

GRADUATE HANDBOOK

University of British Columbia
Master of Architecture

Updated July 31, 2017

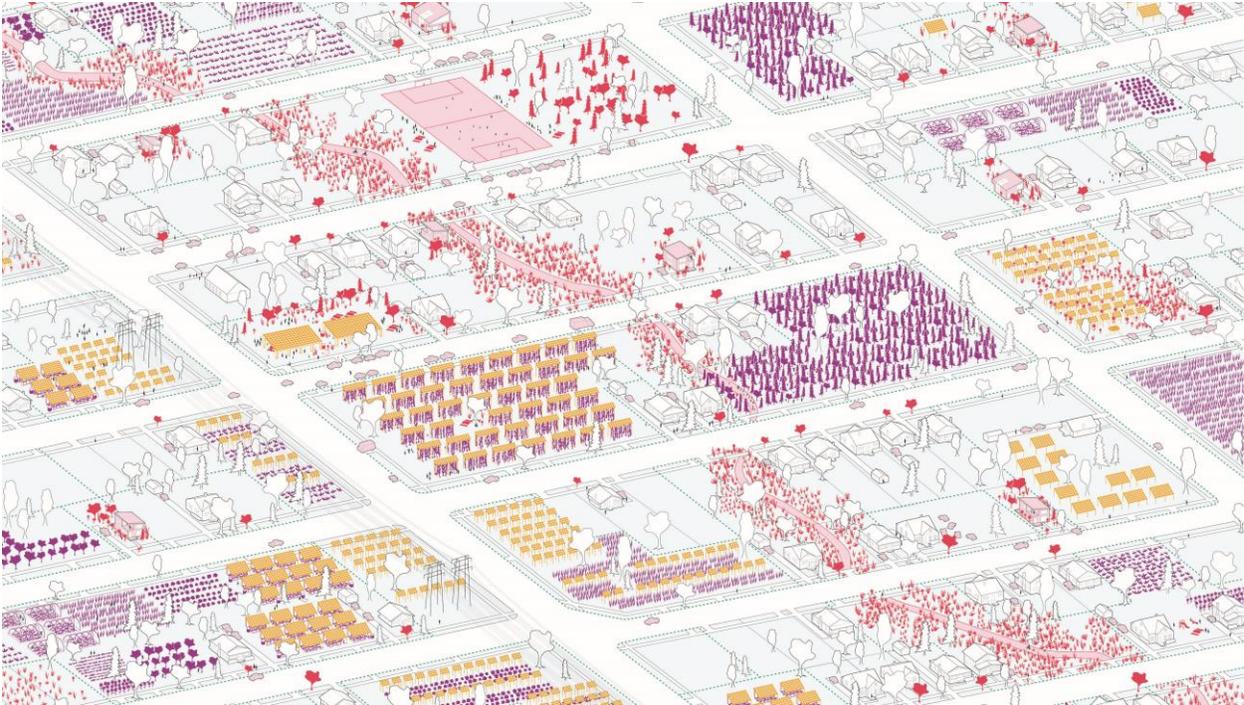


Image: Fiona Jones

TABLE OF CONTENTS

1	INTRODUCTION	3
1.1	Mission and Guiding Principles	3
2	THE ARCHITECTURE PROGRAM COMMUNITY	3
2.1	Architecture Faculty	4
2.2	The Program Office Staff	6
2.3	Archus	7
3	CURRICULUM	7
3.1	Master of Architecture (MARCH) Curriculum	7
3.2	The Master of Advanced Studies in Architecture (MASA) Curriculum	17
4	THE STUDIO PROTOCOL	18
4.2	Studio Final Reviews	19
5	GRADING	19
5.1	Principles for Assessment of Student Work	19
5.2	Architecture Grading Practices	20
5.3	UBC General Grading Practices	20
5.4	UBC Faculty of Graduate Studies	21
6	SATISFACTORY PROGRESS IN THE PROGRAM	21
7	GRADUATION	22
8	ADVISING	22
8.1	Degree Navigator assistance	22
8.2	Requests for Course Exemptions	22
8.3	Electives	22
8.4	Appeal Procedures	23
9	FINANCIAL INFORMATION	23
10	GENERAL INFORMATION AND PROGRAM RESOURCES	24
10.1	Mail	24
10.2	Access to Lasserre Building	24
10.3	Parking Permits / Passes	24
10.4	UBC Email Account	24
10.5	Woodworking Shop	24
10.6	Output Devices	24
10.7	The Reading Room	24
11	OUTSIDE SALA	25
11.1	Graduate and Post-Doctoral Studies Faculty	25
11.2	Graduate Student Society	25
11.3	Student Health Service	25

1. INTRODUCTION

Architecture is a discipline and a profession that considers the question of how to build well as a way to draw connections between material, artistic, technical, economic, social and cultural issues. As a discipline and field of study, the tasks of critical inquiry, speculative thinking, ethical engagement, skill building, technological curiosity and problem framing are essential principles in the curriculum. As an accredited professional degree program, students develop abilities to synthesize the above issues and techniques of inquiry through the detailed development of buildings and sites. This handbook provides guidance about the academic and everyday aspects of the Master of Architecture Program, the School of Architecture and Landscape Architecture, and the University of British Columbia.

1.1 Mission and Guiding Principles

The Architecture Program at the University of British Columbia is guided by UBC's Place and Promise strategic plan and its three core principles: Student Learning, Research Excellence, and Community Engagement. The program prepares the next generation of architects by challenging students to consider how today's pressing concerns and new possibilities provide ways to imagine the future. Different contexts pose different issues for architectural research and design, and students are able to gradually shape their course of study to suit their specific preoccupations, large or small. Students are challenged to think about how the practice of architecture might change during the course of their careers. Studying architecture at UBC balances speculative thinking with the formal, material, technical and professional traditions of architectural education.

The interests of the Architecture Program faculty extend across a wide range of practical interests and skills, from exploring new formal, geometric and material opportunities associated with digital media and machines, to interdisciplinary material and technical research, to sustained community-engaged collaborative practice and research in Vancouver, the Province and across the globe.

The program believes that an education in Architecture should include, at a minimum, the following elements:

1. **Student Learning:** to prepare students to be leaders and collaborators by equipping them with the broad 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 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.

2. THE ARCHITECTURE PROGRAM COMMUNITY

SALA encourages the broadest possible participation by all members of the community. Students are invited to participate in various program initiatives that include membership on committees that make decisions on program processes. A student representative, usually the President of the student society, attends regular meetings of the program faculty members. A Student Executive Committee meets regularly with the SALA Director and the Chairs of the various programs.

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. Most faculty members have at least five years of 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 CIRIS, 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 www.sala.ubc.ca.

Full time Architecture Faculty Members

Bass, John; Associate Professor and Chair

B.F.A. (Rhode Island School of Design), B.Arch. (Rhode Island School of Design)

jbass@sala.ubc.ca

Dahmen, Joseph; Assistant Professor

B.A. (Wesleyan University), M.Arch. (Massachusetts Institute of Technology)

jdahmen@sala.ubc.ca

Fujita, Mari; Associate Professor

B.A. (Columbia University), M.Arch. (Princeton University)

mfujita@sala.ubc.ca

Herrington, Susan; Professor

B.L.A. (State University of New York), M.L.A. (Harvard University)

sherrington@sala.ubc.ca

Johnson, Greg; Senior Instructor

B.A.Sc. (UBC), B.Arch. (University of Montreal), M.Sc.A. (University of Montreal)

gjohnson@sala.ubc.ca

Kellett, Ronald; Professor and Director

B.E.S. (University of Manitoba), M.Arch. (University of Oregon)

rkellett@sala.ubc.ca

MacDonald, Christopher; Professor
B.E.S. (University of Manitoba), AA Dipl. Hons (Architectural Association School of Architecture)
cmacdonald@sala.ubc.ca

McKay, Sherry; Associate Professor
B.A. (University of British Columbia) M.A. (University of British Columbia), Ph.D. (University of British Columbia)
smckay@sala.ubc.ca

Meyboom, AnnaLisa; Assistant Professor
B.A.Sc. (University of Waterloo), M.Arch. (University of British Columbia)
ameyboom@sala.ubc.ca

Neumann, Oliver; Associate Professor
Dipl. Ing. Arch. (TU Berlin), M.S.A.A.D. (Columbia University)
oneumann@sala.ubc.ca

Roecker, Inge; Associate Professor
M.Arch. (University of Manitoba)
iroecker@sala.ubc.ca

Rysanek, Adam; Assistant Professor
B.A.Sc. (Queen's University), M.Sc. (Queen's University), Ph.D. (Cambridge University)
arysanek@sala.ubc.ca

Satterfield, Blair; Associate Professor
B.Sc. (University of Illinois at Urbana-Champaign), M.Arch. (Rice University)
bsatterfield@sala.ubc.ca

Soules, Matthew; Associate Professor
B.A. (University of British Columbia), M.Arch. (Harvard University)
msoules@sala.ubc.ca

Stevens, Sara; Assistant Professor
B.A. (Rice University), B.Arch. (Rice University), M.ED. (Yale University), Ph.D. (Princeton University)
sstevens@sala.ubc.ca

Van Duzer, Leslie; Professor
B.A. (University of California, Berkeley), M.Arch. (University of California, Berkeley)
lvanduzer@sala.ubc.ca

Wagner, George; Associate Professor
B.A. (Bard College), M.Arch. (University of Washington)
gwagner@sala.ubc.ca

Lecturers in Practice

Pechet, Bill; Lecturer in Practice
B.A. (University of Victoria), B.F.A. (University of Victoria), B.Arch. (University of British Columbia)
bill@pechetstudio.ca

Adjunct Professors

Fall/winter 2017 - 18

Michael Barton, B.A. (Roy.Holl.), M.Sc.Arch. (E.Lond.), M.Arch. (Br.Col.)

Roy Cloutier, B.Sc.Arch. (U Minnesota), M.Arch. (UBC)

Darryl Condon, B.Sc.Arch., B.Arch. (McG.) Architecture AIBC, AAA, SAA, OAA, FRAIC

Joanne Gates, B.E.S., M.Arch. (Manit.), Architect AIBC

Mathieu Grady, B.A. (McGill University, Montreal, PQ), M.Arch. (UBC)
James Huemoeller, B.A.Arch. (Lehigh University), M.Arch. (University of Virginia)
Shelley Long, B.Env.D. (UBC), M.L.A. (U of T)
Nicholas Paczkowski, B.E.S. (U Manitoba), M.Arch. (U Washington), LL.B. (U Vic), Architect AIBC, RAIC, RIBA
Nicole Sylvia, B.Des. Arch (U Minnesota), M.Arch. (UBC)
Thena Tak, B.Arch (Cornell), M.Arch (Harvard)
Lórin Vass, B.F.A. Honours (SFU), M.Arch. (UBC)
Joseph Watson, B.Arch. (U of Tennessee), MA Theology (Union Theological Seminary), PhD ABD (U of Penn)

Summer 2017

Roy Cloutier, B.Sc.Arch. (U Minnesota), M.Arch. (UBC)
Collette Parras, B.V.A. (U Vic), M.Arch. (UBC), Architect (NL)

2.2 The Program Office 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.

Hanne Bartlett
Manager, SALA Administration
LASR 406 / 604-822-6404 / hbartlett@sala.ubc.ca

Tara Deans
Manager, SALA Student Services
MCML 379 / 604-822-3445 / tdeans@sala.ubc.ca

William Entwistle
Workshop and Digital Fabrication Technician
LASR 2 / 604-822-2810 / wentwistle@sala.ubc.ca

Emma Fennell
Communications and Outreach Manager
LASR 404 / 604822-8130 / efennell@sala.ubc.ca

Theresa Juba
Programs Coordinator
LASR 402 / 604-822-0205 / tjuba@sala.ubc.ca

Amy Villablanca
Student Services Coordinator, Landscape Architecture, Master of Urban Design and Environmental Studies
MCML 379 / 604-822-6916 / avillablanca@sala.ubc.ca

Jaynus O'Donnell
Student Services Coordinator, Architecture
LASR 402 / 604-822-2779 / jodonnell@sala.ubc.ca

Tracy Satterfield
Financial Processing Specialist
LASR 402A / 604-822-2770 / tsatterfield@sala.ubc.ca

Nick Scott
Workshop Manager
LASR 2 / 604-822-2810 / nscott@sala.ubc.ca

To be confirmed
Reading Room, Materials Library, and Audio Visual Coordinator
LASR 9 / 604-822-3606 / to be confirmed

To be confirmed
Receptionist and Administrative Assistant
LASR 402 / 604-822-1590 / reception@sala.ubc.ca

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. By creating this type of atmosphere, ARCHUS hopes to 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/> or <https://www.instagram.com/ubcsala/?hl=en>.

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.

3. CURRICULUM

3.1 Master of Architecture (MARCH) Curriculum

The Master of Architecture graduate degree 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 core, required coursework. Within this challenging program, opportunities to develop individual identity and special skills are made possible through the selection of themed design studios, thoughtful engagement with electives and the execution of 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. Beyond immediate university resources, including a research library ranked among the best in Canada, the program maintains close ties with the local professional design community. As demonstrated through the research activities of faculty as well as regular offerings of Study Abroad programs, we also have a healthy engagement with cultural concerns worldwide.

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 in the MARCH Program beginning September 2017

The program sequence for incoming students admitted without advanced placement may resemble the following:

FIRST YEAR

August 2017

Arch 502 (2) Introductory Workshop

Fall Term 2017

Arch 500 (9) Architectural Design Studio I

Arch 504 or 505* (3) Architectural History

Arch 512 (3) Architectural Structures I

Arch 515 (3) Design Media I

Spring Term 2018

Arch 501 (9) Architectural Design Studio II

Arch 504 or 505* (3) Architectural History

Arch 511 (3) Architectural Technology I

Arch 517 (3) Design Media II

Summer Term 2018

Arch 551 (3) Communicating Construction

Elective (3)

Elective (3)

SECOND YEAR

Fall Term 2018

Arch 520 (9) Architectural Design Studio III

Arch 513 (3) Environmental Systems and Controls I

Arch 531 (3) Architectural Technology II

Arch 568 (3) Research Methods

Spring Term 2019

Arch 521 (9) Architectural Design Studio IV

Arch 523 (3) Contemporary Theories in Architecture

Arch 532 (3) Architectural Structures II

Arch 533 (3) Environmental Systems and Controls II

Summer Term 2019

Elective (3)

Elective (3)

Elective (3)

THIRD YEAR

Fall Term 2019

Arch 540 (9) Architectural Design Studio V

Arch 548 (3) Graduate Project Part I

Arch 504 or 505* (3) Architectural History

Spring Term 2020

Arch 549 (9) Graduate Project Part II

Arch 541 (3) Process and Practice of Architecture

**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.*

ARCH 538B (a course taken as part of a full term study abroad) can also be used to fulfill three credits of your Architectural History requirement.

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

The Architecture Program admits advanced placement students from a variety of design and architectural 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 an individualized course of study.

Outline of Required Courses

Studio Courses

The five-studio sequence that precedes the design thesis forms the core of architectural education. This project-based series of classes teach design theory and process and designing 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. This contextualization includes an appreciation of the historical development of the discipline and profession, an understanding of contemporary theory and design issues, the foundations of design thinking, the relationship of design to research strategies and cultural ideas that play a significant role in architecture and design. 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 (A or B)	3
ARCH 505	Architectural History II (A or B)	3
ARCH 523	Contemporary Theories in Architecture	3
ARCH 541	Process and Practice of Architecture	3
ARCH 561, ARCH 538B	(or an equivalent Advanced History Theory course)	3
ARCH 568	Research Methods	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 their construction and the

conventions for formal documentation of “working drawings.” These courses are tremendously important in ensuring that students gain essential professional skills and 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 customize their areas of interest around thematic grouping of content. 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 544N	Urban Design Methods	3
ARCH 571B	The Craft of Architectural Detailing	3
ARCH 573E	Sustainable Design Practice	3
ARCH 574	Green Building Contemporary Practice	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.

Sample non-program elective courses could include:

Course Number	Course Name	Credits
ANTH 329A	Contemporary First Nations Issues	3
GEOG 364	Globalization, Cities and Regions	3
GRSJ 300	Intersectional Approaches to Thinking Gender	3
LARC 582E	Green Roofs	3
PLAN 517	Theory and Methods of Urban Design	3

The Graduate Project

The MArch degree concludes with an independent graduate project spanning two terms. The graduate project parts I and II (GP I, GP II) should demonstrate the ability to do independent research and to position that research into a discursive framework and design process. Typically, this results in a project that responds to an area of particular interest or 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.

For both GP I and II, students work with a faculty mentor who serves as the guide and evaluator of their project. That mentor may be the same faculty member for both terms, or the GP I mentor may hand off guidance of the thesis student to a second mentor for the GP II. This hand off is to be carefully coordinated by student and mentors.

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 in a classical, individual fashion, 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 example: *Fixed Gear: an Experiment in New Architectural Practice* (2017)

Student Name: Alyssa Brosch and Christopher Torres

Project Description: This thesis questions the definitions of architectural practice, seeking to break with the models of 21st Century urbanization and refocus the work of architecture back towards its roots in human-centric design. We are in search of a new design method which embraces technology, collaboration, and engagement. *Fixed Gear* is the first step in a new practice, starting at the grassroots level in Vancouver's Downtown Eastside. Using the bike as a tool for social infrastructure, *Fixed Gear* presents a method for architects to engage with the city that subverts traditional models and seeks social justice. This project challenges us to dream of an architecture that represents the majority, not the minority – and a model of working which pushes back on the institutions that define architecture as it is today.

ARCH 549 student work example: *Seismic Landscapes: toward a Geographic Consciousness* (2017)

Student Name: Mackenzie Page

This thesis explores architecture's capacity to make legible and give form to seismic energy in an attempt to engender an emergent cultural narrative of geographic relations. The Cascadia subduction zone, located off the west coast of North America, forms the site for the project. Local tectonic movements are imagined as objects which intersect with everyday experiences. This thesis posits that in order to comprehend the inevitable, unpredictable, and varied seismic undulations operating below the surface of the earth, the architect must move beyond purely empirical methods. A set of responsive interventions are proposed which utilize ambient seismic data to inform the generation of geographic objects. The proposed series of instruments record and make legible temporal seismic events occurring along the fault line of the Cascadia subduction zone.

Areas of Focused Study

The UBC Architecture Program is distinguished from many other programs in North America by its critical engagement with the technical, social and economic issues associated with sustainability. The areas of focused study below represent many of the possible areas of design and research study in architecture.

ARCH 500: Architectural Design Studio I

ARCH 500 is the first studio of the required design studio sequence. It is structured as a recursive set of discrete design exercises, four in total, and each approximately three weeks long. The course focuses on developing in students a foundational sense of design skill, craft and rigour, convention and compositional technique, fitting media to message, and toggling between two- and three-dimensional thinking and representation.

LEARNING OBJECTIVES

ARCH 500 focuses on two areas of development: Spatial imagination and Craft, convention and composition.

Spatial Imagination

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

Craft, convention and composition

- Ability to abstract basic spatial, material and/or conceptual ideas from architectural precedents.
- Ability to deploy basic architectural 2D drawing techniques, including manual sketching, scale plans and sections at several scales, three-dimensional drawings, concept diagrams, perspectives and renderings.
- Ability to deploy basic architectural 3D manual model making techniques, including study models, site models, and finished models.
- Ability to use basic graphic compositional formats and elements to present and rhetorically frame creative work.

ARCH 501: Architectural Design Studio II

ARCH 501 Vertical Core Studio is the second studio of the five-studio plus thesis sequence, and is offered in the January-April term. ARCH 500 or equivalent is a prerequisite for taking 501, and is only required for students who have less than two studios of advanced placement credit upon entering the program. ARCH 501 is directed toward students' growth as designers of buildings and issues associated with the design of buildings.

LEARNING OBJECTIVES

ARCH 501 focuses on four areas of development: Site-to-building design; interpretation and organization of program; accessibility and universal access; and material and craft conceptualization, development and documentation. All studios provide students with an explicit functional program of rooms and attendant areas/relationships that they are to work with, and a material and craft agenda/menu/palette.

ARCH 501 studios explore moderately-sized design projects of approximately 500 to 2000 square metres. Studios are organized iteratively, and generally include a shorter (approximately 4 weeks) and a longer (approximately eight weeks) design project. Detailed functional programs developed by the instructor are given for each project, as are specific questions about the program's interpretation. Students are to explore these issues at scales from 1:200 to 1:20.

Universal Access

- Code analysis
- Exploration of site and building accessibility continuity
- Demonstration of accessibility design in select elements of design work (stairs, ramps, door and bathroom clearances, etc.)

Site-to-building design

- Front and back, public and private relationships
- Basic egress and life safety design
- Service access, parking, ceremonial or public sequences
- Developing basic environmental ideas related to sun, wind, noise, etc. in the design of the project
- Working with physical extents and limits of the site

Program interpretation testing and organization

- Ability to rationally and efficiently organize common-sense functional internal relationships of a program in both plan and section
- Ability to reinforce site-to-building relationships (public and private, solar orientation, etc.) with program organization
- Ability to package the program with both an economy of means and with conceptual clarity

Material and craft conceptualization and development

- Understanding of and ability to describe different construction paradigms, including tectonic, stereotomic, plastic and digital or pre-fabricated methods of building.
- Ability to differentiate combinations of material systems (wood, steel, concrete, etc.) from primary and secondary structure to skins, screens and other heavy-to-light sequences of construction
- Ability to document the above in drawings and physical models at the scales of 1:100 (minimum) and 1:20

ARCH 501 student work example: Vancouver School of Music for the Visually Impaired (2017)

Student Name: Devin Connell

Studio Title: The New Normal

Project Description: Design is about empathy. The ability for designers to put themselves in their user's shoes is of the utmost importance. This is especially true when designing for the blind. This school is about bringing sighted and non-sighted people together to share music. Several acoustic effects and material treatments create unique spaces visually, and create a beat to help navigate the space. The drawing set is embossed on a transparent overlay so that both parties can read the drawings. Chris Downey, a blind architect, was an informative precedent for certain aspects of the building.

Arch 501 Student Work Example: WHEEL // MOBILITY (2017)

Student Name: Brandon Da Costa

Studio Title: The New Normal

Project Description: *Wheel // mobility* tackles the idea of generating a building from wheel access rather than for or with it. On the corner of 7th and main, Vancouver Canada, is where this building is proposed to stand; at what is currently and ironically a car port. The building uses each of its 6 levels including the roof, as spaces of wheel mobile exploration. with an arena for wheelchair rugby (and other games) on the lower level as well as a parking garage on the 2nd that is interlaced with the floor below (main level), the building already introduces spaces of high wheel mobility that are in a seemingly constant state of flux. Additionally there is a "space of positives" and "negatives" that play with moving over and around the two levels respectively, introducing a fun and curious delight to spaces for the wheel mobile person. Most exciting is the code compliant tessellated roof that acts as a kind of

sandbox for mobility in the sense that there are many possibilities of moving through the space. In creating unique spaces for people's wheel mobility this project hopes to not only inspire new ways of moving through a building but new ways of designing one.

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. More specifically, the studio will expect you to:

- Identify, explore and transform specific formal and programmatic precedents that help to situate your proposal within a context of architectural forms and ideas.
- Explore and identify technical systems that are applicable to the site and 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 the several design scales from site to assembly.

ARCH 521 student work example: The Evanescent Nature of Travel (2017)

Student Names: Niloufar Nelly Goodarzi and Nicolas Dagenais-lussier

Studio Name: Vancouver Air Travel Terminal

Project Description: Within the programmatic parameters of a floatplane terminal and with the provided complexities of a site located on the shores of Vancouver's Sea Island, a phenomenological study of architectural evanescence and its comprehensive manifestation in structural and environmental strategies rooted itself in the conceptual development of this project. Our intent was to use evanescence, when described as a field that extends into a region where it cannot propagate and whose amplitude therefore decreases with distance in an attempt to architecturally recreated the ideas, images and physics behind the events involving travel. While using a sequence of real or imaginary images that fade from sight and memory, we created scenes that refined or eased the nuanced experiences found in a terminal.

ARCH 520, 540: Architectural Design Studios III and V

LEARNING OBJECTIVES

Also known as vertical studios, the main objective of these design studios is to explore a variety of design problems, including:

- The opportunity to contribute to the shaping of project definition. Students should have a tacit critical engagement with the thematic topic of any given Vertical Studio and bring this engagement to bear on the specific formulation of design vehicle. 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.
- The challenge of exploring issues of representation beyond convention. Vertical 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.
- The challenge of expanding disciplinary technique beyond convention. Ours is a material culture, bound to a host of concerns surrounding both the theory and practice of Architecture. In particular, the anticipation of undertaking the Comprehensive Studio the Vertical Studio should engage specified issues in 'depth', extending the knowledge base of core studio and other coursework.

- The opportunity to work collaboratively. The vertical format - to some degree at least - places students of quite different levels of experience and background together. Insofar as it is possible to anticipate the nature of creative collaborations in practice, the Vertical Studio can in minor but significant part be structured to explore and enquire into the nature and productive outcomes of such a process.
- The opportunity to design across an array of scales. Systemic understanding of a design context necessarily invites consideration of many and varied scales of observation and action. The Vertical Studio is able to link issues of broad geography and climate with the needs of highly local production and use.

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 520/540 student work example: A Two-Sided Situation (2016)

Student Name: Adrienne Rademaker

Studio Title: Material Fact + Fiction

Project Description:

The two sides of the landscape on the Garden City Lands of Richmond are expressly diverse. The bog to the east of the spine-like dike, which winds across the site, is seen as wild and untamed. Conversely, the agricultural land on the west is seen as efficient, controlled, and productive. Upon further consideration, however, one may come to realize that the two landscapes are not as different as they are often perceived. This proposal for a community centre articulates the fracture between these two landscapes - a single form split in two along the fault line that is the dike. Further play with this division and confusion of landscapes occurs between the buildings. Along the break line is a wall of mirrors - blurring the boundary between the two landscapes. This way, when between the two buildings there is some confusion about which side of the dike holds which landscape - throwing into question the perceived dichotomies of wild and tame, and picturesque and productive.

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, Chile and Gambier Island.

SUMMER STUDIES

Most of the required curriculum of the MARCH program is delivered in September to December and January to April terms, but students also continue their studies during the summer term. The Architecture Program and SALA offer UBC-based 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 544Y	Design Build	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 include international field trips associated with specific classes, most usually to that are associated with vertical studio offerings. SALA also offers six-credit four- to six-week summer studies abroad programs, most recently to Europe, South America, China and Mexico. A unique studies abroad tradition exists within the architecture program -- an eighteen-credit, full-term studies abroad program. This program began in 1969, and has since then been based in 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.

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

Course Number	Course Name	Credits
ARCH 538D	Netherlands Study Abroad (2017)	6
ARCH 538E	Stockholm SMLXL (2017)	3
ARCH 538F	Stockholm Photography (2017)	3
ARCH 538g	Mexico: Exploring Mexico City: Water and Urban Form (2016)	6
ARCH 538g	Portugal: Siza and Souta de Moura: Modernity and the Traditions of Building (2014)	6
ARCH 582h	Berlin: Analysis Thru Designer's Lens (2014)	6
ARCH 538g	Scandinavia (2013)	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 leaves on exchange. MARCH students interested in studying abroad are encouraged to travel at the end of the second year of their program. 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](#).

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. Best practices for the proposal 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 study 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. Applications will be evaluated by the Faculty Executive Committee. 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 <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.

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 having received a professional degree in architecture. The MASA will normally be completed in 2 years of full-time study. University regulations set a 5-year limit for completion of a master's program.

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 School faculty. In addition, advanced level seminars delivered with the MArch program constitute an important source of coursework.

Requirements

Course Number	Course Name	Credits
ARCH 568	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. This does, however, mean that students share ideas, criticisms, techniques, and information. In this respect it is important to note that every major piece of research on design process cites peer learning as essential to design education.
3. **WORKING IN THE STUDIO:** Everyone is encouraged to work in studio, including after studio hours. This not only improves time for peer learning, but also tends to create 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 substantially completed 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 more common 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 deadlines and their specific requirements for drawings and models and other products.
- 5 **DESIGN CRITICISM:** Knowledge is about both process and content; design learning is no different. As such, a student can expect serious, 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). One should not be afraid of criticism; rather seek it, embrace it and grow from it.
- 6 **STUDIO GUESTS:** Having guests to the studio is a common and important part of learning how 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 studio world the same is true. 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 public and are advertised throughout the School of Architecture and Landscape Architecture (SALA).

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 (see section 4.4.). 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 masters students in most faculties

PERCENTAGE (%)	LETTER GRADE
90-100	A+

PERCENTAGE (%)	LETTER GRADE
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 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 passing grade of 68% is required in all design studio courses (ARCH 501, 520, 521 and 540 or any substituted classes).
- 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 with a SD have until August 23 for the winter session and December 25 for the summer session to complete their outstanding requirements. Students who fail to meet their deadlines will be given a grade/standing to reflect requirements completed in the course.

Also see the "[Program of Study and Academic Progress](#)" section of the Faculty of Graduate Studies Website

Also see the "[Policies and Regulations](#)" section of the UBC online Calendar

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.

Rolling graduation allows students to have their degree conferred four times throughout the year. However convocation ceremonies will remain two times per year, in May and November. [Information on rolling graduation](#).

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 plan their degree at UBC. 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 electives.

8.3 Electives

Students are encouraged to take electives either within the program selection or outside of it in the broader University context. 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. However, this is certainly not an exhaustive list. You should consider taking an electives which 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. Any change of grade must be approved by the Dean of the Faculty of Graduate and Postdoctoral Studies. 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 spring 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. TA's receive a monthly stipend for the term(s).

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.

10. GENERAL INFORMATION AND PROGRAM RESOURCES

10.1 Mail

Student mailboxes are located in the studio on the third floor of the Lasserre Building. Please check your mailbox on a regular basis. Student's mail, notices and occasional assignments will be distributed there.

10.2 Access to Lasserre Building

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

10.3 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/>.

10.4 UBC Email Account

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

10.5 Woodworking Shop

The School's model and furniture making workshops are located on the basement level of Lasserre in Rooms 2 and 4.

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 5 days a week during office hours with evening and weekend hours supervised by student monitors, for a total of about 60 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> and <https://booking.sala.ubc.ca/>. 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>.

10.7 The Reading Room

The Architecture Reading Room serves as a circulating library, study space and houses the Materials Library and audio visual equipment within the Lasserre Building.

The Reading Room maintains 24 active subscriptions to key architecture and design journals. The collection consists of Architecture specific books, student theses, graduate projects, course reserve readings, product building samples, school archives and a Digital Image Database.

Books, bound journals and product building samples can be signed out by signing the library card on the back inside cover of the book. Sign out material product samples by signing the library card located in binder. Most items can be signed out for 2 weeks.

The content reflects the courses of instruction, student interests, faculty research and the Studies Abroad Program. To Search the Architecture Reading Room catalogue: <http://webcat1.library.ubc.ca:7108/vwebv/searchBasic>

Research help is available during hours of operation. Hours for 2017-18 are too be determined.

Audio Visual

The Architecture Reading Room has projectors, laptops, digital cameras and video cameras and various other equipment that are available to faculty, teaching assistants and students for booking at the Reading Room.

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 architecture 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. Located in Lasserre Room 5. Open 24/7. To search this catalogue: <http://www.mdid.sala.ubc.ca/>

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 a personal, professional and academic experience second to none. Among other responsibilities, we seek to ensure a transparent, consistent and equitable administration of graduate programs and awards, evaluation and quality assurance of graduate programs, advocacy for graduate and postdoctoral needs within the larger academic community, assistance with individual student and postdoctoral problems, and the provision of outstanding opportunities for professional development of graduate students, postdoctoral fellows, and faculty in their role as supervisors.

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 Service offers 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.

[Student Health Services](#)

[Counselling Services](#)

[Access and Diversity](#)