

GRADUATE HANDBOOK

Dual Degree Master of Architecture and Landscape Architecture

Updated July, 2020

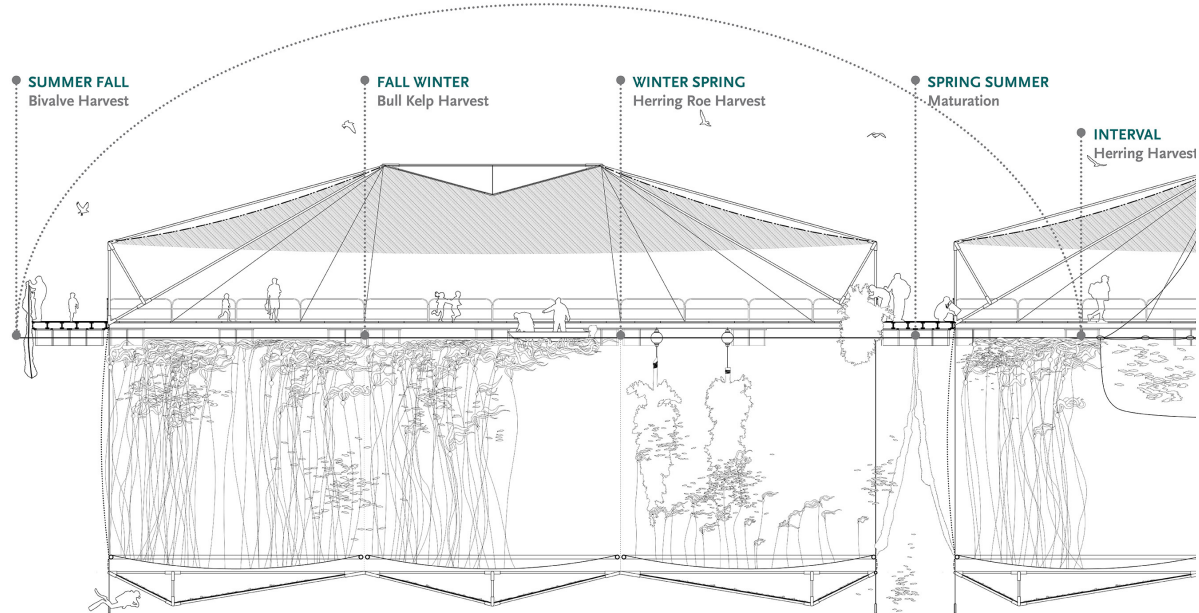


Image: Sam McFaul, The Red Herring Impetus, Field Station and Hatchery, 2019

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1. INTRODUCTION

The Dual Degree (MARCLA) option is a unique opportunity to pursue the Master of Architecture (MArch) and the Master of Landscape Architecture (MLA) at the same time. Each degree is accredited: the MArch degree by the Canadian Architectural Certification Board, and MLA degree by the Landscape Architecture Accreditation Council.

The MARCLA program is a very rigorous course of study leading to graduate professional degrees in both disciplines in a condensed time frame. Entry to the dual degree program is highly competitive and applications are selectively evaluated. Applicants should demonstrate an interest in and some knowledge of architecture and landscape architecture.

The MARCLA program allows students to draw on the expertise of the entire SALA faculty.

1.1 Mission and Guiding Principles

The School of Architecture and Landscape Architecture at the University of British Columbia is guided by 'Shaping UBC's Next Century' strategic plan and its five core values: Excellence, Integrity, Respect, Academic Freedom and Accountability. The MARCLA program integrates speculative and critical thinking within the formal, material, technical and professional priorities of architectural and landscape architectural education. Students are challenged to consider how pressing contemporary concerns and possibilities influence architecture and landscape architecture and its practice over the course of their careers and future generations.

The expertise and interests of SALA faculty extend across a wide range of practical interests and skills. These include contemporary explorations of issues of cultural and environmental sustainability, new formal, geometric and material opportunities, digital media and fabrication, building science and technology and, interdisciplinary and community-engaged practice and research across the globe. As these and other emerging issues shift the contexts and applications for research, design and education, students have opportunity to explore their interests through elective courses, design studios and faculty research as they progress through the program.

In support of this mission and the principles that guide it, SALA has constructed MARCLA's interdisciplinary curriculum and experience to include the following elements:

1. **Student Learning:** to prepare students with the broad disciplinary knowledge and technical skills of accredited professional degrees in architecture and landscape architecture.
2. **Research Excellence:** to give students the ability to produce, and assist in the production of, high quality practice-based, academic and interdisciplinary research as recognized in various peer-reviewed contexts.
3. **Community Engagement:** to imbue in students the recognition that architecture and landscape architecture are increasingly collaborative and practiced in ethically grounded, environmentally and socially sensitive, often open-ended ways.
4. **Leadership and Collaboration:** to prepare students to be effective leaders and collaborators in the definition and development of priorities, ideas and practices for the betterment of the environment, society and the profession.

2. SALA COMMUNITY

2.1 SALA Faculty

SALA faculty members bring a wide variety of professional experience, community involvement, research and teaching interests to the program. Many faculty members had professional experience before joining the ranks of academia. Faculty members continue to consult on special projects and in areas where their research interests can find a venue for expression and testing in the real world.

The faculty conducts research in such areas as contested territories, parametric design, infrastructure, density and housing, urbanism, social equity, sustainable materials and technical systems, globalization, digital fabrication, and community-engaged design. Faculty have been awarded competitive national research grants and design awards, lectured at universities and conferences around the world, and built in North and South America and Europe. Faculty research is associated with local, regional, continental, and global territories, and is often the subject of classroom and studio courses. Both during the academic year and summer, many students have the opportunity to gain experience as research and teaching assistants in activities associated with faculty research and teaching.

Various members of the faculty have chaired task forces, local design panels and planning commissions. They have presented their work and research locally, nationally, and internationally. Faculty are actively engaged with several related disciplines and centres on campus including Centre for Interactive Research on Sustainability (CIRS), the Centre for Advanced Wood Processing, the Sauder School of Business, the School of Community and Regional Planning, the First Nations House of Learning and UBC's Interdisciplinary Studies Graduate Program. Connections are expanding between the SALA faculty and a network of local community collaborations, including the Museum of Vancouver, CityStudio, and the City of Vancouver Chinatown Revitalization Program.

SALA's programs are also fortunate to be able to draw on the services of a large body of excellent professionals from Vancouver, the region and the province. These professionals are essential to the program and participate in thesis committees, teach as sessional lecturers and contribute as guest critics in the studio. Most importantly, they bring their day-to-day working knowledge to the discussion of professional education. For a listing of current Adjunct Faculty, see <https://sala.ubc.ca/people/adjunct-faculty>

Specific biographic information on faculty members is available on the website at <https://sala.ubc.ca/people/faculty>.

SALA Faculty Members:

Bass, John; Associate Professor
jbass@sala.ubc.ca

Fionn Byrne; Assistant Professor
fbyrne@sala.ubc.ca

Patrick Condon; Professor
pcondon@sala.ubc.ca

Dahmen, Joseph;
Assistant Professor (on leave)
jdahmen@sala.ubc.ca

Fujita, Mari;
Associate Professor and Chair,
BDes and ENDS
mfujita@sala.ubc.ca

Cynthia Girling; Professor
cgirling@sala.ubc.ca

Susan Herrington;
Professor (on leave)
sherrington@sala.ubc.ca

Sara Jacobs; Assistant Professor
sjacobs@sala.ubc.ca

Johnson, Greg; Senior Instructor
gjohnson@sala.ubc.ca

Kellett, Ronald;
Professor and Director
rkellett@sala.ubc.ca

Kees Lokman;
Associate Professor and Chair,
Landscape Architecture
klokman@sala.ubc.ca

MacDonald, Christopher; Professor
cmacdonald@sala.ubc.ca

Meyboom, AnnaLisa;
Assistant Professor
ameyboom@sala.ubc.ca

Neumann, Oliver;
Associate Professor (on leave)
oneumann@sala.ubc.ca

Patrick Mooney,
Associate Professor
pmooney@sala.ubc.ca

Pechet, Bill; Sessional Lecturer
bill@pechetstudio.ca

Roecker, Inge; Associate Professor
iroecker@sala.ubc.ca

Roehr, Daniel; Associate Professor
droehr@sala.ubc.ca

Rysanek, Adam; Assistant Professor
arysanek@sala.ubc.ca

Satterfield Blair;
Associate Professor and Chair, Architecture
bsatterfield@sala.ubc.ca

Soules, Matthew; Associate Professor
msoules@sala.ubc.ca

Stevens, Sara; Assistant Professor
sstevens@sala.ubc.ca

Tak, Thena; Sessional Lecturer
ttak@sala.ubc.ca

Van Duzer, Leslie; Professor
lvanduzer@sala.ubc.ca

2.2 SALA Office Staff

The main offices for SALA staff are located in Room 402 in the Lasserre Building, and on the third floor of the Macmillan Building in room 379. Offices are open from 9:00am to 4:00pm daily (M-F). On occasion the office may close for lunch or when all staff members are attending meetings. In these situations the expected return time will be posted on the office door.

Tara Deans

Manager, Student Services and Recruitment
604-822-3445 / tdeans@sala.ubc.ca

Graham Entwistle

Workshop and Digital Fabrication Technician
604-822-2810 / wentwistle@sala.ubc.ca

Adriana Ermi-Sprung

Workshop and Digital Fabrication Technician
604-822-2810 / aermi-sprung@sala.ubc.ca

Emma Fennell

Manager, Communications and Outreach
604-822-8130 / efennell@sala.ubc.ca

Robert Geyer

Manager, Facilities and Digital Resources
rgeyer@sala.ubc.ca

Alexandra Gunn

Manager, Administration
604-822-6404 / adminmanager@sala.ubc.ca

Adam Hua

Student Services Coordinator, MARCLA,
Landscape Architecture, Urban Design and ENDS
604-822-1210 / ahua@sala.ubc.ca

Theresa Juba

Academic Coordinator
604-822-0205 / tjuba@sala.ubc.ca

Jaynus O'Donnell

Student Services Coordinator, Architecture
604-822-2779 / jodonnell@sala.ubc.ca

Tracy Satterfield

Manager, Financial Administration
604-822-2770 / tsatterfield@sala.ubc.ca

2.3 Student Societies

ARCHUS and LASA

ARCHUS (architecture) and LASA (landscape architecture) assist in the facilitation of a positive student experience for their respective student cohorts within SALA. They help to create a safe, secure, and respectful atmosphere that fosters and encourages professional development and strong social networks. ARCHUS and LASA empower students to take ownership over their education and strive to reach their fullest potential inside and outside of the academic realm.

For more information about ARCHUS please visit <https://www.facebook.com/groups/archus/>. ARCHUS also maintains the SALA Instagram page at <https://www.instagram.com/ubcSALA/>. For LASA please visit <https://www.facebook.com/groups/ubclarch/>

FaFa and UBC NOMAS

Two other student groups are active in SALA:

For a Feminist Architecture (FaFa):
<https://blogs.ubc.ca/fafa/>

UBC National Organization of Minority Architecture Students (UBC NOMAS):
<https://www.ubcnomas.org/> or <https://www.facebook.com/ubcnomas/>

Brown Bag Lunch Lectures

The student groups coordinate regular public “Brown-Bag” lectures. These lectures are presented by students, faculty members and/or guests from the professional and design community, and are a great opportunity for students to showcase projects and/or initiatives in which they are involved.

Students are encouraged to contact ARCHUS or LASA if they wish to make a presentation or recommend a lecturer. Lectures are advertised through the weekly e-blast, posters and the website.

3. CURRICULUM

3.1 Dual Degree Master of Architecture and Master of Landscape Architecture

The MARCLA (Dual Degree) program course of study leads to graduate professional degrees in both disciplines. The curriculum integrates the core components of the MARCH and MLA degrees in a condensed time frame.

The MARCLA program offers qualified students the opportunity to earn a MArch and MLA in four winter sessions with some academic requirements to be completed in the summer. The dual degree program option will give students with a background in architecture or landscape architecture the opportunity for advanced placement (108 credits minimum).

The MARCLA program offers a complete, accredited curriculum in both architecture and landscape architecture. As with all accredited, professional degrees, the course of study is highly demanding, with a large proportion of the curriculum being assigned to required coursework. However, the opportunity to pursue research interests and special skills are made possible through themed design studios, electives and the Graduation Project.

Low student-faculty ratios in the architecture and landscape architecture programs are maintained in many courses and design studios allow each student to have the opportunity to work with a broad array of full-time faculty. In addition to university resources, the program also maintains close ties with the local professional design community. Through faculty research activities and Study Abroad programs, we also have a healthy engagement with more global concerns.

While the overall scope of the curriculum remains constant, trajectories through the program can vary depending upon previous academic experiences. Students with backgrounds in architecture or landscape architecture may be given advanced placement, but will in general share the essential sequence of progress through the curriculum with students from unrelated disciplines.

Course descriptions can be found online at <https://sala.ubc.ca/academics/courses>

MARCLA Curriculum

(for students with no Advanced Placement)

This curriculum covers all core courses in the MArch and MLA programs.

First Year (Winter terms 1 and 2)

ARCH 502 / LARC 511	(2) Introductory Workshop
ARCH 500	(9) Introductory Design Studio
LARC 316	(3) Trees and Shrubs in Landscape
LARC 522	(3) Landscape Architectural History
ARCH 515	(3) Design Media I
LARC 502	(9) Landscape Architectural Design Studio II
LARC 541	(3) Landscape Planning and Management
LARC 531	(3) Landscape Technology I
ARCH 517	(3) Design Media II

Second year (Summer)

Elective	(3) General Elective
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Second year (Winter terms 1 and 2)

LARC 504	(9) Landscape Architectural Design Studio IV
LARC 532	(3) Landscape Technology II
ARCH 511	(3) Architectural Technology I
LARC 525	(3) Research Methods**
LARC 503 III	(9) Landscape Architectural Comprehensive Design Studio
LARC 523	(3) Landscape Architectural Theory
ARCH 512	(3) Architectural Structures I
ARCH 504/505	(3) Architectural History I or II

Third year (Summer)

ARCH 551	(3) Communicating Construction
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Third year (Winter terms 1 and 2)

ARCH 501	(9) Architectural Design Studio II
ARCH 532	(3) Architectural Structures II
ARCH 513	(3) Environmental Systems and Controls I
ARCH 504/505	(3) Architectural History I or II
ARCH 521	(9) Architectural Comprehensive Design Studio
ARCH 531	(3) Architectural Technology II
ARCH 533	(3) Environmental Systems and Controls II
ARCH 523	(3) Contemporary Theories in Architecture

MARCLA Curriculum, continued

Fourth Year (Summer)

ARCH 543 (3) Contemporary Practice

4th Year (Winter terms 1 and 2)

ARCH 540 / LARC 505	(9) Architecture or Landscape Vertical Design Studio V
ARCH 548 / LARC 595	(3) Graduation Project Part I
ARCH 504/505	(3) Advanced Architectural History I or II
LARC 540	(3) Site Analysis and Planning

ARCH 549 / LARC 598	(9) Graduation Project Part II
ARCH 541	(3) Professional Practice

Minimum Credits for Dual Degree: 149

1. Architectural History requirement includes one section of ARCH 504 and one section of ARCH 505

*You must take nine credits of Architectural History (ARCH 504 and 505). These credits cannot be all the same course number. For example, you cannot take nine credits of either ARCH 504 or 505. You can take six credits of 504 and three credits of 505 or six credits of 505 and three credits of 504.

** 2020W1: An alternative Research Methods course will be offered for MARCLA and MArch students in Term 1 2020W1: ARCH 568 Research Methods.

Electives are typically taken during summer session terms or in an additional winter session term.

The MARCLA Program admits advanced placement students from certain academic backgrounds on a case-by-case basis. Therefore, there is no single course of study for students admitted to the program with advanced placement. Students admitted to the program with advanced placement are given a course of study which acknowledges prior educational background.

3.2 The Graduate Project

The MARCLA degree concludes with an independent graduate project spanning two terms. The Graduate Project Part I and II (GP I, GP II) should demonstrate the student's ability to do independent research, and to position that research into a discursive framework and design process. Students are required to develop the theoretical premise, the problem/issue, the extent of the site(s), the program and the parameters of their project.

GP I is taught as a seminar, with the selection of the faculty supervisor later in the term. GP II students work with their faculty supervisor who serves as the guide and evaluator of their project. GP II supervisors for MARCLA students may be from either the Architecture or Landscape Architecture faculty. The GP II committee must include a member from the other discipline.

The Graduate Project sequence produces independent work that exemplifies the highest standards of architecture and landscape architecture. The topic may be selected from a wide range of theoretical to practical design issues. It may be an original investigation or an original interpretation of existing scholarship.

Students have two options for selecting their topics. For Option 1, students work independently, with a supervisor. For Option 2, students may propose to work in collaboration with colleagues and, if the proposal is acceptable, with a supervisor who reviews and agrees to work with the collaborative team. Most importantly, the project should effectively demonstrate a creative engagement, inquiry and understanding of architectural and landscape architectural design and discourse.

Complete instructions for GP I and GP II are given in the Graduate Project Guidelines.

<https://sala.ubc.ca/academics/handbooks-and-forms>

Graduation Design Project courses include:

Course Number	Course Name	Credits
ARCH 548 / LARC 595	Graduate Project Part I: Research	3
ARCH 549 / LARC 598	Graduate Project Part II: Design Thesis	9

MARCLA students are advised to register for the GP I course number (discipline) of their preferred supervisor. The discipline of the GP II supervisor will determine registration for the GP II. This is because the detailed scheduling and the evaluation methods vary somewhat between ARCH 549 and LARC 598.

NOTABLE DIFFERENCES:

1. ARCH 548 and ARCH 549 are taught in both Terms 1 and 2. LARC 595 is taught in Term 1 only and LARC 598 is taught in Term 2 only.
2. ARCH 548 requires a committee consisting of a supervisor (mentor), one other faculty member and one person from outside the university. LARC 595 students have a primary supervisor and a second committee member, who is typically also the course coordinator. An outside committee member is optional. In the case of MARCLA students, the faculty committee members should include one architect and one landscape architect.
3. The detailed scheduling and evaluation varies somewhat between ARCH 549 and LARC 598. ARCH 549 is a graded course whereas LARC 595 is pass/no pass. Both include an important "gate" review in which it is determined if the student has made adequate progress to continue through to the final presentations. This occurs earlier in the term for ARCH 548.

A listing and brief descriptions of Spring 2020 Graduate Projects can be found here: <https://sala.ubc.ca/news-events/news/2020-04-30-thesis-reviews-spring-2020>

3.3 Program Enrichment

Design Build

A direct, hands-on confrontation with the realities of construction is a valuable experience in a designer's education. SALA is committed to providing students with various design-build options open to architecture, landscape architecture, and design students alike. Recent design-build projects have been completed in the Okanagan, the Downtown Eastside, Chile and Gambier Island.

Summer Studies

Most of the required curriculum of the MARCLA program is delivered from September to April, but students complete some core and an elective course during the summer term. The Architecture and Landscape Architecture Programs and SALA offer electives, often complemented by summer studies abroad opportunities.

Studies Abroad

SALA offers a diverse array of studies abroad opportunities. Most are six-credit four- to six-week summer studies abroad programs, most recently to Japan, Spain, Sweden, Europe. Recently offered summer studies (see next section for summer studies abroad) electives include:

Course Number	Course Name	Credits
ARCH 538D	Meta Tourism Japan (2019)	6
ARCH 538E	Art and Architecture, Prague, Vienna, Ljubljana (2019)	6
ARCH 538a,b, 539	The Missing Middle + Architecture Photography, Stockholm (2019)	6
ARCH 538K	Spain and Modernism (2018)	6
ARCH 538L	Tokaido Region (2018)	6

Exchange

Students also have the option of going on an exchange program to another university through formal exchange agreements with universities in North America and abroad. MARCLA students are unable to complete their degree requirements in the four-year time-frame if they choose to undertake an Exchange program. An Exchange program will extend the length of the dual degree program.

International Exchange

For international exchange, students must apply through Go Global. All courses taken abroad must also be pre-approved by the Architecture and Landscape Architecture Chairs and Graduate and Postdoctoral Studies before the student applies to Go Global. The course credit approval form and exchange advising are available through the Student Services Coordinator. MARCLA students interested in studying abroad are encouraged to travel after the second year of their program, as it can be difficult to find equivalents to required courses abroad.

For more information, including application deadlines please visit the [Go Global website](#).

Domestic Exchange

There are several formal Exchange agreements set up with the Faculty of Graduate Studies to Canadian Universities. These include:

1. [Graduate Exchange Agreement](#)
2. [Western Dean's Agreement](#)

Co-Op Education Program

The UBC Architecture and Landscape Architecture Co-op Education Program integrates a student's academic studies with work experience. Students engage in a four to eight-month long work terms in a professional landscape architectural or architectural firm, respectively, or an office in related fields of design or construction. The program is offered to students who have completed their second year courses. The student is responsible for finding a suitable placement.

The location may be in Canada or international, but the student should receive market value remuneration for the work performed. While the location of the placement is taken into consideration, under no circumstance will a placement with no remuneration be considered. The student receives six credits with the completion of a Co-op Workbook.

The student's performance on the job is supervised and evaluated by the student's employer. The Co-op coordinator makes a site visit or phone call to the place of employment mid-way through the work term. At this time both the student and the employer meet with the coordinator to evaluate the student's progress.

Details of the co-op programs (ARCH 555A and ARCH 555B; LARC 570A and LARC 570C) are available in the Co-op Guidelines on the SALA website <https://sala.ubc.ca/academics/handbooks-and-forms>

Directed Studies

Directed studies proposals may be submitted to any faculty member whose research interests match the student's topic of study. The faculty member guides the student on the scope of work and assigns required coursework. The directed studies proposal form can be obtained from the Student Services Coordinator. Registration for directed studies courses is completed once the signed proposal is submitted to the program office and approved by the program Chair.

Directed studies proposals must include a complete syllabus, a proposed time frame, and a willing and qualified instructor (if not a UBC faculty member, then their CV must be included). The instructor need not be a SALA faculty member. These courses are generally 3-credit electives requiring 39 contact hours. Students may have a maximum of six credits of directed studies count toward their degree.

Student Grants

SALA encourages students to further their standing as future academics, activists, and leaders in the design community. Student Experience Funds are an annual allocation of funds to SALA from Applied Science to assist the School with enhancing student life.

The Student Affairs Committee of SALA has been charged with disbursing these funds each year. The following policy guides SAC in decision-making about how to allocate the funds.

- Student experience funds should be directed to student-initiated activities that aim to enhance student experience/student life at SALA beyond the boundaries of academic programs.
- The SAC will put out two formal calls for proposals each year, with deadlines at end of September and end of January. These calls will be posted in the SALA e-newsletter. Proposals will be reviewed once each term following the call for proposals.
- Priority will be given to SALA -wide initiatives first, then initiatives that impact the larger numbers of students.
- A faculty supervisor is recommended.
- Examples of funded initiatives: End of year graduation exhibitions; SALA wellness programs.

Conference Travel Grants

Graduate students presenting peer-reviewed papers are eligible for \$500 in funding from the University <https://www.grad.ubc.ca/awards/graduate-student-travel-fund>; SALA will match that funding with a \$500 Travel Grant to pay for travel expenses and/or conference fees.

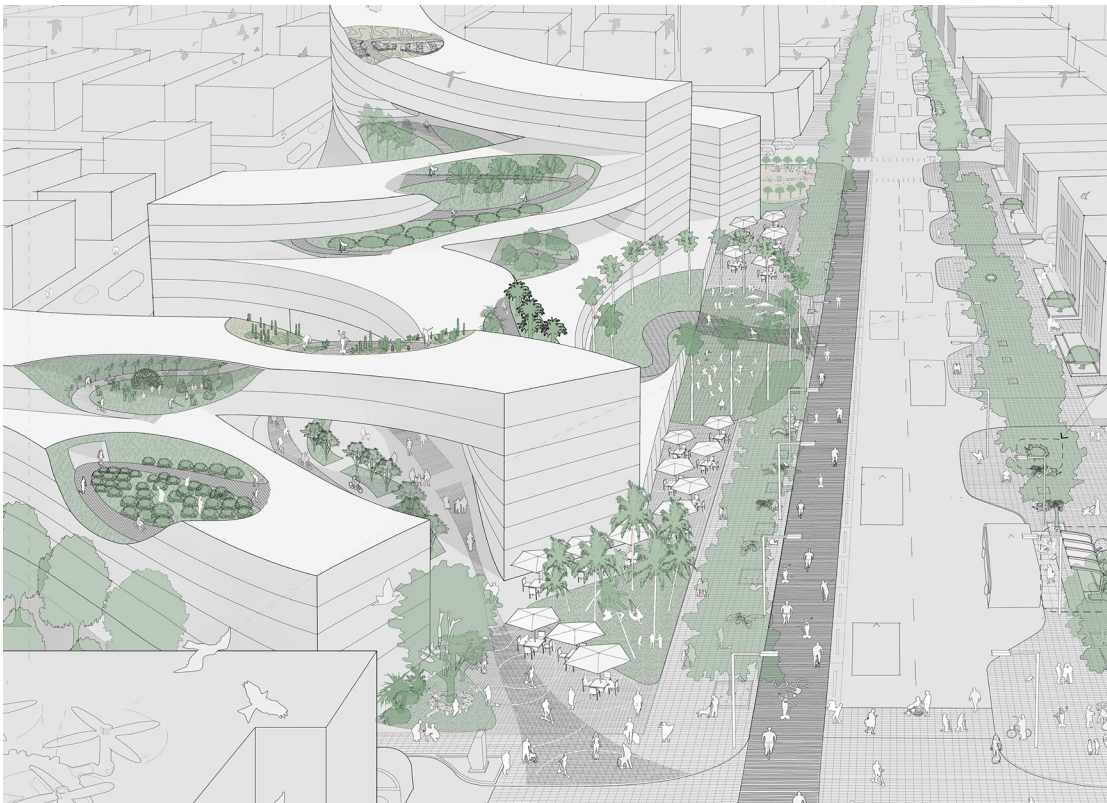


Image: Zoli Chan, Micromobility City, 2020

4. THE STUDIO PROTOCOL 2020-2021

The studio world is a major component of design education, and the central focus for design learning. It is a place for experimentation and exchange, discussion and debate. Some of the following aspects of studio protocol have emerged over the years, by tradition and by necessity, as a way of making the studio an effective, creative and civic place.

2020 NOTE: The health protocols related to COVID-19 will significantly impact our studio culture in SALA. As of the publication of this handbook in late July 2020, the School assumes that all courses will be taught on-line in fall 2020. Faculty are working hard to modify approaches to teaching studio to maintain as much of studio learning culture as possible under the circumstances.

1. **GOOD WORKING SPACES:** It is essential that everyone has a good working space. This includes places to hang or layout work, store books, feel comfortable in, etc. Each individual needs to take responsibility for his/her space and if it isn't to his/her liking to say so and to see how it can be improved. This also means that those around may have to adjust their spaces to assist their neighbors.
2. **PEER LEARNING:** In a smoothly functioning studio, students learn as much or more from their fellow students as they do from their professors, sharing ideas, criticisms, techniques, and information. Much research on design process cites peer learning as essential to design education.
3. **WORKING IN THE STUDIO:** Everyone is encouraged to work in the studio, including after class hours. This not only encourages peer learning, but also creates a more lived-in and friendly studio environment. At a very minimum, students are expected to be in the studio during assigned studio times. Grades may not be given for projects completed primarily outside of the studio environment.
4. **TIME MANAGEMENT:** An important aspect of design education is learning how to manage time and meet deadlines for both formal reviews and the more informal "desk crits" that students will regularly have with their design instructors. Among the criteria for evaluating a student's work and development is the ability to meet these deadlines.
5. **DESIGN CRITICISM:** Process and content are vital to design learning. As such, a student can expect constructive criticism about both the nature of their design proposals (content) as well as the manner in which they are exploring and developing those proposals (process). Criticism can cause some students to feel apprehensive, but your design education will flourish if you seek it, embrace it and grow from it.
6. **STUDIO GUESTS:** Having guests to the studio is a common and important part of design education. It enables you to absorb multiple points of view and forms of expertise. Studio visitors include studio critics, guest lecturers, and students and experts from other disciplines. They are welcomed and appreciated.
7. **STUDIO PROJECTS-DRAWINGS:** Studio projects are effectively and by tradition the property of the university and not the student. While we do not hold onto all student drawings, projects should be recorded at the end of each studio and, from time to time, students may be expected to have their drawings made available for public exhibition and display.
8. **STUDIO CULTURE:** In any professional activity, and within the culture of a studio, individuals operate as both advocate and citizen. If one sees a problem or an issue they identify it as such to the larger community and immediately seek to solve the problem; they don't wait to be asked but advocate for its resolution. In the spirit of community, students are expected to share in the planning for various community activities and in the resolution of a variety of community needs.
9. **DESIGN SUPPORT:** It is a tradition in many design schools for the first and second year

students to assist graduating students in the graphic-model and public presentation of their final project work. Laying out plans, rendering, making models, helping in a power point presentation, etc. are great ways to take some of the pressure off the third year students given the volume of drawings they need to produce. It is also a great way for first and second year students to learn about what is expected when it is their turn to undertake their final design project.

4.2 Studio Final Reviews

Reviews of all SALA studio work are scheduled at the end of each term. Students present their final projects to their fellow students, instructors, and a panel of guest critics that includes faculty members and members of the professional and academic community. The reviews are also open to other students at UBC and the public.

5. GRADING

Principles for Assessment of Student Work

PRINCIPLE 1. SET CLEAR LEARNING OBJECTIVES

- Syllabus includes clearly written learning objectives for each class
- Each assignment similarly includes learning objectives
- Set high, yet reasonable, expectations of students' learning

PRINCIPLE 2. ACTIVELY INVOLVE STUDENTS IN LEARNING AND EVALUATION

- Teaching practices and evaluation recognizes that learning is a process
- Engage students in the process of evaluation
- Evaluate and assess learning in a manner consistent with established goals and learning outcomes
- Assist students to participate in self-directed learning activities

PRINCIPLE 3. COMMUNICATE EFFECTIVELY WITH STUDENTS

- Clearly and effectively communicate goals, outcomes and expectations with students in writing and in discussion
- Use fair, consistent and transparent methods of evaluating learning
- Communicate evaluations of student work in writing

PRINCIPLE 4. ATTEND TO INTELLECTUAL GROWTH OF STUDENTS

- Provide, and discuss with students, explicit criteria for assessing learning
- Provide regular and timely reviews of students' progress in achieving learning outcomes

PRINCIPLE 5. RESPECT DIVERSE TALENTS AND LEARNING STYLES OF STUDENTS

- Promote a stimulating learning environment
- Recognize and accommodate different learning and working styles
- Balance collaborative and individual student learning to reflect the course aims and outcomes and enable individual evaluation

PRINCIPLE 6: EVALUATION SHOULD BE FAIR AND EQUITABLE

- Students who meet learning objectives should be considered the "middle"
- Students who exceed the learning objectives and produce exemplary work should be recognized for high achievement

- Students who fall short of the learning objectives should be notified that they are falling behind/weak- ideally by mid-term.
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5.1 SALA Grading Practices

Students in the MARCLA program fall under academic regulations in place for master's programs as set out by the [Faculty of Graduate and Postdoctoral Studies](#). Also see the general UBC Grading Policies here- <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,42,0,0>

6. SATISFACTORY PROGRESS

At the conclusion of each academic year, each student's overall progress in the program is reviewed. If a student, in the opinion of faculty members, is not making satisfactory academic progress, the student will either be invited to an advising session with his/her Advisor or will be advised in writing about the Program's concerns with regard to the student's work.

The following aspects of a student's record constitute grounds either for the Program requiring the student to withdraw or for refusing her or him the right to advance into any studio, year or session of the program:

1. Failing grades: see UBC Faculty of Graduate Studies for regulations governing good academic standing.
2. Failure in any studio course in any given year. A grade of at least 68% is considered a passing grade in any studio course.
3. Overall marginal grades over the course of three years, which indicate a lack of general educational attainment.
4. Failure to take sufficient credits towards their degree.
5. Failure to make satisfactory progress in the Graduate Design Project.
6. Students with a valid reason for not completing course requirements may be granted a Deferred Standing (SD) in their course(s) by their Instructor. Students who fail to meet their deadlines will be given a grade/standing to reflect requirements completed in the course.

7. GRADUATION

Before you graduate there are a number of tasks you will need to complete:

1. Apply to graduate
2. Make sure that you have completed all of the requirements for your program and that you have grades entered for all courses.
3. Make sure that your UBC financial account is settled. You will not receive a diploma or be able to order transcripts if you have outstanding fees.
4. Degree conferral and convocation ceremonies occur twice each year, in May and November.

8. ADVISING

MARCLA students are advised by one of two faculty members, one each from the MArch and MLA program. The advisors will act as their advisor for the duration of the program. The primary role of the advisor is to provide guidance and counseling. MARCLA students may select one or see both advisors. Students are encouraged to contact their advisors on a regular basis, at least once every academic year.

MARCLA Program advisors are:

John Bass jbass@sala.ubc.ca

Cynthia Girling cgirling@sala.ubc.ca

Progress toward degree

Students can track their progress using the study plan provided by SALA upon matriculation. Feel free to contact Adam Hua for updates or new copies (if lost).

If you have any questions, please speak with the MARCLA Student Services Coordinator, Adam Hua ahua@sala.ubc.ca

Requests for Course Exemptions

If a student who feels they have covered the content of a required course in their previous degree, they may request a course exemption. Please contact the Student Services Coordinator for information regarding course exemptions. If a student receives an exemption from a course or courses, they will make up the credits by completing additional elective credits.

Electives

Students are encouraged to take electives either within the program or outside in the broader University. Before registration begins, a list of preapproved electives will be distributed from which students can select electives.

This list is by no means comprehensive. If you identify a 300, 400 or 500 level course not listed, please send a request to the Student Services Coordinator with the name and number of the course, course description and reason that it would be appropriate for your degree.

Students have taken courses in such diverse disciplines as Planning, Geography, Theatre, Art History, Fine Arts, Psychology, Sociology, Anthropology, Wood Sciences, RMES, etc. You should consider taking electives that would complement your Graduation Project.

8.1 Appeal Procedures

Students may protest decisions relating to their academic studies. In this event, it is recommended that the student first consult the faculty member directly involved in the decision. At any point in seeking resolution, a student should feel free to seek the advice of the chair of the program's Standings and Promotion Committee. If satisfactory resolution is not forthcoming at this point, the appeal process should continue with a written request of appeal to the chair of the program.

When the protest relates to a decision in a design studio, the program chair would establish an appeal committee to hear the case. The appeal committee would consist of three full-time design faculty plus the program head, ex-officio, and has the authority to interview all

persons involved and to recommend to the program chair that the grade be affirmed or changed. The appeal would only be heard if it is initiated within thirty days from the time the decision has been communicated to the student, whether it be by letter or by posting on the Student Service Centre.

If the matter has not reached satisfactory resolution, the student would then contact the following sequence of individuals as necessary: the Director of SALA, the Dean of Applied Science, and finally the Dean of the Faculty of Graduate and Postdoctoral Studies. The Dean of the Faculty of Graduate and Postdoctoral Studies must approve any change of grade. Normally resolution can be achieved through the above processes, however the following additional procedures are in place. In matters of academic judgment, students may request a Review of Assigned Standing through Enrolment Services. For details, see Review of Academic Standing. With respect to matters of procedure, resolution may be sought through the Registrar to the Senate Committee on Appeals on Academic Standing. For details, see Senate Appeals on Academic Standing.

9. FINANCIAL INFORMATION

Please note that tuition for graduate studies is a yearly tuition, paid in three installments: September, January and May. Prompt payment at the beginning of each of these terms keeps your UBC account active.

The School has a limited number of awards, scholarships and Assistant positions. Awards and scholarships are awarded each summer by the faculty for the coming academic year. A complete list of these awards is available on the [SALA website](#). Incoming students of the MARCLA Program are considered for entrance scholarships and do not need to submit an application. Prospective students are advised to check the Faculty of Graduate Studies website at www.grad.ubc.ca for detailed information and application deadlines for a number of external awards and scholarships.

Teaching Assistants (TA) and Graduate Academic Assistants (GAA) are [advertised](#) each spring for appointments starting in the following year (summer, fall term and spring terms). They are awarded to students on the basis of their qualifications as teachers in the curricular areas they pertain to. They are usually given out to returning students, with occasional exceptions to an incoming student who is exceptionally qualified by virtue of prior academic and/or professional experience.

GRA's (Graduate Research Assistantships) are available from funded faculty research projects. These are announced in the SALA e-blast along with qualifications and other job requirements on an as-needed basis.

Aside from SALA awards, TA and GRA opportunities, all other financial information is conducted through Enrolment Services.

10. GENERAL INFORMATION, PROGRAM RESOURCES

NOTE regarding Term 1 2020: As of the publication of this handbook in late July 2020, the School assumes that all courses will be taught on-line in fall 2020. The on-campus facilities will not be open to students until further notice.

Access to SALA Buildings

UBC ID cards are required to access SALA buildings and secure rooms after hours. Before the Introductory Workshop, the SALA Office will activate your UBC Student card to enable you to enter all relevant SALA buildings and facilities.

Parking Permits/Passes

Parking permits are available from the Parking Services Office located in the GSAB Building. More information can be found at <http://www.parking.ubc.ca/>.

UBC Email Account

Please visit the following link to set up a UBC student email account <https://id.ubc.ca/>

Woodworking Shop and 3-D Fabrication Tools

The School's model and wood workshops are located on the basement level of Lasserre in Rooms 2 and 4. See the note above regarding Term 1 of 2020.

Room 2 contains a comprehensive woodworking shop with stationary and portable power tools as well as hand tools available for students use. This resource is open during office hours with evening and weekend hours supervised by student monitors, for a total of over 50 hours a week. Any of the portable tools can be signed out for overnight use at home or in the studio. A variety of the most commonly used materials are available for purchase in the workshop.

Room 4, which is open to students at all times, complements Room 2 as an assembly shop. It has workbenches with electrical and compressed air outlets as well as a drill press, disc sander, wire cutter and sandblaster.

SALA has 3 types of digital fabrication devices: a CNC router, laser cutters and 3D printers. The CNC, which is located in the workshop, is run by the shop technicians while the laser cutters are run by student monitors who have received training and have experience with the machines and different strategies for handling different projects.

There is one laser cutter located in Lasserre and another located in Macmillan. To use these machines you are required to reserve a time slot, and a usage fee is charged. Details can be found at <https://sala.ubc.ca/resources/workshop-fabrication>. We also have a number of filament 3D printers distributed in several locations around SALA. These require a short orientation course before you may use them. Having done that, they are available 24 hours a day without any usage fees, although reserving a time slot online is recommended during busy times. Filament is one of the items for sale in the workshop.

2-D Output Devices

PRINTING:

There are multiple plotters, loaded with different paper qualities, a large format scanner, and small format printers available in the various studio locations. User fees are published at the beginning of each year. Details of how to load money into your Pay for

Print account can be found at <https://sala.ubc.ca/resources/computing/print-plot-and-scan>.

10.1 Physical and Digital Reference Resources

LIBRARY:

The UBC architecture and landscape architecture collections are located in the Art + Architecture + Planning Library in the Irving K. Barber Learning Centre. Some relevant references are also located in the Woodward Library.

AUDIO VISUAL:

Projectors, laptops, digital cameras and video cameras and various other equipment that are available to faculty, teaching assistants and students for booking with SALA's Facilities and Digital Resources Coordinator.

DIGITAL IMAGE DATABASE:

The digital Image Database was developed to create an online image database to collect current projects worldwide with emphasis on Canadian and local design and images from the Studies Abroad Program. To search this catalogue: <http://www.mdid.sala.ubc.ca/>

MATERIALS LIBRARY:

The Material Library circulates Product Building Samples for class instruction and for student use. There are a wide variety of wonderful products to search through. To search this catalogue: <http://www.mdid.sala.ubc.ca/>

10.2 Computing Recommendations

See below for recommended hardware for incoming students in 2020W.

Also see recommendations for computing specifications on the SALA website- <https://sala.ubc.ca/resources/computing/computers>

COMPUTER GUIDE

WHAT TO LOOK FOR IN A LAPTOP

Processor	Latest generation processors	The faster, the better, but you do pay a premium for the latest and greatest and see diminishing returns at the highest end of the spectrum. Given the limited upgrade capabilities of laptops, however, this is one area where you could future-proof your investment.
Memory	16 GB RAM or higher	Graphic files are large. So is the software that generates them. 16 GB of DDR4 memory clocked at 2400 MHz should be ample. You can opt for more to work more efficiently, but you do pay for it.
Storage	512 GB or higher capacity solid state drive, 1 TB if you are able	Opening large applications, and loading or saving massive files on an old-timey hard disk drive is no fun. Get a Class 50 M.2 NVMe solid state drive.
Graphics	Dedicated AMD or NVIDIA graphics with at least 2 GB of video memory	Stay away from integrated graphics like Intel Iris or HD Graphics. No ifs or buts. Graphics capabilities are key in many of the applications you will use, and integrated graphics lack serious processing power.

EXAMPLE SYSTEMS

WINDOWS

The Dell XPS 15 is a popular choice and can be customized to be quite powerful (be sure to choose one of the options with a discrete graphics card). The MSI GS65 is built for video games, but performs equally well for graphically intense design work. Offers a good bang for the buck. If you prefer another make, look for mobile workstations meeting the specifications above.

APPLE*

The 16" MacBook Pro is a good choice. A 14" will also work. Both can be slaved to an external monitor. As of 2017, Apple refreshed its line-up with Intel's "Kaby Lake" processors. You can check MacRumors Buyer's Guide for updates.

** Please note that there are several industry-standard design software packages that are built for Windows; if you purchase an Apple product, you will be required to run some software on Parallels.*

While we do our best to anticipate software and hardware requirements, we cannot guarantee that any given model will be adequate to address all computing needs throughout your progress through our curriculum.

ADDITIONAL HARDWARE

You do not have to get these items, but they can make your life easier.

USB flash drive	Easily transfer files.
External hard drive	Easily increase your storage and back up your data.
Cable lock	Prevent your laptop from being stolen.
External monitor	Whether for home or the studio, a second monitor can make much of your graphic work easier.

11. OUTSIDE SALA

Faculty of Graduate and Postdoctoral Studies

The role of the Faculty is to support graduate students, postdoctoral fellows and the entire UBC graduate community in pursuit of personal, professional and academic experience. Among other responsibilities, they seek to ensure a transparent, consistent and equitable administration of graduate programs and awards. They provide evaluation and quality assurance of graduate programs, advocacy for graduate and postdoctoral students and professional development opportunities.

Graduate Student Society

The Graduate Student Society advocates for, promotes, and protects the academic, social, intellectual, cultural and recreational interests of its members. The GSS is a registered Society under the Society Act of British Columbia, and is administratively divided into four departments: Administration, Academic & External Issues, Events & Services, and Finance. An Executive Committee, elected annually by graduate students, and the Council are responsible for the administration of the GSS. The Council is comprised of executive members and graduate students elected from each graduate department of the University.

Student Health Service

Student health and wellbeing is a top priority. Student Health Services offer a variety of health care services to help you live well, feel good, and achieve your goals. Our family doctors and registered nurses can help you take care of your physical and mental health so that you're able to have the best university experience possible. Please visit and familiarize yourself with the links below for health and wellness resources at UBC:

Student Health Services

<https://students.ubc.ca/health-wellness/student-health-service>

Counselling Services

<https://students.ubc.ca/health-wellness/counselling-services>

Centre for Accessibility

<https://students.ubc.ca/about-student-services/centre-for-accessibility>

The Wellness Centre

<https://students.ubc.ca/health/wellness-centre>



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LANDSCAPE
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