2024
GRADUATE
HANDBOOK

THE UNIVERSITY OF BRITISH COLUMBIA

School of Architecture + Landscape Architecture

CONTENTS

1 ABOUT SALA

Deeply committed to the quality of the built and natural environment, we are a close-knit community of scholars, designers, and makers brought together by a shared collaborative spirit.

The Coast Salish Peoples, including the xwməθkwəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and Səl̓ílwətaʔ/Selilwitulh (Tsleil- Waututh) Nations, are the original inhabitants and stewards of the land we work and teach on. As we endeavour to teach and create knowledge about the design of spaces and places, we must engage and learn from the centuries of wisdom of these Nations.

We are deeply rooted in the cultures, contexts and climates of the place we call home: at the edge of a continent, the west coast of Canada. Our programs engage the world—from our campus, a world leader in green buildings and infrastructure, to Vancouver, a global city among the greenest in the world, to the geographies and landscapes of our collaborators across North America, Europe and the Pacific Rim.

We believe that the outcomes and processes of architecture, landscape architecture, and urban design create spaces and places of rich human experience that enable a world facing urgent social and environmental crises. We aim for a school environment that models the equitable, sustainable and inclusive world to which we aspire.

We are diverse community of thinkers, researchers and professionals.
But we are all designers. We are united by a passion for design that delights, inspires, and creates beauty in the places and spaces we share.

2 PEOPLE

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3 STUDENT ORGANIZATIONS

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

Elections are held each spring to appoint representatives for the following academic year. Additionally, incoming students nominate and elect a first year representative in the fall. Representatives from these groups meet monthly as part of the student executive committee, as well as monthly meetings within each organization. Updates are posted on each group's Instagram:
ARCHUS
LASA

OTHER ORGANIZATIONS
Groups that represent interests that span beyond the programs are welcome to organize. As with ARCHUS and LASA, these organizations often host events to engage the community, and provide development opportunities. SALA currently has two active organizations in addition to the program organizations:

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.
Instagram
Facebook
Blog

NOMAS
UBC NOMAS is a student chapter that hopes to advocate for equality and equity in architecture, both in professional and educational aspects. They are a source for minority architects and designers who seek to create discussions that begin to eliminate the barriers that inhibit equal access to professional opportunities.
Facebook

ILANDS
The Indigenous Landscape and Architecture Network of Design Students is a supportive and inclusive community for self-identifying Indigenous students. Their network fosters connections between Indigenous students creating a sense of belonging and peer support.
Instagram

LUNCH LECTURES

Throughout the semester, the student organizations coordinate regular lectures over the lunch hour. These lectures are presented by students, faculty members, and guests from the professional and design community, and are a great opportunity for students to showcase projects in which they are involved.

Students are encouraged to contact a student organization representative if they wish to make a presentation or recommend a lecturer. Lectures are advertised through the weekly eBlast, posters in the studio, as well as the SALA Instagram.

4 HEALTH + WELLNESS

Studio life plays a large role in your time here. It's the place where you'll spend most of your day while you pursue your studies. The studio is a place of creativity and collaboration, but it can also be a stressful place. Design school students all commonly report lack of sleep, poor eating habits, and high pressure. Finding time to balance your schoolwork with your health and wellbeing is an integral part of succeeding at SALA. Your student organizations host wellness events and workshops during the semester, centred around maintaining your health as you navigate your program. Good Times is a long-time tradition of student-hosted parties (both in and out of the studio) that give you a weekly opportunity to take a break and connect with your peers.

We have a decision tree to help you find resources for issues you may face during your time at SALA.

UBC offers a variety of services to help you improve your health and wellbeing:

Centre for Accessibility

The Centre for Accessibility provides support and programming initiatives designed to remove barriers for students with disabilities and facilitates disability related accommodations for members of the UBC community.

Counselling Services

Speaking with a counsellor can help clarify concerns or situations and open up new ways of dealing with them. UBC offers a variety of services that can help you manage mental health concerns and have the best university experience possible.

Health Services

Student Health Service offers a variety of health care services. UBC's family doctors and registered nurses can help you take care of your physical and mental health to help you live well, feel good, and achieve your goals.

5 STUDENT RESOURCES

CAMPUS WIDE LOGIN (CWL) + UBC EMAIL
You need a CWL to access most of UBC's online systems. It's an essential component of studying at UBC. Detailed information about setting up a CWL can be found here. Registered students are also eligible for a student.ubc.ca email account. Find information on how to access your account here. This account grants you access to certain UBC services, including Microsoft Teams and OneDrive.

UBC STUDENT SERVICES CENTRE
After obtaining your CWL, you can log into Workday to register for courses, pay for tuition and fees, view your course schedule and grades, apply for awards, and track your degree progress.

MYVPN
A Virtual Private Network (VPN) connection uses encryption to protect data and prevent others from listening-in on the data that is transferred between your computer and the campus network. UBC Information Technology offers free VPN services to UBC students, faculty, and staff at both the Vancouver and Okanagan campus. Certain UBC applications, including our booking site, require VPN connection to use. You can configure your connection by going to myvpn.ubc.ca and logging in with your CWL credentials.

UBC CARD + KEY CARD ACCESS
Your UBC Card acts as your student identification, your library card, and can store value to use at campus eateries and the bookstore. You can apply for your card online. Importantly, your UBC Card will give you access to SALA facilities after hours. This process is automatically initiated by SALA once you have obtained your student card. If you find that your card is not working, contact Robert Geyer at rgeyer@sala.ubc.ca.

EBLAST
Our weekly newsletter, the eBlast, is sent out every Thursday afternoon. The eBlast contains upcoming events, job postings, opportunities to engage with the design community, as well as general news relevant to the SALA community. Subscribe here. Notices for inclusion in the newsletter should be sent to eblast@sala.ubc.ca.

COMPASS CARD + U-PASS
Your Compass Card, is your ticket to public transportation in the Lower Mainland. Compass Cards are widely available for a $6 refundable deposit. Once you get your Compass Card, you can link it to your U-Pass, which is included in your student fees. You can load your U-Pass online every month.

PARKING + DRIVING
Parking permits are available from UBC Parking, however monthly passes are limited. Permit types and rates can be viewed on the UBC Parking website. The closest parkades to the Lasserre Building are Rose Garden and Fraser. The closest parkades to

MacMillan and the Landscape Annex are West and Health Sciences. There are several car-share services in Vancouver and UBC. Many lots have free designated parking spaces for these cars.

SUPPLIES

The SALAfab blog has a listing of off-campus sources for supplies. The UBC Bookstore also has a limited selection of supplies.

6 OUTSIDE SALA

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

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

GRADUATE STUDENT SOCIETY

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

7 FINANCES

TUITION + FEES

Please note that tuition for graduate studies is a yearly tuition, paid in three installments: September, January and May. Payment is made through Workday. The most up-to-date information on the cost of tuition and fees can be found on the G+PS program listings.

All fees for the year are subject to adjustment and UBC reserves the right to change any fees without notice at any time, including tuition and student fees. Tuition fees are reviewed annually by the UBC Board of Governors. In recent years, tuition increases have been 2% for continuing domestic students and between 2% and 5% for

continuing international students. New students may see higher increases in tuition. Admitted students who defer their admission are subject to the potentially higher tuition fees for incoming students effective at the later program start date. In case of a discrepancy between this webpage and the UBC Calendar, the UBC Calendar entry will be held to be correct.

SCHOLARSHIPS + AWARDS

SALA awards and scholarships are awarded by the faculty each academic year. You do not need to apply for these scholarships. View the full list of SALA awards and scholarships here. We have also compiled a list of external scholarships that you can apply for. G+PS also has a list of funding resources available through UBC.

GTA + GAA POSITIONS

Teaching Assistants (GTA) and Graduate Academic Assistants (GAA) are posted on our website, with positions for the summer and winter semesters advertised in the spring. 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.

8 UBC ACADEMIC INTEGRITY

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences. Students are responsible for informing themselves of the guidelines of acceptable and nonacceptable conduct for graded assignments established by their instructors for specific courses.

Plagiarism, which is intellectual theft, occurs where an individual submits or presents the oral or written work of another person as his or her own. Scholarship quite properly rests upon examining and referring to the thoughts and writings of others. However, when another person's words (i.e. phrases, sentences, or paragraphs), ideas, or entire works are used, the author must be acknowledged in the text, in footnotes, in endnotes, or in another accepted form of academic citation. Where direct quotations are made,

they must be clearly delineated (for example, within quotation marks or separately indented). Failure to provide proper attribution is plagiarism because it represents someone else's work as one's own. Plagiarism should not occur in submitted drafts or final works. A student who seeks assistance from a tutor or other scholastic aids must ensure that the work submitted is the student's own. Students are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before handing in any assignments.

More information can be found on the UBC Academic Integrity website, and the Academic Calendar has information about UBC policies and procedures.

9   STUDIO PROTOCOL

The studio 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.

GOOD WORKING SPACES
A good working space is essential. This space includes places to hang or lay out work, store books, use computers, and feel comfortable. Everyone needs to take responsibility for their space. If your space isn't working, it's your responsibility to seek out ways it can be improved. This also means that you may have to adjust your spaces to assist your neighbors.

PEER LEARNING
You can often learn as much (or more) from your fellow students as you do from your professors. Your peers are an opportunity to share ideas, criticisms, techniques, and information. Much research on design process cites peer learning as essential to design education.

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.

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. Your ability to meet these deadlines is among the criteria for evaluating your work and development.

DESIGN CRITICISM

Process and content are vital to design learning. As such, you can expect constructive criticism about both the nature of your design proposals (content) as well as how you're exploring and developing those proposals (process). Criticism can cause some students to feel apprehensive, but your design education will flourish if you seek, embrace, and grow from it.

STUDIO GUESTS

Studio guests are a common and important part of design education. They provide multiple points of view and forms of expertise. Studio visitors can include studio critics, guest lecturers, as well as students and experts from other disciplines. Our guests are welcomed and appreciated.

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, your 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 or for our website.

STUDIO CULTURE

Within the culture of the studio, as with in any professional activity, you operate as both advocate and citizen. If you see a problem, you are expected to identify it to the larger community, as well as seek solutions. You do not have to wait to be asked to advocate for a solution! In the spirit of community, you are expected to share in the planning for various community activities, and in the resolution of community needs.

DESIGN SUPPORT

There is a long-standing tradition for the first and second year students to assist graduating students with their graduate project work and presentations. Laying out plans, rendering, making models, and assisting with the presentation are great ways to take some of the pressure off the third year students, given the volume of drawings they need to produce. This is also a great way for first and second year students to learn about the expections around your graduate project.

FINAL REVIEWS

Reviews of studio work are scheduled over several days 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, as well as local and out-of-town professionals. The reviews are also open to other students at UBC and the public. A schedule for the reviews with a list of critics is posted on the website before they begin.

10 GRADING PRICINPLES + PRACTICES

DEFINITION OF SATISFACTORY PROGRESS
A minimum of 60% must be obtained in any course taken by a student enrolled in a master's program for the student to be granted pass standing. However, only 6 credits of pass standing may be counted towards a master's program. For all other courses, a minimum of 68% must be obtained. Because all design studios are 9 credits, a minimum grade of 68% is required to pass studio.

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 an excessive number of courses will normally be required to withdraw. The student will be informed of unsatisfactory academic progress in writing before any action regarding withdrawal is taken.

A minimum mark of 68% must be obtained in all courses taken as part of a qualifying year. When repeating a failed required course, a minimum mark of 74% must be obtained. Higher minimum grades may be required. If a course is repeated, both marks will appear on the transcript. The higher mark will be used to determine promotion in a program and in any decision to admit or withdraw a student from a program. For all other purposes, averages will be calculated using both marks.

GENERAL GRADING PRACTICES
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 due to illness or abscence. Guidelines made available online 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. Therefore, you should consider your grade unofficial until it appears on your academic record.

%	Letter grade	Program indicators
90 to 100	A+	
85 to 89	A	Clearly excellent engagement, knowledge and performance.
80 to 84	A-	
76 to 79	B+	
72 to 75	B	Good grasp of material with evidence in work products.
68 to 71	B-	Minimum grade required to pass a studio course.
64 to 67	C+	
60 to 63	C	Satisfactory comprehension and work products, little initiative. Minimum grade require to pass non-studio courses.
0 to 59	F	Fail

STUDIO EVALUATION CRITERIA STANDARDS

Evaluation Criteria	Low	Mid	High
Completeness *Ability to complete projects fully and on time*			
All projects due to date are complete			
Design process *Ability to initiate and sustain an effective, creative, and productive design process throughout project*			
Ability to define issues and requirements for design			
Ability to apply appropriate process tools and techniques			
Ability to identify and critique appropriate case			
Ability to develop and refine concepts throughout process			
Design content *Awareness and knowledge of core subject areas and ability to apply that knowledge in design*			
Consistency and competency in form giving			
Selection and use of materials			
Experiential quality			
Visual and spatial fluency, spatial sequencing			

Evaluation Criteria	Low	Mid	High
Resolution of functional issues and requirements			
Knowledge of discipline-related subjects and concepts			
Resolution of contextual issues and requirements			
Design media *Knowledge of, and fluency with, visual media and representation as a means of design investigation and communication*			
Knowledge of, and skill with, relevant media			
Ability to determine and apply appropriate media to process			
Craft and quality of representations			
Scholarship *Ability to initiate and sustain significant intellectual inquiry through design*			
Intellectual and creative ambition and rigour			
Ability to sustain significant inquiry throughout process			
Ability to articulate and communicate ideas or points of view			
Engagement *Ongoing participation in, and contribution to, studio*			
Regularly participates and contributes to class			
Effectively engages faculty and peers			
Seeks out and responds productively to criticism			
Supplements design process with effective reading and research			
Maintains logical and whole record of process and products			

PRINCIPLES FOR ASSESSMENT OF STUDENT WORK

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

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

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

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

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

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

11 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. You are encouraged to contact your advisor on a regular basis (at least once every academic year). For program advising and academic issues, you can consult the Student Services Coordinator for your program, or the Chair for your program.

ACADEMIC PROGRESS

You can track your progress through the program on Workday through Academic Progress Report.

REQUESTS FOR COURSE EXEMPTIONS

If you feel you have covered the content of a required course in your previous degree, you may request a course exemption. Please contact your program's Student Services Coordinator for information regarding course exemptions. If you receive an exemption from a course, you can make up the credits by completing additional elective credits.

ELECTIVES

You can take electives either within the program or outside in the broader University. Before registration begins, a list of pre-approved electives will be distributed, however this list is by no means comprehensive. If you identify a 300-, 400- or 500-level course not listed, please send a request to your program's Student Services Coordinator with the name and number of the course, course description, and a statement on how the course would be appropriate for your degree. You should consider taking electives that would complement your graduate project. You may only take a maximum of 6 credits from 300- and 400-level elective courses.

APPEAL PROCEDURES

Students may protest decisions relating to their academic studies. In this event, we recommend consulting the faculty member directly involved in the decision as a first step. At any point in the process, you should feel free to seek the advice of the Chair of your program. If satisfactory resolution is not reached at this point, the appeal process should continue with a written request of appeal to the Chair of the program.

Reviews of academic standing are governed by the following regulations:
* Any request for the review of an assigned grade must reach Enrolment Services no later than July 15 for the Winter Session, and not later than October 15 for the Summer Session, and must be accompanied by the necessary fee for each course concerned which will be refunded only if the mark is raised.

* Each applicant for a review must state clearly why they believe the course deserved a grade higher than it received; pleas on compassionate grounds should not form part of this statement. Prospective applicants should remember that under Senate regulations instructors must re-examine all failing grades and indicate in their records that this has been done.

- Reviews will not be permitted in more than two courses in the work of one academic year, and in one course in a partial program of 18 credits or fewer or in the work of Term 1 or 2 of a Summer Session.

When the protest relates to a decision in a design studio, the program Chair will 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 will only be heard if initiated within thirty days from the time the decision has been communicated to the student, whether 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:
1. Director of SALA,
2. Dean of Applied Science
3. 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.

12 PROGRAM ENRICHMENTS

CO-OP
Co-op is an optional component of the MArch and MLA programs. Co-ops are an excellent way to integrate academic studies with work experience, and offer practical experience and networking opportunities in your chosen field. The procedures and requirements differ slightly between the programs. You may take a maximum of six credits (or two 4-month placements) of co-op throughout your degree.

Architecture
After completing your second-year courses, you can choose to pursue an eight-month work term in an architectural firm or a professional office in related fields of design or construction. The co-op must be eight consecutive months and will count toward your program as six elective credits. Please see the architecture co-op guidelines for more details.

Landscape architecture

You can choose to complete a four-month co-op at a landscape architecture firm or professional office. It counts toward your program as three elective credits. You may take a maximum of six credits of co-op. Please see the landscape architecture co-op guidelines for more details.

DESIGN + BUILD

Direct, hands-on experience in design and construction is an extraordinary learning opportunity for young designers. We are committed to providing these possibilities through various design-build options open to our students. Generally, an info session about the year's project is held in the fall, with students submitting applications to participate to the instructor. Selected students spend one term cycling through drawing, models and mockups before producing details, permit, and construction sets in preperation for the build. The build phase is usually several weeks long, taking place during the summer term. From site prep to finishing details, the entire operation is run by SALA students. The design build counts toward your degree as elective credits. You can see examples of previous projects on the SALA Design + Build blog. Recent design build projects have taken place on campus, on Gambier Island, as well as with a variety of community partners.

Design build is usually open to graduate students who have completed their first year, however the standard timetables of required courses leave no spaces for electives until the final year. SALA's policy is generally to not allow students to exceed the maximum number of credits permitted per term. The design build project will require considerable time commitment during both the spring and early summer terms. Please keep these restrictions and time commitments in mind when applying.

STUDY ABROAD

While the pandemic has curtailed our offerings in recent years, SALA has a long tradition of offering multiple study abroad opportunities every year. Options can range from a few weeks to a whole term or more. Our programs have recently offered courses abroad in Scandinavia, India, the Netherlands, Japan, and Mexico. The global exposure that study abroad opportunities provide you with is instrumental in preparing you for professions that are increasingly international in scope. You may also be able to explore international issues directly related to the context of your graduate project.

Faculty present their destinations, as well as tentative itineraries, travel costs, and course fees, at an info session during the fall semester. You will have the opportunity to express your interest after the session, and pay a deposit to secure your spot once you receive confirmation from the instructor.

EXCHANGES

As a UBC student, you have the opportunity to participate in exchange programs at partner universities around the world through UBC's Go Global program. At SALA, we have exchange partnerships with universities across the globe:

- University of New South Wales
- University of Melbourne
- Université Libre de Bruxelles
- Universidad Tecnica Federico Santa Maria - Architecture
- DIS, Study Abroad in Scandinavia - Copenhagen
- Technical University of Munich
- Technical University of Berlin
- University of Tokyo
- Osaka University
- Wageningen University
- National University of Singapore
- Lunds Universitet
- DIS, Study Abroad in Scandinavia - Stockholm

Our partners are located in diverse locations around the world, allowing you to pursue courses of interest abroad that you can transfer back to your UBC degree requirements. Make sure you are eligible to go and familiarize yourself early with the process and application requirements, as well as the application deadlines. You will apply both to Go Global at UBC with your top three universities, and then to the partner university you are matched with. An interview may be part of the application process. Go Global advisors are readily available to help with questions you may have along the way. An exchange fits well in your trajectory during the end of your second year in the program.

There are several formal exchange agreements set up with the Faculty of Graduate and Postdoctoral Studies to Canadian universities. You can review the requirements for exchange to these institutions at the links below. These include:
1. Graduate Exchange Agreement
- University of Toronto
- McGill University
- University of Montreal

2. Western Dean's Agreement
- University of Alberta
- Athabasca University
- Brandon University
- British Columbia Institute of Technology
- University of Calgary
- Concordia University of Edmonton
- University of the Fraser Valley
- Kwantlen Polytechnic University (Associate Member)
- University of Lethbridge
- University of Manitoba
- University of Northern British Columbia
- University of Saskatchewan
- Simon Fraser University
- University of Regina

- Royal Roads University
- Thompson Rivers University
- Trinity Western University
- University of Victoria
- University of Winnipeg

DIRECTED STUDIES

Directed studies are student-led research projects. They are a way to concentrate on research in a particular area or work with a certain faculty member on a research topic. If you would like to undertake a directed study, you must find a faculty member to supervise your project and create a proposal with our directed studies proposal form, which can be obtained from your program's Student Services Coordinator. The proposal must include a complete syllabus and a proposed time frame. Your chosen faculty supervisor and the Chair of your program must approve the proposal. Directed study proposals must be approved before work on the project begins. Directed studies are three credits (39 contact hours), with a maximum of six credits or two directed studies counting toward your degree.

14 FABRICATION

Physical making is a cornerstone of SALA's learning experience. We challenge students to be hands on with their designs, engaging in the 3D realm to investigate and critique their ideas. With the constant advent of new technologies, it is important to us that we equip students with a relevant education, digitally and physically. Information and tutorials about our equipment and facilities can be found on the Making + Building at SALA blog.

FACILITIES
Lasserre Building
Room 2: Workshop
Our comprehensive woodworking shop provides all tools required to produce anything from small models to full-sized building components. Students in all SALA programs can use it as a resource for both studio and technical courses. We train our students in the safe use of tools and machines appropriate to their projects. 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, as well. The shop is located in the basement. Hours are posted on the Google calendar on the front page of the blog, and any changes to those hours are shared in the eBlast.

Room 4: Assembly room
The assembly room has workbenches with electrical and compressed air outlets as well as a drill press, disc sander, hot wire foam cutters, and sandblaster. The room is accessible to students around the clock.

Room 4A: CNC router
The CNC is only available after approving the file with the CNC tech. Once the file is approved, email digifab@sala.ubc.ca to set up a timeslot.

Room 5B: Laser lab
The laser cutter is available for use during reserved time slots while the laser tech is present. Prior training is not required. Reserve your time slot through the booking site (VPN required).

Third floor studio
Located in the third floor studio are three Tinkerine Ditto Pro printers, two plotters, and a paint room.

Macmillan Building
Room 394A: Laser lab
The laser cutter is available for use during reserved time slots while the laser tech is present. Prior training is not required. Reserve your time slot through the booking site (VPN required). The Macmillian lab also hosts the Varga Safety Saw that is free to use whenever the laser cutter is in operation.

Landscape Architecture Annex
Workshop
This space, located on the ground floor of the Annex and accessible through the north first floor studio includes some hand tools and an assembly space.

OUTPUT DEVICES
Plotters, printers, and scanners
There are multiple plotters, loaded with different paper qualities, a large format scanner, and small format printers available in the various studio locations. The plotters provides the ability to print up to 42" wide, to a length of your preference (though you're advised to limit the length to under 10'). The printers offer up to 11"x17". The scanners can scan a maximum of 32" wide. Payment is handled through UBC's Pay for Print system, and is made through a balance loaded to your UBC Card. Printing rates are also published through this system. As a student, you must append the suffix ".stu" to your CWL account to log in.

Laser cutters
These devices can quickly and accurately engrave or cut material using energy from a carbon dioxide laser. The laser cutter can only be used during scheduled time slots with a Laser Cutter Assistant. You can book a time slot online at either the Lasserre or Macmillan laser cutter. Rates for use are published at the beginning of the year. You must provide your own materials and tape. Generally these are paper, wood or acrylic up to 1/4" (6mm) thick.

CNC router

Our three-axis CNC router is capable of cutting out parts in 2D or milling shapes out of material in 3D. A common use for this machine is to mill the topography of project sites for studio courses. The CNC is only available after approving the file with the CNC tech. Once the file is approved, email digifab@sala.ubc.ca to set up a time slot. Each student is only permitted 4 hours per week, and must have completed Design Media II or had the course waived. Rates for use are published at the beginning of the year. You must provide your own materials. Generally they are wood products. Light weight MDF is the most common material used.

3D printers

3D printers can create detailed models that would be hard to realize by traditional means. The printers print ultra-thin layers of PLA plastic on top of each other to build up a very high-resolution plastic model. The 3D printers are available to use after a one-time training session. After the training session, the 3D printers are free to use during available booking times. There is no fee for use; however, there is a one-time $15 fee for the tutorial that is required before using them. Filament is for sale in the work shop, and you must provide your own SD card.

14 COMPUTERS + SOFTWARE

Your computer is one of the most important tools you will use during your time at SALA. You will require a laptop computer that can handle the advanced graphics and design applications we teach in our curriculum. Why a laptop? Portability is key, as you will change desks each semester to sit with your studio. You can easily take a laptop to studio, class, and home, as well as site visits or a study abroad. A correctly-configured laptop can easily handle the majority of the computing needs you will encounter in your studies. If you need more horsepower, you have access to a number of desktop workstations on the studio floor. These machines are capable of handling larger files and more intensive computational tasks. Appropriately configured laptops may cost up to $4000, depending on brand and specifications.

LAPTOP SPECIFICATIONS

Processor	Latest generation processors	The faster, the better, but you do pay a premium for the latest and greatest and see diminishing returns at the highest end of the spectrum. Given the limited upgrade capabilities of laptops, however, this is one area where you could future-proof your investment.
Memory	16 GB RAM or higher	Graphic files are large. So is the software that generates them. 16 GB of DDR4 memory clocked at 2400 MHz should be ample. You can opt for more to work more efficiently, but you do pay for it.

Storage	512 GB or higher capacity solid state drive, 1 TB if you are able	Opening large applications, and loading or saving massive files on an old-timey hard disk drive is no fun. Get a Class 50 M.2 NVMe solid state drive.
Graphics	Dedicated AMD or NVIDIA graphics with at least 2 GB of video memory	Stay away from integrated graphics like Intel Iris or HD Graphics. Graphics capabilities are key in many of the applications you will use, and integrated graphics lack serious processing power.

Windows

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

Apple

The 16" MacBook Pro is a good choice. A 14" will also work. Both can be used with an external monitor. As of 2020, Apple refreshed its line-up with its own M1 processors. This new chip architecture impacts software updates and adoption. Please note that there are several industry-standard design software packages that are built for Windows; if you purchase an Apple product, you will be required to run some software on Parallels.

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

SOFTWARE

Below is the list of the most important drawing and graphic applications you will need, at least in your first year:

- Photoshop
- Illustrator
- InDesign
- AutoCAD
- Rhino

We highly recommend that you familiarize yourself with some basic software operations. You can find high-quality tutorials at all levels on YouTube, and our student groups will occasionally run tutorial sessions. Rhino also provides tutorials on its website. We recommend that you keep the receipts of all software purchases or subscriptions.

WHERE TO GET YOUR SOFTWARE

Microsoft Office	⊞	You can get free Office 365 subscription via UBC IT's Software Downloads page.
Adobe Creative Cloud	⊞	Adobe offers educational pricing for a subscription.
AutoCAD	⊞	Autodesk offers a free education license.
Rhino	⊞	Rhino offers a discounted student version. While Rhino 5 has been ported to Mac, it has limited functionality compared to Rhino 5 for Windows and is not available for the latest version, Rhino 6. We prefer you use the latest Windows release, Rhino 6.

SALA has licenses available for Rhino and Adobe Creative Cloud, as well as a number of other programs, for registered students. Information on how to access these licenses will be sent at the beginning of the school year, and can be found on our website.

15 COURSE TRAJECTORIES

MASTER OF ARCHITECTURE

FIRST YEAR

Winter term 1

ARCH 502*	Introductory workshop	2 credits
ARCH 500	Architectural design studio I	9 credits
ARCH 511	Architectural technology I	3 credits
ARCH 515	Design media I	3 credits
ARCH 597F	Themes and topics in architecture	3 credits

Please note that ARCH 502 Introductory workshop is listed in the Term 1 courses even though it is completed before Term 1 begins.

Winter term 2

ARCH 501	Architectural design studio II	9 credits
ARCH 504 or 505*	Architectural history	3 credits
ARCH 512	Architectural structures	3 credits
ARCH 517	Design media II	3 credits

Summer

ARCH 551	Communicating construction	3 credits
ARCH 543	Contemporary practice	3 credits
	Elective	3 credits

You must take a total of nine credits of Architectural History (ARCH 504 and 505) in your MArch degree. 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.

SECOND YEAR

Winter term 1

ARCH 520	Architectural design studio III	9 credits
ARCH 513	Environmental systems and controls I	3 credits
ARCH 532	Architectural structures II	3 credits
ARCH 504 or 505	Architectural history	3 credits

Winter term 2

ARCH 521	Architectural design studio IV	9 credits
ARCH 523	Contemporary theories in architecture	3 credits
ARCH 531	Architectural technology II	3 credits
ARCH 533	Environmental systems and controls II	3 credits

Summer

	Elective	3 credits
	Elective	3 credits
	Elective	3 credits

THIRD YEAR

Winter term 1

ARCH 540	Architectural design studio V	9 credits
ARCH 548	Graduate project part I	3 credits
ARCH 504 or 505	Architectural history	3 credits

Winter term 2

ARCH 549	Graduate project part II	9 credits
ARCH 541	Process and practice of architecture	3 credits

MASTER OF ARCHITECTURE ADVANCED PLACEMENT

FIRST YEAR

Winter term 1

ARCH 502*	Introductory workshop	2 credits
ARCH 520	Architectural design studio III	9 credits
ARCH 513	Environmental systems and controls I	3 credits
ARCH 532	Architectural structures II	3 credits
ARCH 597F	Themes and topics in architecture	3 credits

Please note that ARCH 502 Introductory workshop is listed in the Term 1 courses even though it is completed before Term 1 begins.

Winter term 2

ARCH 521	Architectural design studio IV	9 credits
ARCH 523	Contemporary theories in architecture	3 credits
ARCH 531	Architectural technology II	3 credits
ARCH 533	Environmental systems and controls II	3 credits

Summer

ARCH 551	Communicating construction	3 credits
ARCH 543	Contemporary practice	3 credits
	Elective	3 credits
	Elective	3 credits

SECOND YEAR

Winter term 1

ARCH 540	Architectural design studio V	9 credits
ARCH 548	Graduate project part I	3 credits
ARCH 504 or 505	Architectural history	3 credits
	Elective	3 credits

Winter term 2

ARCH 549	Graduate project part II	9 credits
ARCH 541	Process and practice of architecture	3 credits
	Elective	3 credits

Summer

Some electives can be done in the summer term instead of other terms if you choose. If you finish your program in the summer term you convocation with be in November.

MASTER OF LANDSCAPE ARCHITECTURE

FIRST YEAR

Winter term 1

LARC 511*	Introductory workshop	2 credits
LARC 501	Landscape architecture design studio I	9 credits
LARC 316	Trees and shrubs in the landscape	3 credits
LARC 522	Landscape architectural history	3 credits
ARCH 515 002	Design media I	3 credits

Please note that LARC 511 Introductory workshop is listed in the Term 1 courses even though it is completed before Term 1 begins.

Winter term 2

LARC 502	Landscape architecture design studio II	9 credits
LARC 531	Landscape technology I	3 credits
LARC 541	Landscape planning + management	3 credits
ARCH 517 002	Design media II	3 credits

SECOND YEAR

Winter term 1

LARC 504	Landscape architecture design studio IV	9 credits
LARC 532	Landscape technology II	3 credits
LARC 540	Site analysis + planning	3 credits
LARC 524	Landscape architectural history II	3 credits

Winter term 2

LARC 503	Landscape architecture design studio III	9 credits
LARC 523	Landscape architecture theory	3 credits
	Elective	3 credits
	Elective	3 credits

LARC 503 alternative: study abroad with studio (requires advisor approval). At least 9 of the 18 elective credits must be LARC courses.

THIRD YEAR

Winter term 1

LARC 505	Landscape architecture design studio V	9 credits
LARC 595	Graduate project part I	3 credits
	Elective	3 credits
	Elective	3 credits

Winter term 2

LARC 551	Professional practice	9 credits
LARC 598	Graduate project part II	3 credits
	Elective	3 credits
	Elective	3 credits

LARC 505 option: one ARCH Vertical Studio (ARCH 540)

MASTER OF LANDSCAPE ARCHITECTURE ADVANCED PLACEMENT

FIRST YEAR

Winter term 1

LARC 511*	Introductory workshop	2 credits
LARC 504	Landscape architecture design studio IV	9 credits
LARC 540	Site analysis and planning	3 credits
LARC 532	Landscape technology II	3 credits
LARC 525	Research methods	3 credits

Please note that LARC 511 Introductory workshop is listed in the Term 1 courses even though it is completed before Term 1 begins.

Winter term 2

LARC 503	Landscape architecture design studio III	9 credits
LARC 531	Landscape technology I	3 credits
LARC 541	Landscape planning + management	3 credits
ARCH 523	Landscape architecture theory	3 credits

Summer

	Elective	3 credits
	Elective	3 credits

LARC 503 alternative: study abroad with studio (requires advisor approval). At least 9 of the 18 elective credits must be LARC courses..

SECOND YEAR

Winter term 1

LARC 505	Landscape architecture design studio V	9 credits
LARC 595	Graduate project part I	3 credits
LARC 524	Landscape architectural history II	3 credits
	Elective	3 credits

Winter term 2

LARC 551	Professional practice	3 credits
LARC 598	Graduate project part II	9 credits
	Elective	3 credits
	Elective	3 credits

LARC 505 option: one ARCH Vertical Studio (ARCH 540). A grade of 68% is required as a passing grade for all design studio courses.

MASTER OF ARCHITECTURE + LANDSCAPE ARCHITECTURE

FIRST YEAR

Winter term 1

ARCH 502 or LARC 511*	Introductory workshop	2 credits
LARC 501	Landscape Architecture design studio I	9 credits
LARC 316	Trees and shrubs the in landscape	3 credits
LARC 522	Landscape architectural history	3 credits
ARCH 515 001	Design media I	3 credits

Please note that ARCH 502/LARC 511 Introductory workshop is listed in the Term 1 courses even though it is completed before Term 1 begins.

Winter term 2

ARCH 501	Architectural design studio II	9 credits
LARC 531	Landscape technology I	3 credits
LARC 541	Landscape planning + management	3 credits
ARCH 517 001	Design media II	3 credits

Summer

ARCH 543	Contemporary practice	3 credits

SECOND YEAR

Winter term 1

LARC 504	Landscape architecture design studio IV	9 credits
LARC 540	Site analysis and planning	3 credits
ARCH 511	Architectural technology I	3 credits
LARC 532	Landscape technology II	3 credits

Winter term 2

LARC 503	Landscape architecture design studio III	9 credits
ARCH 504*	Architectural history I	3 credits
ARCH 512	Architectural structures I	3 credits
LARC 523	Landscape architectural theory	3 credits

Summer

ARCH 551	Communicating construction	3 credits

THIRD YEAR

Winter term 1

ARCH 520	Architectural design studio III	9 credits
ARCH 513	Environmental systems + controls I	3 credits
ARCH 532	Architectural structures II	3 credits
ARCH 505*	Architectural history II	3 credits

Winter term 2

ARCH 521	Architectural design studio IV	9 credits
ARCH 523	Contemporary theories in architecture	3 credits
ARCH 531	Architectural technology I	3 credits
ARCH 533	Environmental systems + controls II	3 credits

Summer

	Elective	3 credits
	Elective	3 credits

MASTER OF ARCHITECTURE + LANDSCAPE ARCHITECTURE

FOURTH YEAR

Winter term 1

ARCH 540 or LARC 505	Architecture or landscape architecture design studio V	9 credits
ARCH 548 or LARC 595	Graduate project I	3 credits
LARC 524	Landscape architectural history II	3 credits

Winter term 2

ARCH 549 or LARC 598	Graduate project II	9 credits
ARCH 541 or LARC 551	Professional practice	3 credits

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

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

*Students must take a total of 6 Architectural History (ARCH 504 and ARCH 505) and 6 credits of Landscape Architectural History (LARC 522 and LARC 524) in your MARCLA degree.

MASTER OF ARCHITECTURE GRADUATE PROJECT

The MArch degree concludes with an independent graduate project spanning two terms. The Graduate Project parts I and II (commonly referred to as GP I and GP II) should demonstrate your 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 a building, urban design, landscape, territorial plan, or combination of more than one of these scales of design. You are required to develop the theoretical premise, the problem/issue, the extent of the site(s), the program, and the parameters of your project.

GP I is taught as a seminar with integration of faculty mentors later in the term. In GP II, you will work with a faculty mentor who serves as the guide and evaluator of your 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.

You have two options for selecting your topics:
1. You work independently, with a mentor.
2. You 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.

MASTER OF LANDSCAPE ARCHITECTURE GRADUATE PROJECT

The two-part Graduate Project (GP) allows you to experiment and create an independent work by defining and exploring a current landscape architectural problem with the skill and knowledge acquired during your MLA and previous undergraduate studies. The GP provides the opportunity to research, develop, edit, refine and demonstrate the ability to suggest and communicate design solutions for a complex landscape architectural design problem. During the GP, you are encouraged to draw upon and demonstrate their highest standards of academic rigor, experience, and general knowledge. MLA candidates are encouraged to explore different scales appropriate to their design problem and to question and possibly resolve the problem defined or show alternative strategies to resolve the problem(s).

Through this project, you will:
- Inspire focused contemporary and forward thinking about regional, national and international landscape architectural design problems using design as the primary mode of inquiry
- Encourage the use and knowledge of current literature and state of practice in the topic area
- Stimulate and practice how to develop a point or points of view and carry an argument to raise questions and resolve a design inquiry.
- Learn about time management to define the scope of work for the GP.
- Learn how to prepare and complete a GP proposal advancing landscape architectural design
- Learn how to read the GP site and its larger context to translate research into design thinking

You will need to identify a primary faculty supervisor to serve as the guide and evaluator of your project. Previous Graduate Project books are housed in the Landscape Architecture office and may be borrowed by SALA students.

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

MASTER OF ARCHITECTURE + LANDSCAPE ARCHITECTURE GRADUATE PROJECT

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

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

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

You have two options for selecting your topics:
1. You work independently, with a mentor.
2. You 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 and landscape architectural design and discourse. Complete instructions for GP I and GP II are given in the Graduate Project guidelines. Dual Degree students are advised to register for the GP I course number from the program of their preferred supervisor. The discipline of the GP II supervisor will determine registration for GP II. This is because the detailed scheduling and the evaluation methods vary somewhat between ARCH 549 and LARC 598.

Notable differences:
- ARCH 548 requires a committee consisting of a supervisor (mentor), one other faculty member and one person from outside the university. LARC 595 students have a primary supervisor and a second committee member, who is typically also the course coordinator. An outside committee member is optional. In the case of Dual Degree students, the faculty committee members should include a faculty member in each of Architecture and Landscape Architecture.