STUDENT HANDBOOK

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THE EVOLVING OBJECTIVES OF EDUCATION IN ARCHITECTURE
Kenneth Schwartz FAIA
Favrot Professor and Dean

The Tulane School of Architecture is unique in the way that fundamentals of architectural education are blended with extensive community engagement. These qualities have been present at the School for many decades, yet they have taken on greater focus, urgency, and momentum since Hurricane Katrina in 2005. The curriculum calibrates and celebrates these opportunities for our students, and the progress, as seen through the work of students and faculty over the past eight years, has been impressive. The Tulane School of Architecture is nationally recognized for these qualities.

The construction of an effective curriculum is an iterative and cumulative process. A student’s outlook and experiences are profoundly influenced by the way a curriculum unfolds. Beginnings are particularly important, and traditions of design pedagogy within a school can be instrumental in forming identity and building continuity.

While experience and continuity provide foundations for a curriculum, education must constantly evolve. Increasing diversity within schools, including our own, has produced new opportunities by changing the range of considerations about the role of design, the value of cross-disciplinary exploration, and the development of new agendas for the architect’s role in society. Among our faculty, for example, diverse perspectives, educational backgrounds, experience in varied practice settings, and geographic distinctions from around the nation and world all contribute to an educational experience that is stronger than it has ever been. Indeed, the influence of new perspectives, new agendas, and new leadership are all vitally important to the health of any academic institution.

We are an excellent, design-based school of architecture, uniquely positioned to become an even better school through the amazing combination of our diverse faculty and the dedication, talent, and ambition of our students. We draw strength from approaches that have been instrumental and influential in the past. At the same time, many aspects of the program have been changing given the unique and continuing challenges and opportunities of New Orleans, the influx of new faculty (12 new full-time colleagues since 2008), expanded opportunities for architects in contemporary society, and our deep commitment to civic engagement through design.

Change is an important ingredient in any academic and intellectual enterprise. As in biological and economic systems, evolution and “growth” are crucial to the health of the entire system. At the same time, in human terms, the sociology of change can be disquieting and disorienting to some. For others it can be energizing and even liberating in the way creative opportunities open up new ways of looking at old problems and challenges. When we think about what the School will look like and what we will be doing in five years, some aspects of “tradition” will certainly continue. At the same time, the School will be a different place - one with greater relevance, greater efficacy in the way an architect engages the society we serve, and our deep commitment to civic engagement through design.

The history of modern architectural education going back nearly two-hundred years at this point has shown that stasis and an excessive attachment to past practices present a false dichotomy with the equally powerful and problematic notions of change for change’s sake. In dialectical terms, the synthesis is far more interesting and productive than either of the polar extremes, and this realization can help to move us forward. “Synthesis” as a word alone makes it sound simple and easy. Usually the process of finding a healthy balance involves some degree of trial and error, epiphanies as well as dead ends, experimentation, and occasionally frustration. There will be creative friction along the way. Nevertheless architects are noteworthy for their optimism, generosity of spirit, and willingness to explore potential and possibilities even in uncertain territory.
ADMINISTRATION AND FACULTY

Dean's Office, Room 303
- Kenneth Schwartz, Dean
- Wendy Redfield, Associate Dean for Academics
- Christy Crosby, Director of Administration
- Stephanie Clough, Program Coordinator

Main Administrative Office, Room 304
- Jill Stoll, Associate Dean of Students
- Megan Weyland, Career Services Director and Undergraduate Admissions Coordinator
- Patrice Maddox, Senior Program Coordinator
- Tabitha Penton, Project Assistant and Graduate Admissions

Additional Administrative Offices
- ROOM 105: Robin Stead, Director of Financial Services
- ROOM 115: David Armentor, Digital Imaging Specialist
- ROOM 110: Sam Richards, Building Manager and Shop Director
- ROOM 131: Victor Garcia, Architecture Computer Lab and Digital Technologies Consultant
- ROOM 202: Alan Velasquez, Architecture Library and Library Unit Coordinator

FULL TIME FACULTY

Professors
Errol Barron, FAIA
Eugene Cizek, FAIA
Ammar Eloueini, Intl. Assoc. AIA
Judith Kinnard, FAIA
John Klingman, RA
Carol McMichael Reese, Ph.D
Kenneth Schwartz, FAIA

Associate Professors
Scott Bernhard, AIA
Michael Crosby, RA
Bruce Goodwin, RA
Graham Owen, RA
Wendy Redfield, AIA
Scott Ruff
Kentaro Tsubaki, RA

Assistant Professors
Emily Baker, RA
Tiffany Lin, RA

Senior Professors of Practice
Richard Campanella
Byron Mouton, AIA
John Stubbs

Professors of Practice
Marcella Del Signore
Irene Kell, RA
Casius Pealer
Cordula Roser-Gray, AIA

For a list of all faculty and adjunct faculty, please visit: http://architecture.tulane.edu/people - faculty
STUDENT ORGANIZATIONS

The School of Architecture has its own student organizations and government, which organize student activities, hold student meetings, attend faculty meetings, administer the annual Faculty Award (given by the graduating class each year to an instructor for teaching excellence). Tulane students are active in campus and national student affairs.

ARCHITECTURE STUDENT GOVERNMENT (ASG)
The Architecture Student Government is an organization comprised and representative of the entire architecture student body, funded by the larger governing body USG. ASG's role is to organize and empower the student body of TSA in the spirit of responsibility to ourselves, the community and the public, cooperation amongst our colleagues and concern for the built environment as a whole. ASG is involved in organizing lectures and social events such as TGIF, Beaux Arts Ball and the annual Faculty Auction. ASG's main focus of the school year however, is planning Architecture Week (http://architecture.tulane.edu/outreach/architects-week).

ASG is made up of an executive board (President, VP, Treasure, Secretary and Senator to USG) and class representatives from each year. General elections are held in the spring semester and elections for First Year Representative occur at the beginning of the fall semester.

SCHOOL OF ARCHITECTURE GRADUATE GOVERNMENT (SAGG)
The Tulane School of Architecture Graduate Government is an organization committed to the strengthening of the graduate student community. Its main purpose is to facilitate a relationship between graduate students, faculty, the administration, the University, alumni, professionals, and the community at large. Additionally, SAGG is equipped to further empower the graduate body and provides the resources needed to reach their greatest creative potential.

The funding of Student Initiated Projects (SIPs) is but one tool SAGG utilizes to meet this goal. Any graduate student can prepare a proposal to improve something at the School of Architecture and present it to the government. One recent example of this is the graduate work publication, "Recto Verso," the publishing of which is funded by SAGG.

Finally, SAGG has a limited but important role in helping put on the Graduate Colloquium. Though there is a separate committee dedicated to the organization and execution of the Colloquium, SAGG is a major partner in funding it. SAGG hosts a social gathering for graduate students and visiting prospective graduates during the Colloquium weekend to help prospective graduates get a better, more personal sense of what attending the Tulane School of Architecture is like.

MULTICULTURAL ARTS AND ARCHITECTURE COLLECTIVE (MAAC)
MAAC strives provide an alternate view in the fields of art, architecture, and design through an inclusive, culturally comprehensive lens. The Multicultural Arts and Architecture Collective, (MAAC), is a group of students who desire to strengthen their understanding of their own fields of study by forging a connection with other diverse and creative individuals. MAAC engages in activities and events dedicated to connecting the disciplines of art and architecture, as well as raising awareness of culture and diversity in these professions. Our intent is to proliferate an understanding of the importance of culture throughout the profession with the aim of influencing future designers, artists, and creators to produce creative works that speak to various cultures and peoples.

AMERICAN INSTITUTE OF ARCHITECTURE STUDENTS (AIAS)
The Tulane chapter American Institute of Architecture Students is an active student organization focused on programs benefiting students in their professional development. AIAS sponsors numerous professional and social programs and events.

ALPHA RHO CHI
Alpha Rho Chi is a professional, co-educational fraternity dedicated to the enhancement of the art, profession and understanding of architecture, the built environment and the allied arts. Founded in 1914, it continues to be the only professionally-oriented fraternity dedicated to not only networking, but also to fellowship and mentoring within the field. Represented by the Hadrian Chapter at Tulane, the Chapter offers students valuable opportunities to interact with students from across the nation and around the world. Interested members may rush in the fall and pledge in the spring. Membership is open to all students with passion for the field of architecture.

TAU SIGMA DELTA HONOR SOCIETY
Tau Sigma Delta is a national honors society in architecture and allied arts open to fourth and fifth year students. Membership is based on scholarship, leadership, character, and creative ability. The Tulane chapter of Tau Sigma Delta is the continuation of an earlier organization called the Gargoyle Society.
ACADEMIC POLICIES

A full description of academic policies for all schools of the Newcomb-Tulane College are outlined here: http://tulane.edu/studentaffairs/upload/02Academic.pdf. Students should review these policies thoroughly. Additional academic policies or specific requirements for the School of Architecture are outlined below.

HONOR CODE SYSTEM AND CONDUCT

Regulations regarding student conduct are given in the Code of Academic Conduct, which is available through the Office of Student Affairs. The School of Architecture Honor Code and information on the Honor System are available in the Administration office. Students accused of conduct or Honor Code violations will be given a hearing in accordance with the procedures described in these documents. Penalties range from a reprimand to disciplinary probation, suspension, and expulsion. Suspension occurs for a specified period of time, and the fact is entered in the student’s record and transcript while it is in effect. Expulsion is entered in the student’s record and will appear on all transcripts issued after that time.

COURSE LOADS

General policy guidelines for course load requirements are described in the outline of policies for the Undergraduate College. For the School of Architecture, the normal course load for undergraduate students varies from 15 to 19 credits per semester. The student who completes these credits each semester in the required and elective courses as outlined in Programs of Study will meet the graduation requirements in the customary five years. A lighter load must have the approval of the Newcomb-Tulane dean’s office.

In any given semester and with the permission of their advisers, when registration opens for the next semester, students may register for as many as 19 credits. After the close of a semester, students who have earned a 3.0 or higher grade point average on 18 or more credits during that semester may register for as many as 22 credits in the following semester. After the close of a semester, students who have earned a cumulative grade-point average of 3.5 may register for as many as 25 credits. Any student who does not automatically fulfill these requirements, must request special permission from the Newcomb-Tulane dean’s office to register for more than 19 credits.

ACADEMIC STANDING, EXEMPTION, AND ADVANCED STANDING

Students normally proceed through the architecture studio and platform courses sequentially. The exceptional student who feels his or her design work merits advancement into a higher-level studio course must be sponsored by a member of the faculty in a request for advancement. The faculty sponsor petitions the Dean’s office in writing; the Associate Dean will judge the merit of the faculty sponsor’s proposal and make a recommendation regarding the appropriate level of architectural design instruction for the student.

For architecture courses other than studio, students with superior ability or previous course work in a given subject area may request that the instructor of that subject review their past work, previous relevant syllabi and transcripts. The instructor makes an evaluation to determine whether or not the course in question should be waived or credit given and then makes a recommendation to the Associate Dean who approves all advanced standing petitions.

AUDITING COURSES

Any full-time undergraduate student may audit one course per semester without credit in any school of the University, after completing formal registration and obtaining approval of the instructor for the course. Although credit is not granted for audited courses, such courses are considered part of the student’s semester course load and are recorded on the student’s permanent record. An audit enrollment that results in an overload is not permitted unless the student is qualified for such an overload. An auditor who is absent excessively will be dropped without record. Students who decide to audit a course after initially attending the course as a grade-seeking student must submit the appropriate change form to the registrar following the approval of the Newcomb-Tulane dean’s office. Students in the first year are urged to take all courses for credit rather than to audit or visit them.

CLASS ATTENDANCE

Regular attendance at classes, studio and laboratory periods, and scheduled course conferences is required; it is essential to successful academic progress. All absences must be reported to the course instructor. The only excused absences are those for reasons of health or crisis, and must be justified with written documentation. Unexcused absences could reduce a student’s course grade, as will late arrivals or early departures from class. Three consecutive absences or four nonconsecutive absences will, in normal circumstances, mean that the instructor may give a WF grade to the student. Instructors are not authorized to excuse absences which extend holidays.
A student who stops attending a course listed on his or her registration form, without formally dropping this course, receives a WF grade if recommended by the instructor on or before the official deadline for authorized drops. Students should officially withdraw from a course if they are no longer attending it. After that date, the student will be assigned an UW as a final grade.

EXAMINATIONS

Attendance at final exams is required. A student who must be absent from a final examination will be given permission to take a special examination only if he or she presents to the course instructor and the Dean’s office an acceptable excuse and appropriate documentation before or within three days after the examination. A student whose absence from an examination is excused will be given an I (Incomplete) and a makeup examination; a student whose absence is not excused will be given an F in the course. Incomplete grades must be resolved with final grades reported to the dean’s office within thirty days from the end of the semester or the I grade becomes an F. (See Newcomb-Tulane section for further information.)

STUDIO REVIEWS

Studio reviews are a critical part of the design studio curriculum and evaluation process. Attendance at these reviews is mandatory. Policies for Mid-term and final studio reviews are equivalent to those for examinations in other courses (see above).

GRADES

The School attempts to keep its students informed of their progress at all times. Federal law prohibits the sending of grade information to third parties, including parents and guardians, unless the student provides the Associate Dean of the School of Architecture and the Newcomb-Tulane College dean’s office with written authorization for release of such information. Such a request may be made by the student at any time.

A student who has a complaint regarding grading or academic evaluation has recourse to the grievance procedure developed by the University Senate Committee on Academic Freedom and Responsibility of Students. Copies of the Student Grievance Procedures are available in the Director of Academic Affairs office. The student must first discuss the complaint with the professor; then, if dissatisfied, submit a written complaint to the Associate Dean of the School of Architecture.

At the end of each semester, a final course grade is given in each subject. This grade is based on all the student’s work during the semester and is entered on the student's transcript. The School of Architecture uses the University-wide grading system for courses. A full description of Grades and Grading Policies are outlined in the Newcomb-Tulane section for the undergraduate college.

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<tr>
<th>Grades</th>
<th>Grade Points</th>
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<tr>
<td>A</td>
<td>Excellent</td>
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<td>B+</td>
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<td>C+</td>
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Exceptions and additions are as follows:

WF Withdrawn with failing grade
WF grades may be administratively assigned, for excessive absences, for disciplinary penalty or for failure to attend a course, which is shown on registration records. WF grades are treated as F grades in computing semester and cumulative averages. They remain on the record even if the course is later completed successfully.

W Withdrawn
W grades do not imply a penalty and are not counted in the grade point average.
I  Incomplete
An incomplete grade, I, is given at the discretion of instructors when, in their view, special circumstances prevent a student from completing work assigned during the semester and with the understanding that the remaining work can be completed within 30 days. Extensions of the 30-day deadline must be requested in writing by the student and must be approved by the instructor and the Associate Dean. Extensions are approved only when a student has made an attempt to complete the missing work within the original 30-day period but, in the view of the instructor and the Associate Dean, has been prevented from completing the work by some special circumstance beyond the student's control. Extensions must be approved before the 30-day deadline expires; extensions are not approved retroactively. Incomplete grades are also given when a student’s absence from a final examination has been excused by the Associate Dean prior to or within one day following the final examination. Any officially authorized I grade, if not resolved (changed to another grade) within 30 days after the end of the semester, is recorded as an F.

IP  In-Progress
This grade is used to denote progress during the first semester of a year-long special project, capstone or honors course. When the final semester’s grade for the course is awarded, the IP is changed to reflect that grade and grade points are awarded accordingly.

S  Satisfactory completion of a course on the satisfactory/unsatisfactory option, with no grade points. (Minimum C-performance level required.)

U  Failure to earn credit in course which was taken on the satisfactory/unsatisfactory option.

Grade Point Averages
Cumulative grade point averages are computed by dividing the total number of quality points by the total number of credits attempted. Credits completed on the S/U basis are not included in this computation.

Semester grade point averages are calculated for architectural design courses (the design average) and for all courses together (cumulative average) by dividing the number of quality points by the number of credits attempted. Credits completed on the S/U basis are not included in this computation.

Satisfactory/Unsatisfactory Option
Qualified second through fifth-year Master of Architecture I students who are not on probation may elect to take one course in a standard semester course load on a satisfactory/unsatisfactory basis. No more than 3 satisfactory/unsatisfactory courses may be counted toward graduation. The satisfactory/unsatisfactory option may not be used to satisfy the writing, foreign language, quantitative reasoning, and laboratory components of the core curriculum. In addition, the S/U option may not be used to satisfy required course work in the School of Architecture or architectural electives. It may be used in non-architectural electives being used to satisfy university distribution requirements.

Satisfactory/unsatisfactory grades do not carry quality points and are not included in the computation of grade point averages. A minimum performance level of C- is required for the grade of “satisfactory.” The School does not accept satisfactory/unsatisfactory or pass/fail credits earned at other institutions. Students should be aware that satisfactory/unsatisfactory credits might not be acceptable in transfer to other institutions. The satisfactory/unsatisfactory option form must be filed within the prescribed period following registration and no later than the official calendar deadline. Changes to or from satisfactory/unsatisfactory status after the deadline has passed cannot be authorized. There are no exceptions.

COMMENDATION
Commendation is an honor given to Master of Architecture students in any of the Thesis options whose final projects are designated as exceptional by the thesis directors and who receive an A grade (4.0) in their final project. A student who has received a commendation for their final project will receive a letter of commendation from the Dean and thesis directors upon graduation.

DEAN’S LIST
Students who have earned a distinguished record in all of their courses throughout the semester may be recognized on the Dean’s List of the Undergraduate College and of the School of Architecture. The Dean’s List is prepared after each semester and recognizes excellence and superior academic achievement. First and second-year students are placed on the Dean’s List if their grade point averages are at least 3.5; third, fourth, and fifth-year students are placed on the Dean’s List with grade point averages of 3.667 or higher.

LEAVE OF ABSENCE
Students in good academic standing normally attend the School of Architecture each semester consecutively; however, occasionally it is in the best interest of the student to take a leave of absence from the School for a semester or a year. Students considering a leave of absence should consult their adviser at the Center for Academic Advising (TUCAA).
To obtain a leave of absence, the student must make written application to the Associate Dean stating the reason for the request and the proposed period of absence. Upon written approval by the Associate Dean, the student is guaranteed readmission if all conditions of the request and approval are met. (See Newcomb–Tulane section for further information.)

REQUIRED WITHDRAWAL, DENIAL OF ENROLLMENT
A student may be required to withdraw from any course or from the school or the university, temporarily or permanently, for any of the following reasons: possibility of danger to the health of the student or to that of other students if enrollment is continued; refusal to obey regulations; violation of the Honor System or any other serious misconduct; or work below the required academic standards.

CHANGES IN REGULATIONS
The School of Architecture and the University reserve the right to deny admission to any applicant or to forbid any student's continued enrollment without assignment of reason; to change any of its rules, courses, regulations and charges without notice; and to make such changes applicable to students already registered as well as to new students.

VOLUNTARY WITHDRAWAL

From a Course
To drop a course, a student must obtain the approval of the instructor and their adviser at the Center for Academic Advising. Withdrawals from courses are not recorded for the first four weeks of class. After the fourth week of classes and before the last date for drops as reported in the official calendar, a grade of W will be recorded only if withdrawal is officially approved and the instructor reports satisfactory standing in the class at the time of withdrawal. Students considering withdrawal from required courses must consult with their adviser at the Center for Academic Advising (TUCAA); required courses in the School of Architecture must be taken sequentially and withdrawal may result in the extension of the program of study. Students must always carry the full-time minimum course load of 12 credits.

From the School
A student who decides to switch from the School of Architecture to a major in another school must consult his or her adviser at the Center for Academic Advising and complete the appropriate forms.

A student who decides to withdraw or resign from the School of Architecture and Tulane University after the semester begins must discuss withdrawal plans with the Associate Dean and file a written request for permission to withdraw from all classes. This statement should include the student’s reason for requesting to withdraw. Withdrawal forms and a letter from parent or guardian indicating awareness of the withdrawal plans must be turned in at the time of withdrawal. Withdrawal forms may be obtained from the Center for Academic Advising.

The authorized date for withdrawal generally is the date that the formal withdrawal request is received. This date is important in determining eligibility for refund or account adjustment and grading status. Requests for retroactive medical withdrawals cannot be approved after a student has completed his or her final examinations and the semester has ended. (See Newcomb-Tulane section for further information.)

SUMMER SCHOOL CREDIT
Students sometimes wish to earn extra academic credit or fulfill requirements during the summer months. Only summer courses taken in Tulane University Summer School will be considered in computing grade point averages. In order for academic work undertaken during the summer at other institutions to receive Tulane credit, students must have the courses they wish to take in summer school pre-approved during the previous spring semester, and must earn a grade of C or better. Course descriptions and other information about the institution to be attended must be supplied. Forms available in the Center for Academic Advising must be filled out and approved by the appropriate university department to determine equivalency to Tulane offerings: for architecture courses, the Associate Dean’s office; for English courses, the English department, etc. Courses must be so approved before they are considered for transfer of credit.

TRANSFER CREDIT
Except for approved summer school credit (see above), once a student enrolls in the School of Architecture, only work undertaken within Tulane University—including the approved programs described under Special Academic Opportunities—may be applied toward the requirements for a degree in the School. Work undertaken at another institution during a leave of absence is not considered for credit unless prior written approval has been obtained from the Associate Dean and the student earns a grade of C or better.

REPEATED COURSES
A course completed with a passing grade of D-, D, or D+ may be repeated. When a course is repeated both grades, the original grade and the grade resulting from repeating the class, are included in the GPA. The first completed credit with a passing grade is counted toward graduation. The repeated effort is recorded on the permanent record, but does not count as credit earned. If an F or WF graded course is repeated, both the original F or WF and the grade for the repeated effort are recorded. F and WF are counted in the cumulative average. In
order to repeat a course, students must be enrolled in a minimum of 12 new credits in addition to the repeated class. No more than one course may be repeated in any semester.

COMMENCEMENT POLICIES AND PROCEDURES
A candidate for graduation must complete the total number of credits and all courses required for his or her program of study, must have a cumulative grade point average in all academic courses of at least 2.0 for the Master of Architecture (five year program), and 3.0 for the Master of Architecture I (three and a half year program) and must receive certification for graduation by the faculty of the School of Architecture.

Students must complete a minimum of two years (66 credits) including the final year (30 credits) of their total degree requirements in residence at Tulane in the School of Architecture.

POLICIES AND PROCEDURES FOR ARCHITECTURE UNDERGRADUATE STUDENTS

ADVISING

Academic Advisor
Students meet with their Advisor at least once a semester, for degree progress audits, short and long-term academic program planning, and information on course prerequisites, sequence of courses, and other requirements defined in this catalogue. A particularly important consideration is the positioning and content of a student's elective coursework, in order to insure a well-rounded program of liberal arts study. Advisors also counsel students are career planning, professional specialties and job placement.

Students also consult periodically with the school's Associate Dean of Students on all matters concerning their academic performance and degree progress. Any student may contact the Dean's office for information on these matters or for special arrangements regarding their program of study. Students may at times need to discuss the fit between their personal and academic life; students are encouraged to bring these concerns to their Advisor, the Associate Dean of Students, any faculty member or the Academic Advising Office, which has a dedicated advisor for all architecture students.

Career Advising
The School has a Career Services advisor available to meet with students individually by appointment. She maintains a vast database of contacts, runs workshops for interested students, and provides critique and coaching to students who are preparing for the job market.

Tulane School of Architecture’s low student/faculty ratio allows most members of the faculty to become acquainted with the majority of students and to advise them informally on academic matters as well as professional and general concerns. First and Second Year students often need special advice on architecture as their career choice. The design faculty of these years is particularly sensitive and responsive to these needs. Students are given ongoing feedback on their progress throughout this period, and a comprehensive design review concludes the spring semester of Second Year.

The School of Architecture alumni are another valuable resource in career advising and facilitation. Our alumni practice throughout the United States, in architecture and a variety of related fields. These successful design professionals often prefer to hire Tulane graduates, and are effective area contacts for the student seeking employment. The Tulane degree is well received nationally: our strong curriculum and extensive training make the Tulane student or graduate appeal to any number of professional concerns.

Major Advising
The Associate Dean of Students at the School advises students on their course of study in the major.

EVALUATIONS

Student Progress Evaluation
Student progress is monitored in several ways; through academic (faculty) advising, written studio evaluations, the second-year portfolio review, performance evaluation in the required comprehensive studios, the oversight of the Associate Dean for Academic Affairs grading (‘quality of work requirements’), and career advising.

Written Studio Evaluations
After the completion of studio reviews each semester, faculty fill out individual student evaluations for student review and placement in the student’s file. Students are evaluated according to a number of criteria, including design quality and work habits. A copy of this form is included as addenda to this section.
Second Year Portfolio Review
At the conclusion of the first and second year, students undergo a comprehensive portfolio review. Core year faculty as well as general faculty and the administration participate in this review. This enables students to receive general feedback regarding their development, while also allowing for oversight of the curriculum content during the first two years.

GPA MINIMUM REQUIREMENTS- STUDIO AND OVERALL
See “Quality of Work Requirements”

MAJOR DECLARATION PROCESS AND POLICY
Undergraduate students are required by the University to declare a major course of study by the beginning of their 4th semester of college study. However, to allow students who are not accepted into the architecture major sufficient time to identify another course of study, this draft policy places our review at the end of the student’s freshman year.

This process includes a formal review to enable us to ensure that students accepted into the major have demonstrated potential for success in architecture.

Process and Timeline
1. Student is accepted into Newcomb-Tulane College; enrolls in first year coursework at School of Architecture

2. By 5:00pm on the last day of classes of the spring semester of the freshman year in architecture, a student seeking the architecture major is required to submit an application to the Associate Dean of Students for Architecture comprising the following:
   a. a completed Major / Minor Declaration Form
   b. a statement of interest (300 words maximum) articulating the student’s intentions and aspirations in architecture
   c. a portfolio (format: specified by First Year faculty) including work from DSGN1100 and DSGN 1200. Inclusion of additional work done independently or in previous courses is optional.

3. Prior to May 15, a review panel convened by the Dean’s Office will review all applications. Components of the review will include the Statement of Interest and Portfolio submitted by the student, the student’s first year transcript, and written evaluations by his/her studio faculty member. While all of the components of the student’s application will be taken into consideration, the faculty consider that in order to proceed with the major in architecture, a student completing the freshman year should have attained a minimum studio GPA of 2.3, and overall GPA of 2.3. The panel’s charge is to assess each student’s demonstrated readiness and ability to succeed in fulfilling the requirements of the M.Arch program.

4. By June 1, the Associate Dean of Students will forward a recommendation to the Dean identifying those students approved for declaring the major in architecture. Upon the Dean’s approval, the Associate Dean of Students will inform all applicants of their acceptance or non-acceptance into the architecture major.

5. After receiving a copy of the accepted architecture majors, Academic Advising Center staff will code both the official major and the faculty advisor in the Banner records system. Students not accepted into the architecture major will be coded as undeclared in the Newcomb-Tulane College. Such students will benefit from the full range of advising services available to exploratory students and will be provided with structured assistance in identifying the major that best suits their strengths, interests, and professional goals. Advising resources for these students include dedicated exploratory advisors, major exploration workshops, departmental and school open houses, and the self-assessment tools available through Career Services.

PORTFOLIO REQUIREMENTS
Each student in the School of Architecture maintains a portfolio, in 8.5” x 11” and digital formats, recording comprehensively the design studio work undertaken in the School each term. This portfolio is collected, evaluated and graded by design faculty during the spring semester of the second year. At this time a student may be asked to meet with a group of faculty for discussion of the work and his or her status, progress, strengths, and weaknesses. Although the portfolio review is advisory, the portfolio is a part of design studio evaluation. Maintaining a portfolio is an important and integral part of the student’s curricular program, providing a valuable opportunity for a student to see the work from a broader perspective than a single semester’s evaluation affords.

Submission of the portfolio is required for application to many of the School’s special programs and academic opportunities as well as consideration for awards offered by the School. This portfolio also forms the basis of the professional portfolio each student assembles to seek summer and long-term employment.
QUALITY OF WORK REQUIREMENTS
The School of Architecture is not obligated to give individual warnings to students in danger of probation or exclusion, or to their parents. Each student is responsible for his or her academic performance and its consequences.

Promotion
School of Architecture students are expected to follow the appropriate curriculum outlined in Programs of Study (see Five Year Undergraduate Professional Degree Program by semester). Students are classified within a given year according to the number of credits earned. A student may be excluded from the School of Architecture for lack of sufficient academic progress toward fulfilling degree requirements. Failure to meet stated degree requirements within a reasonable period of time may result in exclusion. Sufficient academic progress is also measured by minimum credit and grade point requirements.

Probation
At the end of the semester a student must have a minimum of 12 hours of C average work as well as a design studio cumulative grade point average of C or better. Students who do not meet these minimum requirements will be placed on probation. C average work is defined as courses whose quality point average is at least 2.0. Any student who does not remove C average probation by the end of the spring semester will be required to attend summer school to continue enrollment in the School. Normally, only work undertaken in Tulane University Summer School may be applied toward removal of probationary status or toward remedying a grade point deficiency.

- Students in the School of Architecture are also placed on probation in the following instances:
  - A student, whose cumulative academic grade point average falls below 2.0 in any given academic semester, as calculated at the end of that semester, is placed on academic probation for the subsequent semester. If the student’s cumulative average has not risen to 2.0 by the end of the probationary period, the student is not permitted to remain in the School.
  - A student, whose grade point average in architectural design courses falls below 2.0 for a given semester, as calculated at the end of that semester, is placed on design probation for the subsequent semester. If the student’s year average in architectural design courses has not risen to 2.0 by the end of the probationary semester, the student is not permitted to remain in the School.

De-Majoring
If a student does not meet the terms of academic probation, the result is an automatic de-majoring by the university and the student will not be allowed to continue taking courses in the School of Architecture. The student must meet with their academic advisor to determine an alternate course of study. The student’s academic performance will be evaluated by the university at the end of the academic year to determine academic standing. If, at the end of the full academic year, you are below a 2.0 cumulative GPA you may be subject to academic probation or dismissal by Tulane University.

Re-admittance
A student excluded from the School as a result of failure to remove academic or design probation may reapply for admission only after at least one year of work under the supervision of an architect approved in advance by the Associate Dean. Upon reapplication, the student must submit examples of work undertaken during this period, along with a letter of evaluation from the employer. A student readmitted to the School under these circumstances must achieve a grade point average of 2.0 (C average work) in the first semester; or he or she will not be permitted to remain in the School or to reapply for admission.

STUDENT WORK
Any work performed for credit by students enrolled in the School of Architecture may be retained by the School for its records. Students may, as an alternative, provide suitable reproductions. Thesis students are required to provide complete documentation of the thesis to the School for the Architecture Library. Although some student work may be retained for a period of time in order to document it, the School is not responsible for any student work (or equipment) left in Richardson Memorial Hall after the end of the term in which it is executed. All examinations and assigned written work other than design work that are used by an instructor to arrive at an academic evaluation, and are not returned to the student, are kept by the instructor for a period of six months after the semester’s end.

THESIS REQUIREMENTS
Newcomb-Tulane College requires that every “Tulane senior complete a capstone experience related to the student’s major. The capstone experience allows a student to demonstrate the capacity to bring information, skills and ideas acquired from the major to bear on one significant project. Capstone experiences will be designed by each of the schools and by individual departments/interdisciplinary programs within the schools.”
M.ARCH: FIVE-YEAR UNDERGRADUATE CURRICULUM

The Master of Architecture program is structured to give students thorough professional preparation, opportunities for study in the liberal arts, and opportunities for advanced study in architecture. First-year courses include required study in design, visual and digital media, architectural history and theory, and technological systems, as well as writing and other electives in cultural knowledge and scientific inquiry.

The emphasis in first-year design is on developing a fundamental understanding of formal, spatial and material principles in architecture while obtaining a strong skill base in freehand drawing, descriptive geometry, material techniques, and visual and digital media. First-year electives allow students to supplement their background in physics or calculus, to begin or advance foreign language study, to broaden their skills in the arts, or to choose any other subject area from among over forty offered throughout the University’s undergraduate divisions. In their first semester, students will also participate in one of the many Tulane Interdisciplinary Experience Seminars (TIDES) offered by the University to engage students and faculty in an intimate interactive environment.

Second and third-year courses include the majority of the program requirements. Intensive studio work in architectural design is complemented by study in architectural history and theory, structures, technological systems, digital media and urban studies. In second year, students are fully immersed in digital design techniques while learning to incorporate knowledge from historic, environmental, social, programmatic and technological studies into the design studio. In the third year, a fully integrated program of coursework allows students a truly synthetic experience in the comprehensive design of a complex architectural project. In the fall of third year, students are eligible to study in the Tulane School of Architecture’s Rome Program.

The fourth-year curriculum involves advanced architectural design in elective studio courses, as well as graduate level seminars in architectural theory, technology, professional concerns, urban studies, and digital media. An emphasis is placed on the relationship of architecture to the urban environment both locally and globally. Students will spend one semester at the Tulane City Center studying in one of the many programs ranging from urban design to housing to design/build. In their fourth year, students are also given the opportunity for international study that ranges from one week to a full semester of study in programs in Europe, Latin America, and Asia. Upper level study is intended to be diverse and includes many electives intended to provide significant opportunities for study within architecture as well as in the liberal arts and sciences.

In the fifth year of study, students will develop an advanced thesis through research, analysis and design in one of four curricular streams. In addition to academic year studies, students are also required to spend two summers working in architecture firms in order to gain an understanding of architecture as a profession.

Transfer students with previous college work, but without any background in architecture, may take an intensive summer curriculum as the equivalent of first-year. The intensive summer program includes no English courses or general electives due to previous college work being a prerequisite. For such students, the Master of Architecture as a first college degree may then be obtained in four additional years.
### FIVE-YEAR UNDERGRADUATE PROFESSIONAL DEGREE PROGRAM BY SEMESTER

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<tr>
<th>Year</th>
<th>Fall</th>
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<td>Lab Science - PHYS 1050+</td>
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<td>English 1010 (must complete first year)</td>
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<td>TIDES (must complete first year)</td>
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#### Apply to Architecture Major

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<td>ATCS 3010 Site Strategies</td>
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#### Portfolio Review

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**TOTAL CREDITS**: 168-171

- Architecture Courses Total: 123
- Courses without Architecture Content: 45-47

NAAB requires 168 total hours
NAAB requires 30 hours of graduate level courses in professional studies and electives
NAAB requires 45 hours to be taken in courses without architectural content
REQUIRED NAAB LANGUAGE:

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards. Doctor of Architecture and Master of Architecture degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree. Any University, College of Art and Design, Department of Architecture offers the following NAAB-accredited degree programs:

B. Arch. (150 undergraduate credits)
M. Arch. (pre-professional degree + 42 graduate credits)
M. Arch. (non-pre-professional degree + 60 credits)

Next accreditation visit for all programs: 2014

SUMMER INTERNSHIPS
To acquire practical experience within the profession of architecture, the School requires students to take two qualifying internships in an architect’s office or in related professional areas after second year and prior to graduation. A qualifying internship will consist of ten weeks of full-time (35 hours per week) work for paid employment, or five weeks of full-time or ten weeks of part-time (20 hours per week) work for unpaid employment or volunteer services. While it is preferable that students gain experience in an architect’s office for at least one of the required internships, credit may also be given for employment in related professional areas. Additionally, international studies in a university-organized program or participation in a design/build studio may substitute for one of the internship requirements. To ensure credit, students must verify with the Associate Dean of Students that an employment opportunity or activity will qualify prior to participation.

To receive credit for an internship, students must complete the Internship Certification of Employment form. At the beginning of the semester following the internship, the School requires verification of length of employment and quality of performance from the employer.

Additionally, students must complete an Internship Studies Registration form for each internship (forms located in the main office). All completed forms should be submitted to the Senior Program Coordinator of the School of Architecture.

INDEPENDENT STUDY
Independent Study courses give upper-level undergraduate and graduate students an opportunity to work with a faculty advisor to pursue a personal academic interest with greater focus. Qualified students must develop a syllabus and schedule with the faculty advisor to be approved by the Associate Dean of Students.

The syllabus should list the faculty advisor and include a title and clear course description with stated objectives and specific results to be produced over the semester, including final outcomes. The syllabus should also include texts/readings and any other pertinent reference materials to be utilized. The syllabus should make clear the objectives and expectations so that the faculty advisor can easily evaluate and grade the work according to the original ambitions of the study. The schedule should make explicit the outlined progress for the semester on a weekly or bi-weekly basis, including content to be covered, items to be produced and meeting schedule with the faculty advisor. Independent Study courses are typically three credits with a grade assigned by the faculty advisor at the end of the semester.

The syllabus and schedule along with the completed Independent Study form must be submitted to the office of the Associate Dean of Students by the last day of registration. The Independent Study form can be found at: http://registrar.tulane.edu/departmental_forms

A student can have a maximum of six Independent Study credits (typically 2 courses).

INTENSIVE WRITING PRACTICUM
http://tulane.edu/liberal-arts/undergraduate-writing-intensive-requirement.cfm

Writing is the most important skill that a student masters in a liberal arts education. To assure that all students have achieved a high level of writing proficiency by graduation, the School of Liberal Arts requires one approved writing-intensive course beyond the writing proficiency requirement of the general core. Students may satisfy this requirement by taking a course that is designated as “writing-intensive” in the course schedule or, with the approval of the instructor, by signing up for a Writing Practicum associated with one of their regular 3-credit-hour courses that meets the same writing-intensive requirements.

If a course is to satisfy the writing-intensive requirement, it must require
1. At least 5000 words (20 pages) of expository, analytical writing, whether distributed among a number of short assignments or fewer, longer papers. *Creative and technical writing assignments do not qualify for inclusion. Creative writing theses may count as long as they include an analytic component of at least 20 pages.*

2. Sole authorship by an individual student.

3. Regular, detailed evaluation by the instructor of the written work for organization, content, grammar and technical presentation.

4. Revision of *at least one project totaling 2500 words,* with re-evaluation by the instructor.

Students are encouraged, but not required, to satisfy the writing-intensive requirement with a course in their major. Students may satisfy this requirement with a capstone course in the major, as long as the writing requirements of the course achieve the defined minimum for a writing-intensive course, or with a senior honors thesis. There is a separate grade for all Writing Practica. A letter grade must be assigned for both the course and the practicum; the S/U option may not be used to satisfy the writing requirement.

**HONORS TRACK (HONORS COURSES AND THESIS)**

**Honors Courses**
The Honors Option may be applied to courses offered by the School so that students can pursue more sophisticated or advanced academic experiences, especially in fields that do not regularly offer Honors courses. The Honors Option should normally be exercised in a course in the student's major or in a course that otherwise contributes to a field of strong interest for the student (i.e., a field in which the student might write an Honors Thesis). The Honors Option should normally be exercised only in upper-level courses (300 or above), except in those fields or majors in which there are no Honors courses offered.

A non-Honors course can count for Honors credit if the student and instructor arrange a program of study and assignments that complement, supplement, or supplant the ordinary requirements of the class IN ADVANCE OF THE START OF THE CLASS. These new requirements should be sufficiently challenging or enriching to earn Honors credit for the course.

**Honors Thesis**
The School is uniquely positioned to mentor students who wish to write an Honors Thesis. In the fifth year of study, all of our students develop an advanced thesis through research, analysis and design. Working with a thesis advisor, the student pursuing an Honors Thesis in Architecture identifies a path of study to engage a scholarly direction in a deeper way. In the spring of the fourth year, honor students are advised to meet with the Associate Dean of Academics to declare their intention of writing an Honors Thesis.

Architecture students should be acutely aware of the timelines set forth by their thesis advisor and the Honors Office, making every effort to adhere to them both. For example, all honors students are required to submit a prospectus by a certain deadline each fall, which may occur the same week writing is due to their thesis advisor. Students should also be prepared to submit two theses in the spring: one to the School of Architecture and one to the Honors Office, following their style sheet.

**STUDIO CULTURE AT THE TULANE SCHOOL OF ARCHITECTURE**

The Tulane School of Architecture fully supports the studio-based model as central to the curriculum for architectural education and relies on the studio to provide and promote a healthy environment for creative and engaged learning. The design studio is an open environment for the fostering of creativity and engagement in the design process, promoting exploration, innovation and intellectual advancement, and supporting a culture of critical inquiry, collaboration, community engagement, and stewardship among students, faculty and administration.

**CRITICAL INQUIRY**
The design studio establishes the environment for the pursuit of knowledge with respect to the discipline of architecture, involving creative, intellectual and critical development. The design process is a reflexive process of individual creative thought and exploration met with collective critical feedback through dialogue among students and faculty. The open nature of the studio environment encourages consideration of a broad range of design possibilities pursued with rigor, analysis and experimentation. In studio, the design process is open and accessible for the benefit of all, inspiring discussion, innovation and critical exchange. In turn, the open exchange of ideas fosters a creative and critical community engaged in the advancement of knowledge with the highest academic and professional standards.

It is vital to the discipline of architecture that its students are encouraged and have the capacity to engage the world broadly. Design studio benefits from the influence and integration of information from broader studies, both within the School of Architecture and beyond. Reciprocally, methods of creative engagement and critical analysis developed in studio become applied to the learning of materials in other courses as well as the world at large.
COLLABORATION
Architecture is fundamentally a collaborative enterprise and a social art. It requires effective forms of communication and the ability to consider and negotiate varying points of view working toward a common desired goal. An increased capacity for effective creative exchange is developed as a part of the critical dialogue in studio among students and the faculty.

Intrinsic to healthy collaboration is sensitivity for diversity of perspective, opinion, values and methods. Design studio requires a developed sense of respect, professionalism and mutual support among students and faculty. Open and thoughtful communication that respects all parties involved benefits the collective environment and the individual. Competition, while fostered and necessary to the enterprise, does not supplant the centrality of the peer-to-peer learning process, nor should it ever compromise a supportive community of trust.

Studio is also a nurturing environment for social development, camaraderie, and the opportunity for interaction among multiple levels of students. A robust studio environment fosters a sense of personal responsibility, respect and integrity. Students and faculty are expected to uphold the university's honor code and pursue all means in preserving the integrity of a mutually supportive learning environment.

STEWARDSHIP AND COMMUNITY ENGAGEMENT
Stewardship reaches beyond the walls of the studio to address issues of environmental and cultural sustainability. Studio acts as a supportive platform for community engagement, public scholarship and applied research in the field. Through design/build and related activities, students and faculty acquire additional skills, awareness and a developed sense of personal and professional responsibility. The respect for personal, cultural and intellectual diversity extends to the community at large.

The requirement of two semesters of Public Service within the undergraduate curriculum, and the extensive involvement with community-based work at the graduate level as well, affords a unique opportunity for students to exercise their creativity and professional skills within the context of real world issues and real “clients” in the community. These new experiences require students and faculty to draw from a reservoir of good will among themselves and with the diverse groups they serve through the work. This has become a distinctive signature of the Tulane School of Architecture, and the “culture” involved in this enterprise is highly influential during the formative stage of development for young professionals in the program.

The discipline of architecture requires a developed sense of awareness and responsibility with respect to one’s environment and one’s community. Given this, the studio is a reflection of how students and faculty participate responsibly and collectively in the shaping of their context. Studio presents multiple opportunities for developing the capacity for responsible engagement.

Studio culture is primarily the result of the collective desires and attitudes of the student body. With the support of faculty and administration, the balance of design studios and work in non-studio courses rely on the initiative of students. To maintain a healthy studio environment and studio culture, students, faculty and administration must support and nurture student life beyond studio. The faculty and administration are expected to respect and support the outside interests and activities of the students while helping to establish healthy patterns of work and time management with clear requirements and schedules reasonable for the demands of the discipline. Students are expected to pursue a balanced and healthy lifestyle with respect to their overall university experience in the midst of their commitment to the rigors of their studies and to support one another to that end.

PROCESS
The School engages in frequent and ongoing conversations on Studio Culture. Studio faculty discuss issues of time management and work/life balance in the context of deadlines, pacing, and the development of professional skills that characterize effective work in any academic or office setting. The student governments frequently provide excellent feedback to the Administration on issues (large and small alike) that can improve the environment for healthy studio work and interactions. Although there are many avenues for such feedback, many of the most important conversations take place either with the Associate Dean of Students or with the Student Affairs Committee, which is chaired by the Associate Dean. Numerous improvements have been made to the facilities in Richardson Memorial Hall over the past six years, many of which are directly tied to a continual process of improvements in the students' working environment.

RESPONSIBILITIES OF THE FACULTY, RESPONSIBILITIES OF THE STUDENTS, RESPONSIBILITIES OF THE ADMINISTRATION
A team of faculty and students will confer within the Student Affairs Committee to review the Policy annually, determine its efficacy and applicability, and ensure its implementation. Revisions to the current policy will be discussed by the team with the common goal of maintaining a healthy studio environment that supports the sharing of knowledge, ideas and experiences.

1. The role of the architect as an engaged and enlightened citizen - From the beginning of the core years, the faculty are entrusted with teaching students the definition of their role as architects in society as ‘citizens of the world.’ Values, core principles, and diversity of thought and approach are respected and clearly articulated.
2. **Articulation of clear goals, outcomes and expectations** - Goals and outcomes are defined to the degree that is appropriate and includes as much as possible the methods for evaluation of student work. These goals and the registration of learning outcomes does not imply a ‘check-list,’ but rather a guide for the attainment of learned knowledge. However, time, energy and enthusiasm for the process should be valued and respected by students and faculty alike.

3. **Respect for the design process** - The productive process of design is also respected as the central educational outcome. Ongoing deliberation and response to critical evaluation, craft and making are important to the mosaic of relationships that condition the teaching and learning process.

4. **Communication and the learning process** - Open and careful communication that respects all parties involved benefits the collective environment and the individual. Competition, while actively fostered and necessary to the enterprise, does not supplant the centrality of the peer-to-peer learning process, nor should it compromise a supportive environment.

5. **Recognizing and legitimating research** - ‘Having ideas’ for the work does not imply ‘ownership’ of those ideas: the sharing necessary to a supportive environment enlists rigorous debate by students and faculty alike. ‘Originality for originality’s sake’ assumes a secondary role to the search for ‘authenticity’ in design work as an underlying motive of all studio research.

6. **The Review’s role in the process of education** - Critique sessions, whether one-on-one should be enjoined by all participants (students, faculty, outside critics) rather than faculty and/or critics acting as singular ‘judges and juries.’ Mutual respect is fundamental and essential to a productive and supportive learning environment.

7. **Coda: the Implications of a five-year Master’s of Architecture Program** - The basis for our three plus two program, which results in a Master of Architecture degree, is one in which the emphasis on teaching shifts subtly yet recognizably to one critique (criticism) over the five years of a student’s education. In addition, there is the expectation of developing levels of maturity both in the work and the student, as well as a concomitant belief in the formation of professional abilities and attitudes.

8. **The capstone, or thesis** stresses engagement with issues that currently impact the environment in which the discipline and practice of architecture are situated. Student, faculty and administration roles represent a complex mosaic of relationships that form a network of positive dependencies. Thus, the mutual goals of response and responsibility underlie the goals of architectural education and the role of its varied participants over the course of the educational process.

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## TRAVEL FELLOWSHIPS AND STUDY ABROAD

### TRAVEL FELLOWSHIPS

**Moise H. & Lois G. Goldstein Travel Fellowship**

Students in their third or fourth year of undergraduate study or their second year of graduate study are eligible. The Goldstein Fellowship supports travel to pursue research or professional experience. Each interested candidate must submit a detailed proposal describing the proposed research and travel if awarded the fellowship. Proposals must also include a proposed travel itinerary, a proposed budget and a proposed format for reporting findings to the School and the sponsors as well as the nature of a permanent record of the research for the School.

**Lawrence Travel Fellowships**

Students in their fourth year of undergraduate study or their second year of graduate study at the time of application (with a grade point average of 2.5 or above) are eligible. The John William Lawrence Travel Research Fellowship is awarded annually to support research related travel during the ensuing summer. Each interested candidate must submit a detailed proposal describing the proposed research and travel if awarded the fellowship. Proposals must also include a proposed travel itinerary, a proposed budget and a proposed format for reporting findings to the School and the sponsors as well as the nature of a permanent record of the research for the School.

**Class of ’73 Travel Fellowship**

Students in their fourth year of undergraduate study or their second year of graduate study (at the time of application) are eligible. The Class of ’73 Architectural History Fellowship is awarded annually to a student for research on the subject of architectural history during the summer prior to the final year of course work. Candidates must submit a detailed research and travel proposal for consideration by a committee of faculty and one member of the Class of ’73. Proposals must also include a proposed travel itinerary and a proposed budget. Recipients must produce a document to be catalogued in the Architectural Library as permanent record of the research as well as make a public presentation of their work to the School of the second Friday of November following the summer travel.
Samuel Stanhope Labouisse Memorial Prize
All architecture students are eligible. This award is made to recognize excellence in the documentation of historically significant Louisiana Architecture. Such documentation may take the form of research, analysis, or drawing.

Malcolm Heard Travel Fellowship
Students in their third or fourth year of undergraduate study or their second year of graduate study are eligible for the Fellowship award. The Malcolm Heard Travel Fellowship supports student research travel that engages the architectural work of Andrea Palladio found throughout the Veneto region of Italy. Existing built works of Palladio must be visited in the course of the research travel, but the travel and research is not meant to be limited to the works of Palladio or his era alone. Comparisons between the work of Palladio and that of contemporary architects are encouraged.

STUDY ABROAD

International Programs
Tulane School of Architecture (TSA) offers several international programs that combine study, research, and travel. These programs, developed by individual faculty members, carry elective and/or design studio credit. A summer or semester in length, recent programs have been conducted in Austria, Germany, Switzerland, France, Italy, Spain and Japan.

While not required, all students in the School of Architecture are encouraged to study abroad in the fall semester in the third (Rome only) or fourth year on the Master of Architecture (M ARCH) degree track, fourth year on the Bachelor of Science in Architecture (BSA) degree track, and second year in the Master of Architecture I (M ARCH 1) graduate program. In the context of an accredited professional program, such as the 5 year M ARCH degree, year-long study abroad is discouraged.

In considering the student's maturity and the studios previously taken, the Associate Dean of Students, in consultation with the student's advisor, may determine that a student should receive only elective credit and not design studio credit. Proposals for participation in summer programs outside TSA must be approved by the Associate Dean of Students and are treated as transfer credit.

In their role of oversight of the TSA curriculum, the faculty will be reviewing the studio course work students engage while abroad in various programs upon their return in the spring semester. This gives the school community an opportunity to gain greater awareness and understanding of these experiences and in particular their academic content. All students will be expected to participate and are advised to document any models and save archival files and prints accordingly.

Rome Study Abroad Program
The TSA Rome Program is open to all eligible third and fourth years pursuing a M ARCH, fourth years pursuing a BSA, and second years in the M ARCH 1 graduate program. Based in Centro Storico, with studio and classroom space just steps away from the Pantheon, students live in the colorful neighborhood of Trastevere with easy access to public transportation. Accommodations are double and triple rooms with adjacent studio space. This semester long program includes a number of field trips throughout Italy to destinations such as Venice, Florence, Siena, Berlin, and Vienna, with additional time scheduled for individual travel.

The required curriculum of the Rome Program comprises an advanced level design studio (DSGN 4100, Architecture Option Studio), an architectural drawing course (AVSM 3310), a history of the city course (AHST 6350), a course in international practices (APFC 4242), and a course in contemporary Roman culture (AHST 4510).

Students with a 2.7 GPA are eligible for this program. In addition to academic achievement, candidates are judged on the basis of maturity, seriousness of purpose, and self-sufficiency. Students are advised to declare their interest to the Associate Dean of Students in the fall semester of their second or third year. Graduate students should discuss their eligibility with the Graduate Program Director. AHST 4646 Prepping for Rome is required in the preceding spring semester.

Semester Abroad Opportunities Through the Office of Study Abroad, Center for Global Education
In the fall semester of the fourth year, M. ARCH and BSA students have the option to enroll directly in a school that is equivalent to TSA at an overseas university. These programs are administered by the Office of Study Abroad, Center for Global Education, in which students typically study at schools in Barcelona, Copenhagen, Singapore, Dublin, and other countries, provided that they have sufficient second language preparation for the country in which they intend to study. Courses taken abroad under the these programs carry credit toward graduation. Students should communicate their interest in pursuing a semester abroad as early as the spring semester of their 2nd year. Applications are made directly to the Office of Study Abroad, Center for Global Education in the fall of the third-year; but requires the approval of the students major advisor and of their academic advisor.
Students must maintain a 3.0 GPA at the time of their application and at the end of the spring semester before their semester abroad. In addition to academic achievement, candidates are judged on the basis of maturity, seriousness of purpose, and self-sufficiency. (See the University-wide section for further information).

Students who wish to study at an institution not listed on the Office of Study Abroad, Center for Global Education website, should schedule an advising session with the director of study abroad to be considered for the Independent Scholar Option, which requires a minimum of a 3.5 cumulative GPA.