAY				
	EXAM WEEK	Before College Commencement Ceremony TBD		CELEBRATION OF ALL STUDENT WORK Announce winners of Michael Pearson Award and other awards				
		Thursday 6/10/2021		WESTPHAL COMMENCEMENT CEREMONY 10:00AM ZOOM/YOUTUBE				
	Friday 6/11/2021		DREXEL UNIVERSITY COMMENCEMENT CITIZENS BANK PARK					

Name

SENIOR PROJECT INTEGRATED DESIGN REVIEW

Description

Rubric Detail

Criteria	Levels of Achievement			
	HIGH	MEDIUM	LOW	FAIL
WINTER WORK PLAN Weight 5.00%	100.00 % A detailed and realistic plan submitted, with milestones for each week.	85.00 % A somewhat detailed and realistic plan submitted.	65.00 % A loose plan without realistic goals submitted.	0.00 % No plan or schedule for the quarter submitted.
DESIGN REVIEW PRESENTATION Weight 10.00%	100.00 % Clear and demonstrable evidence of advancement of design based on feedback from End of Fall Review and Advisor. Stronger and better resolved project in general.	85.00 % Some evidence of advancement of design based on feedback from End of Fall Review and Advisor. Improvement is evident but not consistent.	65.00 % Little evidence of advancement of design based on feedback from Week 3 Review and Advisor. No significant improvement project in general.	0.00 % No new work presented.
CODE/NARRATIVE/SUSTAINABILITY UPDATE Weight 10.00%	100.00 % Detailed analysis of relevant codes outline clear guidelines for developing the project. Narrative is revised to incorporate student's current thinking and engages multiple points of view supporting an empathic approach to design. Sustainability goals are updated clearly defined.	85.00 % Some analysis of relevant codes outline guidelines for developing the project. Narrative is somewhat revised to incorporate student's current thinking. Sustainability goals are updated.	65.00 % Little analysis of relevant codes outline guidelines for developing the project. Narrative is revised in minor ways to incorporate student's current thinking. Sustainability goals have not been revisited in any substantial way.	0.00 % No progress demonstrated.

Levels of Achievement

Criteria	HIGH	MEDIUM	LOW	FAIL
<p>DESIGNING WITH LIGHT</p> <p>Weight 5.00%</p>	<p>100.00 %</p> <p>Student has clearly demonstrated an understanding of the impact of natural light for project based on site specific data, and building design has evolved as required to maximize the benefits and effects of lighting for both visual enrichment and energy considerations.</p>	<p>85.00 %</p> <p>Student has demonstrated some understanding of the impact of natural light based on site specific data, and building design has evolved as required incorporating benefits and effects of lighting for both visual enrichment and energy considerations.</p>	<p>65.00 %</p> <p>Student has demonstrated little understanding of the impact of natural light based on site specific data, and building design has not evolved significantly incorporating benefits and effects of lighting for both visual enrichment and energy considerations.</p>	<p>0.00 %</p> <p>No indication that student has considered the impact of light on the project overall.</p>
<p>STRUCTURAL CONSIDERATIONS</p> <p>Weight 10.00%</p>	<p>100.00 %</p> <p>Clear and appropriate selection of structural systems. Diagrams or plans show good understanding of selected system.</p>	<p>85.00 %</p> <p>Some consideration of structural systems presented, lacking in appropriateness or demonstration of understanding.</p>	<p>65.00 %</p> <p>Little consideration of structural systems presented, lacking in appropriateness or demonstration of understanding. Insufficient drawings to explain systems.</p>	<p>0.00 %</p> <p>No work presented demonstrating any understanding of building structure.</p>
<p>MECHANICAL STRATEGY</p> <p>Weight 10.00%</p>	<p>100.00 %</p> <p>Clear demonstration of the systems proposed and understanding of the relative environmental impact. Systems integrate well and complement the design intent.</p>	<p>85.00 %</p> <p>Some understanding of the environmental impact is demonstrated but is either insufficient developed or integrated.</p>	<p>65.00 %</p> <p>Cursory attempt to show understanding of the impact of systems decisions</p>	<p>0.00 %</p> <p>Zero effort to represent a strategy for mechanical systems or the environmental impact of design decisions</p>

Levels of Achievement

Criteria	HIGH	MEDIUM	LOW	FAIL
<p>MATERIALS SELECTION</p> <p>Weight 10.00%</p>	<p>100.00 %</p> <p>Strong selection of a variety of elements/materials for the project; interior and exterior, with annotated drawings and material representation. Selections complement the design intent. Precedents demonstrate actual use in similar projects.</p>	<p>85.00 %</p> <p>Some selection of elements/materials for the project; interior and exterior, with some drawings and material representation. Selections complement the design intent.</p>	<p>65.00 %</p> <p>Few elements/materials shown for the project; interior and exterior, unclear representation of design intent relative to materials.</p>	<p>0.00 %</p> <p>No evidence of investigation of potential materials for interior or exterior.</p>
<p>WALL SECTION</p> <p>Weight 5.00%</p>	<p>100.00 %</p> <p>Wall sections from at least two critical areas of the project are explored. Materials selected and their organization is clear and well presented.</p>	<p>85.00 %</p> <p>Wall sections and/or details are presented but lack development or relationship to design intent.</p>	<p>65.00 %</p> <p>A wall section or detail is shown but is either undeveloped or incorrect.</p>	<p>0.00 %</p> <p>No wall sections or details are presented by student.</p>
<p>DESIGN DEVELOPMENT PROCESS & PROGRESS</p> <p>Weight 10.00%</p>	<p>100.00 %</p> <p>Clear and demonstrable evidence of advancement of design based on feedback from DESIGN REVIEW of 1/16/21 Review and Advisor. Stronger and better resolved project in general.</p>	<p>85.00 %</p> <p>Some evidence of advancement of design based on feedback from DESIGN REVIEW and Advisor. Improvement is evident but not consistent.</p>	<p>65.00 %</p> <p>Little evidence of advancement of design based on feedback from DESIGN REVIEW and Advisor. No significant improvement project in general.</p>	<p>0.00 %</p> <p>No new work presented</p>

Levels of Achievement

Criteria	HIGH	MEDIUM	LOW	FAIL
ATTENDANCE/PARTICIPATION Weight 5.00%	100.00 % Student has been on-time and present for all class presentation and section meetings. Student fosters productive and insightful conversation during meetings.	85.00 % Student has been on-time and present for all class presentation and section meetings with minor exception and always informs Advisor of changes to schedule. Student participates in productive and conversation during meetings.	65.00 % Student has been late on multiple occasions and has missed multiple class presentation and section meetings or does not communicate in a timely manner with the Advisor. Student rarely participates in productive and conversation during meetings.	0.00 % Student rarely attends class and does not participate in group discussions.
INTERGRATED DESIGN REVIEW 3/15/2021 Weight 20.00%	100.00 % Student presented design and integrated systems clearly and concisely, demonstrating significant progress and understanding of feedback from Advisor and visiting critics. Drawings are well executed in alignment with this level of development and show process.. The oral presentation is well planned and delivered.	85.00 % Student has presented design and integrated systems well, demonstrating some progress and understanding of feedback from Advisor and visiting critics. Drawings are well executed in alignment with this level of development, and the oral presentation is delivered effectively.	65.00 % Student has presented design and integrated systems without demonstrating much progress and understanding of feedback from Advisor and visiting critics. Drawings are not well executed or in alignment with this level of development, and the oral presentation is not well organized or delivered.	0.00 % Student did not present at the Integrated Design Review.

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NAAB Faculty Resumes – Drexel University

Name: Jason T. Austin

Courses Taught (Four semesters prior to current visit):

ARCH 381 Studio 3A
ARCH 241/242/243 Studio 4-1 / 4-2 / 4-3
ARCH 493/49 4/495 Senior Project I/II/III

Educational Credentials: B.Arch., Cornell University, 2000
MS Landscape Architecture (MLA), University of Pennsylvania, 2005

Teaching Experience: Associate Teaching Professor, Department of Architecture, Design & Urbanism, Drexel University, since 2021
Adjunct Professor, School of Architecture, Academy of Art University, 2017-2021
Assistant Teaching Professor, Drexel University, 2014-2017
Adjunct Professor, Tyler School of Art, Temple University, 2007-2013
Lecturer, Department of Landscape Architecture, University of Pennsylvania, 2008-2009

Professional Experience:

Principal, Austin + Mergold LLC, Philadelphia, PA / Ithaca, NY, 2007-present

Key Projects:

<i>Calistoga Residence Addition</i>	<i>Private Residence and Tennis Facility</i>
<i>Yang Residence Addition</i>	<i>Parkview Housing Development</i>
<i>Lancaster Gateway Public Art Installation</i>	<i>Colchester Farm Dormitory</i>
<i>CHAINWORKS District Master Plan</i>	

Project Designer, Atkin Olshin Schade Architects, Philadelphia, PA, 2005-2007

Key Projects:

<i>Underground Parking Facility and Sculpture Garden for Philadelphia Museum of Art</i>	<i>University of Denver's Institute for Sino-American International Dialogue</i>
	<i>Private Residence in Santa Fe, NM</i>

Project Designer, Lettermen, Incorporated, Carlisle, PA 2001-2005

Key Projects:

Rich Valley Golf Course Complex (Golf Course, Clubhouse, Assembly Pavilion, Private Residence)

Project Designer, Skidmore, Owings & Merrill, New York, NY

Key Projects:

<i>AIG Hong Kong Office Tower</i>	<i>Brooklyn Commercial Office Tower</i>
<i>World Trade Center Plaza Re-design</i>	

Licenses/Registration: Pennsylvania

Selected Publications and Recent Research/Awards:

"Citing Site", #33 National Conference Beginning Design Student, with J. Niemiec 2017

"Presenting Incomplete(ness)", #32 National Conference Beginning Design Student, with J. Niemiec
2016 ACSA Health & Well-being Fall Conference, 'Retro-fitbiting the Built Environment, 2016

Architectural Record, Austin+Mergold featured as Firm to Watch, 2015 "Scandalous", Thresholds 43, 2015

Best Urban BMP in the Bay Award for Lancaster Public Art Installation,

2014 "Presenting Architecture in Reverse", Edge Condition, Co-

author J. Niemiec, 2014 Community Design Collaborative Award, Philadelphia, 2012

AIA Philadelphia Emerging Architecture Award, 2012

Gowanus Lowlane Exhibition, Brooklyn, NY – Competition Honorable Mention, 2011 The Architectural League Prize for Young Architects and Designers, 2010

PHFA Design Excellence Award, Parkview Housing Development, 2007

NAAB Faculty Resumes – Drexel University

NAAB Faculty Resumes – Drexel University

Name: Stephanie Feldman

Courses Taught (Four semesters prior to current visit):

ARCH 181 Studio 1A
ARCH 182 Studio 1B
ARCH 183 Studio 1C

Educational Credentials: BA, Yale University, 2000
M.Arch., University of Pennsylvania, 2005

Teaching Experience: Associate Teaching Professor, Drexel University, since 2021
Adjunct Associate Professor, Drexel University, 2019 – 2021
Adjunct Assistant Professor of Architecture, Drexel University, 2014 – 2019
Lecturer, University of Pennsylvania, 2005 – 2008

Professional Experience:

Principal, ScF Designs, 2014 - Present

Key Projects:

Rittenhouse Residence, Philadelphia

Chelsea Coop Residence, New York

Mount Airy Residence, Philadelphia

Ardmore Residence, Philadelphia

The Drake Tavern, Jenkintown

Rittenhouse Condominium Lobby, Philadelphia

Marin County Residence, Larkspur

Business Office Remodel & Sound Remediation,

Fort Washington

Fitler Square Residence, Philadelphia

Rittenhouse Condominium, Philadelphia

Architect & Designer, Wallace Roberts & Todd, 2002 & 2006 - 2012

Key Projects:

Armed Forces Retirement Homes

Hart Allentown Community Center

Alexander Hamilton Urban Renewal Housing

1036 Mission Street Family Housing

Architectural Staff, Kisho Kurokawa Architect & Associates, 2001 - 2002

Key Projects:

Berlin Potsdamer Platz

Architectural Staff, Fox & Fowle Architects, 2000 - 2001

Key Projects:

New York Times Headquarters, New York

Merrill Lynch Tower, New York

Licenses/Registration: Pennsylvania

Selected Publications and Recent Research:

“The XXXII Olympiad & the Effects of COVID-19 on Architecture and Urbanism in Japan” (current research, writing in progress)

Awards:

Yale University, Distinction in the Major, 2000

Yale University, The Raymond Lee Award, 2000

University of Pennsylvania, Woodman Scholarship Competition, 2003

National Science Foundation, EAPSI Grant, 2004

University of Pennsylvania, Alpha Rho Chi Medal, 2006

University of Pennsylvania, Course Development Grant, 2006

Drexel University, Nomination Adjunct Faculty Award for Teaching Excellence, 2019

Professional Memberships: AIA Philadelphia
NCARB