GRADUATE HANDBOOK

University of British Columbia
Master of Architecture
Updated September 2, 2021
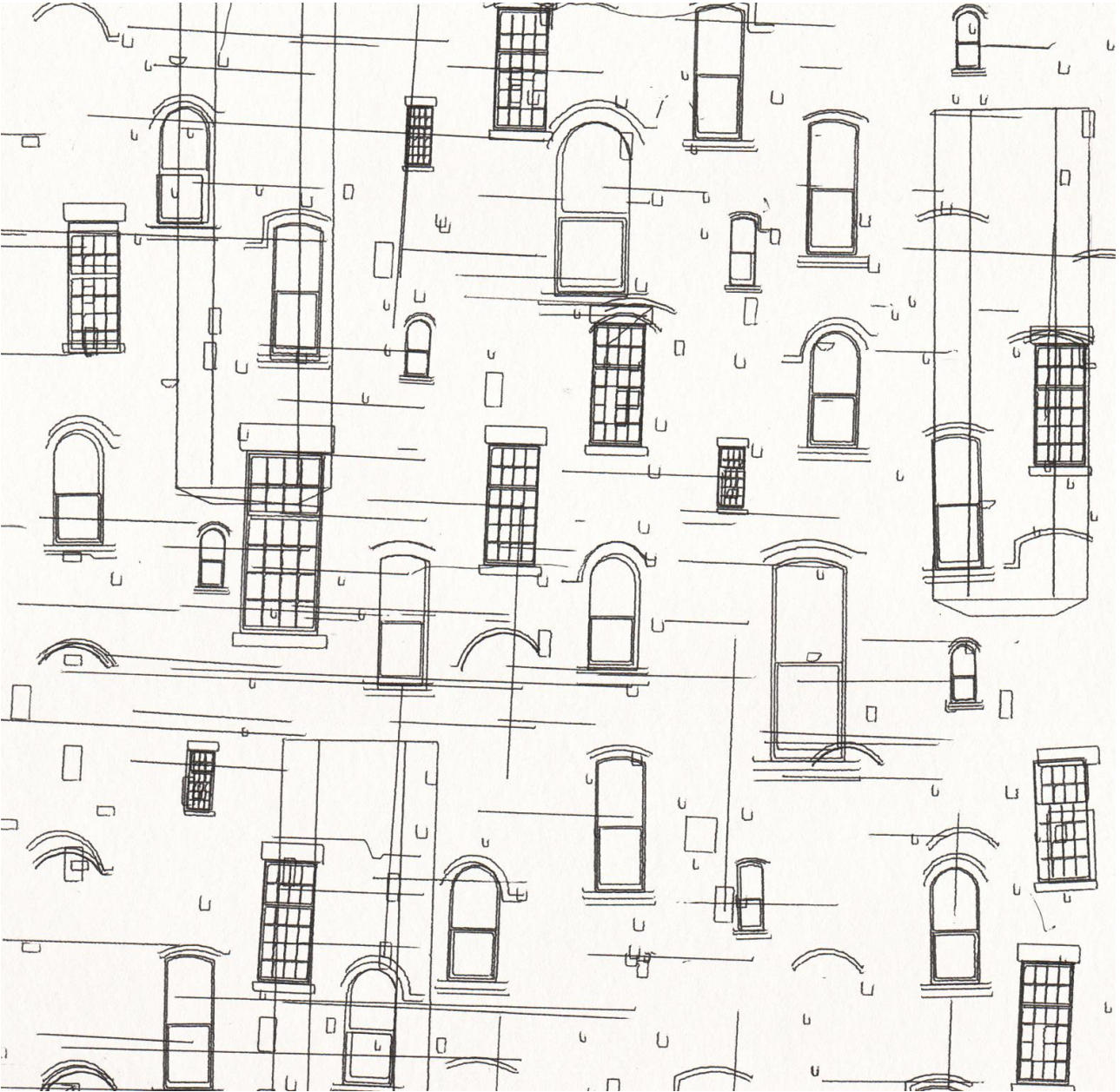
Image: Riley Baechler

Table of Contents

1.   INTRODUCTION

Architecture is a discipline, a profession and a field of study that frames design and building as an intersection of material, artistic, technical, economic, social and cultural issues and values. Within these contexts, the Master of Architecture program in the School of Architecture and Landscape Architecture (SALA) at the University of British Columbia is an accredited professional degree program preparatory to licensure as an architect and a lifetime of continuous learning. Methods and techniques of critical inquiry, ethical engagement, creative problem definition, speculative thinking, technical discipline and creative integration are fundamental in a curriculum grounded in the design of buildings and sites. This handbook provides context and guidance about these and other academic and operational aspects of the program for incoming and continuing students.

1.1   Mission and Guiding Principles

The Master of Architecture Program at the University of British Columbia is guided by the University's 'Shaping UBC's Next Century' strategic plan and its five core values: Excellence, Integrity, Respect, Academic Freedom, and Accountability. These values frame the program as it integrates speculative and critical design thinking within the formal, material, technical, and professional priorities of architectural education. Students are challenged to consider how pressing contemporary concerns and possibilities influence architecture and its practice, and how an architect's work impacts people and community, today, over the course of their careers, and for future generations.

Our Architecture Program is comprised of award-winning faculty with a wide range of interests, skills, and expertise. 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. Our school is dynamic, and these and other emerging issues shift the contexts and applications for architectural research, design, and education. Students have opportunity to engage in these rich areas of focus, and to explore their own interests through courses, seminars, design studios, and by engaging in faculty research as they progress through the program.

In support of this mission and the principles that guide it, the program has constructed an architectural education curriculum and community that includes the following elements:

1. Student Learning: to prepare students with the broad disciplinary knowledge and technical skills of an accredited professional degree in 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 is 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, the profession, and our community.

2.   ARCHITECTURE PROGRAM COMMUNITY

SALA encourages broad participation from all members of its community. Students are invited to participate in and contribute to the culture and community through many types of program governance, academic and creative initiatives. For example, student representatives, typically the President of the Architecture Student Society (ARCHUS), attends Architecture program faculty meetings, a Student Executive Committee meets regularly with the SALA Director as well as the chairs of academic programs. Students are also members of many governance committees that guide program priorities and processes. They are also principal participants in the School's creative and service collaborations with professional practices and community groups.

2.1   Architecture Faculty

Faculty members in the Architecture Program bring a wide variety of professional experience, community involvement, research

and teaching interests to the program. Many faculty members have 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 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 Architecture Program and a network of local community collaborations, including the Museum of Vancouver, CityStudio, and the City of Vancouver Chinatown Revitalization Program.

The Architecture Program is 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.

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

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Tak, Thena; BArch (Cornell), MArch (Harvard)

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Condon, Darryl
Drohan, Joyce
Gates, Joanne
Hanks, Travis
Higgs, Melissa
Li, Neal
Oktem, Caner
Sehr, Dolly
Shen, Shirley
Thomson, Matthew

2.2   SALA Staff
The Architecture Program office is located in Room 402 in the Lasserre Building. The office is 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.

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2.3 Architecture Student Society (ARCHUS)

ARCHUS assists in the facilitation of a positive student experience for all Master of Architecture students within SALA. ARCHUS

creates a safe, secure, and respectful atmosphere that fosters and encourages professional development and strong social networks. ARCHUS empowers 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/. ARHUS also maintains the SALA Instagram page at https://www.instagram.com/ubcSALA/.

ARCHUS Brown Bag Lunch Lectures
ARCHUS coordinates regular public 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 if they wish to make a presentation. Lectures are advertised through the weekly e-blast, posters and the website.

2.4   For a Feminist Architecture (FaFa)

FaFa is a student-run organization seeking to engage and challenge the mono-cultural attitudes and conversations predominant in design practice and architectural education by uplifting the voices of all sexualities, abilities, and genders. We are dedicated to ensuring equal access opportunities for all SALA students and championing equality at all levels of our education. FaFa creates educational reading lists, hosts Movie Nights, and is here to support students and their learning in any way we can. Stay tuned for our reading list and book club this year where we will be discussing, exploring, and learning about the intersection of race & design.

Please follow us on instagram @forafeministarchitecture, join our group on facebook at https://www.facebook.com/groups/ubcfafa/, and visit our website https://blogs.ubc.ca/fafa/ to stay connected and informed!

2.5   National Organization of Minority Architect Students (NOMAS)

NOMAS is the student branch of NOMA, an organization of minority architects. NOMA's mission as stated on their website is, "NOMA's mission, rooted in a rich legacy of activism, is to empower our local chapters and membership to foster justice and equity in communities of colour through outreach, community advocacy, professional development and design excellence".

UBC NOMAS aims to serve as a student collective to advocate for diversity in design education and to create discussions in regards to equity and equality within the educational and professional architectural field, through promoting engagement with diverse perspectives, community involvement and fellowship, and professional development of its members. While advocating our mission, we plan events with goals to provide students with opportunities to further their professional goals.

To learn more about NOMAS visit us on the website, Facebook, and Instagram
Website: https://www.ubcnomas.org/
Facebook: https://www.facebook.com/ubcnomas
Instagram: https://www.instagram.com/ubcnomas/

3.   CURRICULUM

3.1   Master of Architecture (MARCH) Curriculum

The Master of Architecture program offers a complete, accredited curriculum. 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.

Admirable student-faculty ratios are maintained in all aspects of the curriculum, including design studios. The size of the Architecture program allows 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 a background in architecture are given varying degrees of advanced placement, but will in general share the essential sequence of progress through the curriculum with students from unrelated disciplines.

Typical course of study <u>without advanced placement</u> – 2021 program entry

FIRST YEAR

2020 August
ARCH 502	(2) Introductory Workshop

2020 winter term 1
ARCH 500	(9) Architectural Design Studio I
ARCH 511	(3) Architectural Technology I
ARCH 515	(3) Design Media I
ARCH 597	(3) Themes in Architecture

2021 winter term 2
ARCH 501	(9) Architectural Design Studio II
ARCH 504 or 505*	(3) Architectural History
ARCH 512	(3) Architectural Structures I
ARCH 517	(3) Design Media II

2021 summer
ARCH 551	(3) Communicating Construction
ARCH 543	(3) Contemporary Practice
Elective	(3)

SECOND YEAR

2021 winter term 1
ARCH 520	(9) Architectural Design Studio III
ARCH 513	(3) Environmental Systems and Controls I
ARCH 532	(3) Architectural Structures II
ARCH 504 or 505*	(3) Architectural History

2022 winter term 2
ARCH 521	(9) Architectural Design Studio IV
ARCH 523	(3) Contemporary Theories in Architecture
ARCH 531	(3) Architectural Technology II
ARCH 533	(3) Environmental Systems and Controls II

2022 summer
Elective	(3)
Elective	(3)
Elective	(3)

THIRD YEAR

2022 winter term 1
ARCH 540	(9) Architectural Design Studio V
ARCH 548	(3) Graduate Project Part I
ARCH 504 or 505*	(3) Architectural History

2023 winter term 2
ARCH 549	(9) Graduate Project Part II
ARCH 541	(3) Professional Practice

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.

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

Typical course of study <u>with advanced placement</u> – 2021 program entry

FIRST YEAR

2020 August
ARCH 502*   (2) Introductory Workshop

2020 winter term 1
ARCH 520   (9) Architectural Design Studio III
ARCH 513   (3) Environmental Systems and Controls I
ARCH 532   (3) Architectural Structures II
ARCH 597   (3) Themes in Architecture

2020 winter term 2
ARCH 521   (9) Architectural Design Studio IV
ARCH 523   (3) Contemporary Theories in Architecture
ARCH 531   (3) Architectural Technology II
ARCH 533   (3) Environmental Systems and Controls II

2021 summer
Arch 551   (3) Communicating Construction
Arch 543   (3) Contemporary Practice
Elective   (3)
Elective   (3)

SECOND YEAR

2021 winter term 1
ARCH 540   (9) Architectural Design Studio V
ARCH 548   (3) Graduate Project Part I
ARCH 504 or 505   (3) Architectural History
Elective   (3)

2021 winter term 2
ARCH 549   (9) Graduate Project Part II
ARCH 541   (3) Professional Practice
Elective   (3)

Outline of Required Courses

Studio Courses

The five-studio sequence that precedes the design thesis forms the core of architectural education. These project-based classes teach design theory, process and skills through the study of design problems associated with specific conceptual questions, physical contexts, building types and other topics. In general, the studio sequence builds in complexity but also offers the opportunity for students to select from a variety of topics in their second, third, and fifth studios.

Required Studio courses include:

Course Number	Course Name	Credits
ARCH 500	Architectural Design Studio I	9
ARCH 501	Architectural Design Studio II	9
ARCH 520	Architectural Design Studio III	9
ARCH 521	Architectural Design Studio IV	9
ARCH 540	Architectural Design Studio V	9

History/Theory/Research/Practice Courses

These courses provide students with the historical and theoretical basis and orientation to contextualize their design work. They explore the historical development of the discipline and profession, contemporary theory and design issues, foundations of design thinking, research strategies and cultural ideas. The courses use both lecture and seminar formats.

Required History/Theory/Research/Practice courses include:

Course Number	Course Name	Credits
ARCH 504	Architectural History I	3
ARCH 505	Architectural History II	3
ARCH 523	Contemporary Theories in Architecture	3
ARCH 538B	Study of Architecture Abroad	3
ARCH 541	Process and Practice of Architecture	3
ARCH 543	Contemporary Practice	3
ARCH 597	Themes in Architecture	3

Design Media Courses

Design Media I offers instruction in the foundations of digital and manual design media and representation techniques including sketching, diagramming, architectural drawing and modeling. Design Media II offers instruction at intermediate-level skills organized around a suite of modules, allowing students to focus on selected, specific areas of media knowledge and skill development.

Required Design Media courses include:

Course Number	Course Name	Credits
ARCH 515	Design Media I	3
ARCH 517	Design Media II	3

Technical Courses

These courses focus on the physical material of architectural design, the techniques involved in construction and the conventions for formal documentation of "working drawings." These courses are tremendously important in ensuring that students gain essential professional skills. They are typically offered in a lecture or seminar format.

Required technical courses include:

Course Number	Course Name	Credits
ARCH 511	Architectural Technology I	3
ARCH 512	Architectural Structures I	3
ARCH 513	Environmental Systems and Controls I	3
ARCH 531	Architectural Technology II	3
ARCH 532	Architectural Structures II	3
ARCH 533	Environmental Systems and Controls II	3
ARCH 551	Communicating Construction	3

Electives

Elective courses allow students to focus their research interests. A minimum of five elective courses (15 credits) must be completed. Among the thematic topics offered in the MArch program are those focused on practice, profession and engagement, sustainability, media and fabrication, theory, and advanced technology and construction.

Sample elective courses could include:

Course Number	Course Name	Credits
ARCH 544C	Material Ecology Design	3
ARCH 571A	The Staircase	3
ARCH 571B	The Art and Craft of Architectural Detailing	3
ARCH 574	Green Building Contemporary Practice	3
ARCH 575	Regenerative Design and Development	3

Non-program Electives

Students are encouraged to enrich their program of study with elective courses that support their area of interest and

specialization and which prepare them for their graduate project. These courses can be drawn from graduate and 300/400 level undergraduate courses. Please note that only six credits of undergraduate electives may count toward your MArch degree. Taking elective courses outside of SALA requires permission from the Architecture Chair and the department offering the course.

Sample non-program elective courses could include:

Course Number	Course Name	Credits
ARTH 339	19th Century Art and Space	3
ARTH 476	Seminar in North American Indigenous Art	3
GEOG 312	Climate Change: Science and Society	3
GRSJ 300	Intersectional Approaches to Thinking Gender	3
LARC 582R	Seeing Environment	3
PLAN 530	Affordable Housing Policy and Planning	3

The Graduate Project

The MArch 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. Typically, the result is a project that responds to an area of specialization, usually involving the design of building, urban design, landscape, territorial plan or combination of more than one of these scales of design. 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 integration of faculty mentors later in the term. In GP II students work with their faculty mentor who serves as the guide and evaluator of their project.

The Graduate Project sequence produces independent work that exemplifies the highest standards of 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 mentor. For Option 2, students may propose to work in collaboration with colleagues and, if the proposal is acceptable, with a mentor 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 design and discourse.

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

Graduation Design Project courses include:

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

ARCH 549: Graduate Project Part II

ARCH 549 student work examples:

An Industrialized Ecosystem:(Re)claiming Design Integrity
Student name: Joshua Hall

The conventional expectation of architecture school is to celebrate and enforce traditional design processes that are prevalent in our industry. As students, we learn to prioritize early stages of Schematic Design, thus unknowingly limiting the integrity of our work in later stages of project development. We're taught to accept that the pervasive influences of the construction industry are outside of our control, and further, outside of our realm of expertise. Addressing the need for progressive change in our industry, this thesis argues that it is integral to bring the concepts of manufacturing and assembly into our professional discourse. Deconstructing the erosion of our design integrity from three traditionally undervalued phases of a project—Design Development, Construction Documentation, and Tendering—this thesis proposes that by collectively fostering an "Industrialized Ecosystem" we

can strengthen the integrity of our work and the future of our industry. As a counterpoint to the conventional expectation of an architectural thesis, this project is expressed through diagrammatic illustrations of process and workflow.

(re)presenting sites: unfolding realities
Student name: Katie Peruniak

My project embraces the subjectivity that comes with the interpretation and representation of a place. I spent time considering the differences between looking and seeing, and investigating how to reveal typically unseen site aspects. Rather than a traditional site analysis where each site layer is isolated, or a fully synthesized site study where all aspects are united, I've focused on amplifying the threads that pull together various narratives of this place to create a more meaningful approach to a site study. Simultaneously using research and drawing as tools for excavation allowed me to form connections that deepened my understanding of this place as a continually evolving expression of its history. In this project I've aimed to re-present the temporal aspects of the site by drawing through various, overlapping realities and moments in time while also embedding my personal path of discovery and wonder into the representation. False Creek, Vancouver serves as a case study for a more holistic, selective and connected approach to a site study.

LEARNING OBJECTIVES

ARCH 500 is a _core studio_ that introduces students without a background in architecture to foundational ideas, competencies, and aspects of architectural design. This course focuses specifically on the following areas of development: Spatial imagination and Craft, Convention, and Composition.

Spatial Imagination:
Students participating in the Fall Term Studio should demonstrate the following:

- *An understanding of and ability to produce* abstract, three-dimensional conceptual creative analysis and synthesis.
- *An understanding of and ability to correlate* basic cultural and historical issues and events with architectural ideas and materials.
- *An understanding of and ability to propose, develop, and refine* three-dimensional organizations with attributes of structure, use, occupation, light, program, and material.
- *An understanding of and ability to interpret and spatialize* basic notions of program and use.
- *An understanding of and ability to situate* design ideas in specific physical and environmental contexts.

Craft, convention and composition:
Students participating in the Fall Term Studio should demonstrate the following:

- *An understanding of and ability to extract* basic spatial, material and/or conceptual ideas from architectural precedents.
- *An understanding of and ability to deploy* basic architectural 2D drawing techniques, including manual sketching, drafting plans and sections at several scales, generating three-dimensional drawings, concept diagrams, perspectives and renderings.
- *An understanding of and ability to deploy* basic architectural 3D manual model making techniques, including study models, site models, and finished models.
- *An understanding of and ability to work* "across platforms" between analog and digital techniques, and 2D and 3D forms of making and drawing.
- *An understanding of and ability to use* basic graphic compositional formats and elements to present and rhetorically frame creative work.

ARCH 501, 520, 540: Architectural Design Studios II, III and V
LEARNING OBJECTIVES

Also known as *option studios*, the main objective of these design studios is to explore a variety of design problems and to allow students some autonomy when choosing subject matter to explore.

Students participating in the option studio sequence should demonstrate the ability to do the following:

- *Shape project definition:* students should have a tacit critical engagement with the thematic topic of any given Option Studio and bring this engagement to bear on the specific formulation of design projects. As well, in terms of either scale or complexity, inflection of the studio topic should be capable of adjusting to individual student's position within the MARCH program.
- *Explore issues of representation beyond convention.* Option Studio thematic topics by their very nature invite pointed and critical engagement with the means and media available, both in terms of exploration and delineation of project work.
- *Expand disciplinary technique beyond convention.* Architecture is a material culture, bound to a host of concerns surrounding both the theory and practice of the discipline. The Option Studio should engage specified issues in 'depth', extending the knowledge base of core studio and other coursework. This should be done in part to prepare students to undertake comprehensive studio (ARCH 521).
- *Take advantage of the opportunity to work collaboratively.* The format places students of different levels of experience and background together. Insofar as it is possible to anticipate the nature of creative collaborations in practice, the Option Studio can, in minor but significant part, be structured to explore and enquire into the nature and productive outcomes of such a process.
- *Design across an array of scales.* Systemic understanding of a design's context necessarily invites consideration of many and varied scales of observation and action. The Option Studio is able to link issues that range in scale from the broad (geography and climate) with the specific (highly local production and use for example).
- *Engage a variety of topics and subjects across studios.* Areas of emphasis for study might include community-engagement and design; the design of housing and public and private buildings; digital computation, modeling and fabrication; urbanism and sub-urbanism; green building; material and phenomenological explorations; crowd funding, micro-patronage and urban activism.

ARCH 521: Architectural Design Studio IV
LEARNING OBJECTIVES

Also known as the *comprehensive studio*, the main objective of the architectural design studio IV is to explore integrated thinking as applied in architecture. Like ARCH500, ARCH 521 is a core studio and is required. ***Students participating in the comprehensive studio sequence should demonstrate the ability to do the following:***

- *Identify, explore, and transform* specific formal and programmatic precedents that help situate your proposal within a context of architectural forms and ideas.
- *Explore and identify* technical systems that are appropriate to the site and building program, and develop their relationships with spatial, organization, and experiential intent.
- *Understand the relationship* between an architectural agenda and its development through building materials and systems.
- *Demonstrate the ability to synthesize* relationships between spatial ideas, program, material and technical systems.
- *Demonstrate the ability to imbue ideas of the above*, at several design scales from site to assembly.
- *Demonstrate the ability to work collaboratively* with other students and with local professional consultants who work with our comprehensive students during the term.

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

environmental design students alike. Recent design-build projects have been completed in the Okanagan, the Downtown Eastside, UBC campus and Gambier Island.

SUMMER STUDIES
Most of the required curriculum of the MARCH program is delivered from September to April, but students complete most of their elective courses during the summer term. The Architecture Program and SALA offer electives, often complemented by summer studies abroad opportunities.

Recently offered summer studies (see also section for summer studies abroad) electives include:

Course Number	Course Name	Credits
ARCH 544G	Art and Architecture	3
ARCH 577B	Design Media – Revit	3

STUDIES ABROAD
The architecture program and the School of Architecture and Landscape Architecture offers a diverse array of studies abroad opportunities. These have historically included one-term studies abroad, usually associated with option studio offerings. This full-term studies abroad program began in 1969, and has occurred a variety of locations including Europe, the Middle East, Japan and India. It is led by a program faculty member and generally enlists local expertise to deliver the studio, history and elective course materials of the program. SALA also offers six-credit four- to six-week summer studies abroad programs, most recently to Haida Gwaii, India, Japan and Spain.

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, Ljublijana (2019)	6
ARCH 538a,b, 539	The Missing Middle and Architecture Photography, Stockholm (2019)	15
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.

INTERNATIONAL EXCHANGE
For international exchange, students must apply through Go Global. All courses taken abroad must also be pre-approved by the Architecture Chair 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. MARCH 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. Current Go Global exchange programs in architecture include:

Australia
University of Melbourne
University of New South Wales
Belgium
Universite Libre de Bruxelles
Chile
Universidad Tecnica Federico Santa Maria
Denmark
Danish Institute for Study Abroad
Germany
Technical University of Berlin
Technical University of Munich
Japan
Osaka University
University of Tokyo

New Zealand
Victoria University Wellington
Singapore
National University of Singapore
Sweden
University of Lund

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 Co-op Education Program integrates a student's academic studies with work experience. Students engage in an eight-month (two continuous terms) long work term in a professional architectural firm 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 program are available in the Co-op Guidelines on the SALA website.

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 Study proposals must be approved before work on the project begins.

Directed studies proposals must include a complete syllabus, a proposed time frame, and a willing and 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. The following opportunities are currently available to all SALA students. The Faculty Executive Committee will evaluate applications. Please send proposals to the SALA Director. Successful applications will be funded on a first-come, first-served basis each academic year until the available funds (which will vary from year to year) are depleted.

Conference Travel Grants
Graduate students presenting peer-reviewed papers are eligible for $500 in funding from the University

3.2   The Master of Advanced Studies in Architecture (MASA) Curriculum

The MASA degree is a two-year research degree program. Most students accepted to the MASA program have completed their first professional degree in architecture, but this is not a requirement for admittance into the program. Interested students might be drawn from a variety of disciplines including civil engineering, environmental sciences or art history, or may have been in practice for an extended period of time though never received a professional degree in architecture. The MASA program will normally be completed in 2 years of full-time study.

The MASA program is a post professional program that provides students with the knowledge and skills for research and investigation in an area of interest in architecture and related fields. Students work in collaboration with faculty members who are currently engaged in or involved with their consulting areas of interest. This program is not intended to fulfill the requirements for architectural licensure as established by the Architectural Institute of British Columbia (AIBC) or similar organizations within Canada and the United States.

Curriculum

To obtain the MASA degree, a student must successfully complete thirty credits of study including a twelve-credit thesis and a three-credit core course, ARCH 568: Research Methods. The fifteen credits of elective coursework are structured on an individual basis and elaborated through discussion between students and their faculty mentors. In addition to agreed interdisciplinary coursework in academic units throughout the University, MASA students engage with other students from the program and upper-level MARCH students through seminars and coursework. Students register in ARCH 598 the MASA Research thesis for each session until they have completed the program.

Elective Coursework

Students are to prepare individual curriculum in consultation with their faculty mentor. The interdisciplinary nature of architectural research encourages coursework outside the School. It is not unusual to undertake directed studies in which specialist research, often in anticipation of the thesis work, are closely supervised by faculty. In addition, advanced level seminars delivered with the MArch program constitute an important source of coursework.

Requirements

Course Number	Course Name	Credits
Various	Research Methods	3
Electives	500 level electives (minimum)	9
Electives	300 level and above electives (maximum)	6
ARCH 598	Research Thesis	12

Other Requirements

MASA students are to submit progress reports to their advisors at the end of every term. In addition to the internal protocols of

thesis topic presentation and defense, students are encouraged to present their work in peer reviewed conferences and publications. The program can be completed in sixteen months, including two terms of required full-time residency.

4.   THE STUDIO PROTOCOL

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.

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 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 architecture professionals. The reviews are also open to other students at UBC and the public.

5.   GRADING

5.1   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

5.2   Architecture Grading Practices

Students in the Master of Architecture program fall under academic regulations in place for master's programs as set out by the Faculty of Graduate and Postdoctoral Studies. The following apply specifically to the Master of Architecture program:
A grade of at least 60% is required in any course taken in the program with no more than 15 credits of Pass-level standing (60-67%) being counted towards degree requirements. In addition, a grade of at least 65% is required in ARCH 500 and at least 68% in ARCH 540 and 549. Failure to obtain credit for a total of three design studios will require the student to withdraw from the program and the student will not be permitted to re-register in the program.

Should a student not attain 65% or above in ARCH 500, the following conditions would apply:

- If the mark is less than 60% the student would be required to withdraw from the program for eight months and retake ARCH 500 in the subsequent Winter Session Term 1;
- If the mark is between 60% and 65% the student will not be granted credit for ARCH 500. The student will be required to re-register for ARCH 500 the following term.

A minimum mark of 74% must be obtained when repeating a failed course.

5.3   UBC General Grading Practices

Grading for master's students in most faculties

PERCENTAGE (%)	LETTER GRADE
90-100	A+
85-89	A
80-84	A-
76-79	B+
72-75	B
68-71	B-
64-67	C+
60-63	C
0-59	F (Fail)

Instructors are responsible for providing written guidelines to all students at the start of each course, outlining how the final grade for the course will be calculated, and including any related policies such as arrangements that may be made for students who are unable to complete a test or other graded work because of a short term illness or for other reasons. Guidelines made available on the Web meet this requirement. Faculties, departments and schools reserve the right to scale grades in order to maintain equity among sections and conformity to University, faculty, department, or school norms. Students should therefore note that an unofficial grade given by an instructor might be changed by the faculty, department or school. Grades are not official until they appear on a student's academic record.

5.4 UBC Faculty of Graduate and Postdoctoral Studies

Definition of Satisfactory Progress

The minimum passing grade in any course taken by a student enrolled in a master's program is 60%. However, only 6 credits of courses with grades in the C to C+ range (60-67%) may be counted towards a master's program. For all other courses, a minimum of 68% must be obtained. Some graduate programs may require a higher passing grade for specific courses.

Where a failing grade is obtained in a course, and on the recommendation of the graduate program and the approval of the Dean of the Faculty of Graduate and Postdoctoral Studies, the student may repeat a course for higher standing or take an alternate course. If the graduate program does not make such a recommendation, or if the recommendation is not approved by the Dean of the Faculty of Graduate and Postdoctoral Studies, the student will be required to withdraw. A student who obtains a grade of less than 68% in more than 6 credits will normally be required to withdraw for inadequate academic progress. **The student will be informed of unsatisfactory academic progress in writing before any action regarding withdrawal is taken.**

Grading: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,42,96,0

For master's students registered in the Faculty of Graduate and Postdoctoral Studies, Fail (F) for individual courses is defined as below 60%

6. SATISFACTORY PROGRESS IN THE PROGRAM

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 65% is required in ARCH 500 and at least 68% in ARCH 540 and 549.

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.

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.

Degree conferral and convocation ceremonies occur twice each year, in May and November.

8.   ADVISING

Incoming students are assigned to a faculty member who will act as their advisor for the duration of the program. The primary role of the advisor is to provide guidance and counseling. Students are encouraged to contact their advisors on a regular basis, at least once every academic year.

For program advising and academic issues, students should see the Chair of the Architecture program or the Student Services coordinator. In addition to program planning some common reasons to seek their advising include:

8.1   Degree Navigator assistance

Students can track their progress through the program on the Student Service Centre (SSC) through Degree Navigator. Degree Navigator is an interactive advising tool to help students assess their progress through the MArch degree. It is designed so students may view their program requirements, course information and course list. Degree Navigator will also show students the courses they have completed against their program requirements. If you have any questions please speak with the Architecture Student Services Coordinator.

8.2   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.

8.3   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 architecture degree.

Students have taken courses in such diverse disciplines as Landscape Architecture, 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.

8.4   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 Teaching 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 program website.

Incoming students of the Architecture 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 advertised on an as needed basis.

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

* Please note, all cash or gift card awards may be subject to tax

10. GENERAL INFORMATION AND PROGRAM RESOURCES – Please note that due to COVID-19 access and protocols may differ and change through the year. Please be sure to review the latest communications from SALA.

10.1 Access to Lasserre Building

No keys are required to access Lasserre (after hours). Before the Introductory Workshop, the Architecture Office would activate your UBC Student card to enable you to enter the Lasserre building, LASR 5 and LASR third floor studio.

10.2 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/.

10.3 UBC Email Account

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

10.4 Anonymous Feedback Tool

Questions, comments and suggestions can be sent to our online anonymous feedback tool

10.5 Woodworking Shop

The School's model and wood workshops are located on the basement level of Lasserre in Rooms 2 and 5.

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. A selection of 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.

Rooms 4 and 5, which are open to students at all times, complements Room 2 as an assembly shop. They have workbenches with electrical and compressed air outlets as well as a drill press, disc sander, hot wire foam cutters and sandblaster.

On the other end of campus there is a room located in the Landscape Annex that will also b eopen at all times. It has a similar range of safer tools that students may use, as well as a saw and a collection of clamps. Students are expected to clean up after themselves in these spaces.

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. The laser cutters are located in the Lasserre workshop area. 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.

10.6   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.

11.   OUTSIDE SALA

11.1   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.

11.2   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.

11.3   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