

Welcome

It is a pleasure to present this Handbook to new and continuing graduate students in the professional Master of Architecture program and the Master of Science in Architecture, with a Sustainable Design track and a concentration in Heritage Preservation. This manual lays out policies for the M.ARCH and the MS programs, as both a set of parameters and a road map to receiving the Master's degree. It is our hope that this Handbook, coupled with a superb facility and a committed faculty, will provide a framework to a successful program. The professional curriculum's Design Studio is at the core of architecture's pedagogy, research, practice and scholarship. So also are all the informal aspects of the program: the lectures sponsored by CDES, ongoing exhibits in the HGA Gallery, design catalysts with visiting faculty, research opportunities provided by two nationally recognized research and design Centers, study abroad experiences and the many opportunities presented by design firms and museums of this area.

Over the next three years, we expect that our mutual intellectual and professional pursuits of architecture's rich heritage will be memorable and exceptionally rewarding.

Renee Cheng
Head of the School of Architecture

J. Stephen Weeks
Director of Graduate Studies

School of Architecture Graduate Student Handbook

The graduate student handbook is required reading for all students enrolled the University of Minnesota's School of Architecture's Master of Architecture program either in print or digital formats on an annual basis. It consists of the following: degree program requirements and curriculum; graduate faculty; academic standards, policies and procedures; the thesis process; eligibility and forms for Teaching and Research Assistantships; awarding of Architecture scholarships; criteria and process for termination from the program; appeal and grievance channels for both academic and employment concerns.

Students are required to also have knowledge of the Graduate School Catalog and the Graduate Student Handbook of the Graduate School @ http://www.grad.umn.edu/current_students/handbook/index.html

The Catalog contains useful information on graduate studies, university policy, campus resources and course offerings, items that are not duplicated in the M.ARCH Graduate Student Handbook. Hard copies of the Catalog are available on the third floor of Johnston Hall, and it is also available online @ www.grad.umn.edu in the catalogs menu.

The Graduate School

The Graduate School at the University of Minnesota oversees all aspects of graduate education. All admissions, degree program administration, and graduation requirements are completed through the Graduate School. The Graduate School offices are located on the third floor of Johnston Hall on the East Bank of the Minneapolis Campus; students services is Johnston 316. All graduate school forms can be obtained in Johnston Hall or @ the Graduate School homepage: <http://www.grad.umn.edu/>

Graduate School Phone Numbers (All numbers are in the 612 area code.)

Graduate Assistant Office:	627-1075
Equal Opportunity Office:	624-9547
Change of Status:	625-8060
Student Degree Programs/ Petitions/Thesis Proposals:	625-5833
Graduation, Masters:	625-4019
Committee Substitutions:	625-5833

Equal Opportunity Statement "The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation." (Graduate School Catalog)

School of Architecture - Graduate Student Handbook

University of Minnesota School of Architecture College of Design

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The information in this handbook and other University catalogs, publications, or announcements is subject to change without notice. University offices can provide current information about possible changes.

Also, please be aware that you may request the handbook in alternative formats. If you need assistance with such requests, you can contact the Disabilities Services' Document Conversion Specialist at (612) 624-6899. Disabilities Services has information online about Document Conversion.

School of Architecture

Introduction

Architecture is a social art. As professionals, architects develop a constructive balance and creative synthesis in the discourse between the individual and the community, between private economic interests and the common good, and between the natural, the social, and the technological. This requires a comprehensive education with a thorough understanding of the cultural, political, economic, ecological, and technological forces that shape our built environment.

As a discipline, architecture draws heavily from the thought and ideas of the arts, the humanities, and the social and natural sciences to guide its theoretical explorations and practice. But, more than an amalgam of other fields, architecture is a discipline in its own right, with its own modes of thought, knowledge base, and operation. The complex task of planning and creating environments of cultural, sustainable and technological integrity demands distinct modes of thinking and reasoning. The design process thus fuses imagination and logic, creative exploration and systematic inquiry.

As a profession, architecture has a responsibility to serve society. The profession's ethical obligations form an arc that encompasses a respect for our inheritance from the past, a commitment to improve the quality of life in the present, and a dedication to produce a sustainable environment for the future.

The School of Architecture's mission is to advance architectural knowledge and creative practice through design-centered teaching and research and to foster a dynamic dialogue between architecture's identity as a discipline and a profession. As a top ranked professional program in the Graduate School at the University of Minnesota, the School maintains a strong faculty composed of academics, practicing architects and visiting faculty that offers a comprehensive professional education with distinctive studio opportunities and excellent support facilities situated in a top research university and a vibrant metropolitan area.

Master of Architecture (M.ARCH) Graduate Degree Goals

The School of Architecture's central mission is to educate professional architects and to advance architectural knowledge and creative practice through design-centered teaching and research. The School of Architecture at the University of Minnesota values architectural practice, critical thinking and the design process as the principal goals of the Master of Architecture degree as preparation for licensure as architects and as leaders in the profession. The M.ARCH is the only professional degree program in architecture offered by any institution in the State of Minnesota. This NAAB accredited M.ARCH 3-year program and 3+ Option degree programs are anchored by the belief that a liberal education followed by sustained study in architecture and related disciplines provides the strongest preparation for the challenges of architectural practice. The Master of Architecture is both a professional and a graduate program, taught in the College of Design but awarded by the Graduate School. The National Architecture Accrediting Board awarded the School of Architecture a 6-year accreditation period in 2003-04.

To support this mission, Architecture maintains a strong faculty composed of academics and practicing architects, fostering a dynamic dialogue between architecture's identity as a discipline and a profession. The professional curriculum is structured to provide a strong foundation that encourages students to develop a vision of themselves as designers. As the professional identity emerges, students shift from required coursework in which students relate to the faculty as a community of teachers, toward distinctive choices which position them to engage individual faculty members as mentors. Students are encouraged to understand the theoretical roots of their ideas in order to support design propositions from knowledge-based arguments. The integration of construction and environmental technologies is an important goal of the curriculum, as well as understanding the role of computer technology in design.

The School of Architecture has a long-standing relationship with the professional community that is mutually beneficial to the School and the profession, as well as our students. The School is enhanced by the many contributions of practicing architects, who teach, lecture, and serve as visiting critics throughout the academic year. The profession benefits from the research and expertise of the School's faculty, who provide special consulting services for projects, seminars, and teaching events within the community.

Master of Science in Architecture (MS in Arch) Graduate Degree Goals:

The School of Architecture also offers a research degree, the Master of Science in Architecture. There is a track in Sustainable Design and a concentration in Heritage Preservation.

ONE

The M.S. in Architecture-Sustainable Design Track requires a total of 34 credits, typically completed over one-and-a-half years. The program's long-term goals are to foster sustainable design education, research,

and practice and to create a significant positive impact on sustainable design in the region and nation. It will achieve these goals by providing courses and research opportunities that:

- promotes excellence and innovations in regional and global ecological sustainable design practice and research;
- contributes to the evolving and emerging sustainable design practice and research knowledge base, which includes ecological, environmental, social, and economic issues and impacts;
- provides architectural designers and researchers with qualitative and quantitative knowledge, methods, and tools to implement sustainable design in professional practice.

Coursework includes four foundation courses (12 credits), 6 credits of electives in architecture, 6 credits of electives outside of architecture, and 10 credits for the Plan A Thesis or Plan B Projects. At least 24 of the credits are completed before registering for either the Plan A Thesis or a Plan B Projects. Students enrolled in the M.S.-Sustainable Design Track may select either the Plan A Thesis or Plan B Projects to demonstrate familiarity with the tools of research or scholarship in their major field, the ability to work independently, and the ability to effectively present the results of their investigation. The dual degree (M.S.-S.D. + M.Arch.), can be completed concurrently as a full-time student in four years (100 credits).

The MS in Architecture Sustainable Design Track is primarily oriented toward students who have completed a B.A. or B.S. in architecture or a related field, current graduate design students who seek a dual-degree, those with professional degrees in architecture, or working design professionals in architecture and related fields. http://arch.cdes.umn.edu/academic_programs/MS/MS_SD/

Research opportunities are offered by the Center for Sustainable Building Research (CSBR) @ <http://www.csbr.umn.edu/>.

TWO

The M.S. in Architecture with a concentration in Heritage Preservation requires a total of 33 credits, typically completed over one-and-a-half years. The practice of heritage conservation and preservation interprets our collective history, and also shapes the present and future of our built and natural environments. It is a dynamic, evolving field of study and work, to which contemporary and emerging issues such as climate change, globalization, and the economic and environmental impact of heritage tourism, among other issues, add complexity and richness. Go to http://arch.cdes.umn.edu/academic_programs/MS/MS_heritage/

The M.S. in Architecture-Heritage Conservation and Preservation (M.S.-H.C.P.) degree program in the School of Architecture brings an interdisciplinary approach, expansive vision, and global perspective to established preservation practice. The program emphasizes the historical, cultural, physical, economic, and technological interpretation of buildings and sites within their relevant geographic contexts.

In addition, the program is affiliated with the College of Design's Center for World Heritage Studies <http://worldheritage.design.umn.edu/> (CWHS), which has a unique cooperative agreement with UNESCO's World Heritage Centre. This partnership links regional and national historic preservation agencies, global policy development, and heritage conservation practices through an exchange of faculty expertise and student training in historic preservation and cultural resources management related to UNESCO World Heritage Sites.

Through coordination with affiliated departments and disciplines within the university, students can customize the program to their individual interests. Options for an M.S.-H.C.P. + M.Arch. professional degree are also available, allowing students to enhance the professional architecture degree (M.Arch.) with preservation practice. The dual degree (M.S.-H.C.P. + M.Arch.), can be completed concurrently as a full-time student in four years (111 credits). Students may select either the Plan A Thesis or Plan B Projects to demonstrate familiarity with the tools of research or scholarship in their major field, the ability to work independently, and the ability to effectively present the results of their investigation.

Graduate Faculty Responsibilities

As defined by the University of Minnesota's Graduate School, the Graduate Architecture Faculty have the responsibility to abide by the rules and responsibilities defined by the Graduate School Constitution as well as the Architecture program's by-laws. They have the privilege, responsibility and authority:

- to teach courses for graduate credit within the graduate program.
- to admit graduate students
- to serve on student Thesis Examination Committees for the Master of Architecture professional degree (M.ARCH) and as an external examiner for students enrolled in other graduate programs.

- to develop and revise the M.ARCH professional curriculum consistent with NAAB and Graduate School policy
- to nominate students for fellowships, scholarships, and awards administered by the Graduate School and the College of Architecture and Landscape Architecture.
- to participate in the annual review for graduate student progress
- to participate in the governance of the Architecture graduate program and in the governance of the Graduate School.

Senior Members and Members are Voting Members of the Graduate Faculty and serve as Chairs or Examining Committee Members for the Master's degree. Affiliate Members may serve as Chair but generally are Examining Members only, and do not participate in the governance of Architecture's graduate program. See below for a list of faculty who are eligible to serve as Thesis Chairs and Examining Committee Members. Go to the Faculty lists in the School of Architecture for biographic data.

Faculty who serve as Master's Chair and Examining Members

Lee Anderson, Associate Professor (M.ARCH, U. Minnesota).
 Ritu Bhatt, Assistant Professor (M.ARCH, Kansas State University; Ph.D., MIT).
 Blaine Brownell, Assistant Professor (M.ARCH Rice U., BA Princeton U.)
 Arthur Chen, Associate Professor (Ph.D., Georgia Institute of Technology, M.ARCH, NCSU).
 Renée Cheng, Professor, AIA, Head of School, (B.A., M.ARCH, Harvard U.).
 John Comazzi, (M.ARCH, M.S. Architecture History/theory, U. Michigan).
 William F. Conway, AIA, Associate Professor, (M.ARCH, Yale U.).
 Gregg D'Onofrio, Assistant Professor (PhD. Cornell U.)
 'Dave Dimond, AIA, Adjunct Lecturer, (M.ARCH Virginia Tech.-U)
 Gunter Dittmar, Associate Professor (M.ARCH, Yale University).
 Thomas Fisher, Professor and Dean, College of Design, (M.A., Case Western Reserve University, B.ARCH, Cornell University;).
 Mary Guzowski, Associate Professor, (M.ARCH, U. Washington). [ON LEAVE 2008-09]
 Benjamin Ibarra Seville, Assistant Professor (MS Restoration, Alcala de Henres U., B.ARCH UNUM, MX)
 Cynthia Jara, Associate Professor RA (M.ARCH, M.A., Columbia University).
 Lance LaVine, Professor, RA, (M.ARCH, and M.C.P., U. Pennsylvania).
 Robert Mack, Adjunct Professor, FAIA (B.ARCH, U. Minnesota).
 Thomas Meyer, Adjunct Associate Professor, FAIA (B.ARCH, U. Minnesota). [On Leave]
 Nancy A. Miller, Adjunct Assistant Professor; (M.ARCH, U. Minnesota; Ph.D., Art History, University of Pennsylvania)
 Ralph K. Nelson, Adjunct Associate Professor; AIA (M.ARCH, Yale U.)
 Andrzej Piotrowski, Associate Professor (Dipl. Architecture, Politechnika Warszawska, Poland).
 Julia W. Robinson, Professor (Ph.D.-Delft Technical University, M.A.- Anthropology, B.ARCH, U. Minnesota)
 Todd Rhoades, Adjunct Associate Professor, AIA, (M.ARCH, Cranbrook Academy Art).
 Sharon Roe, Senior Lecturer/Teaching Assistant Professor, RA (M.ARCH, U. Cal-Berkeley).
 Ozayr Saloojee, Assistant Professor, (M.ARCH, Carleton U.)
 Ignacio San Martin, Professor, Director Metropolitan Design Center, (MCRP, U. Cal-Berkeley, MLA U. Cal-Berkeley, BS Portland St. U.)
 Leon Satkowski, Professor (Ph.D., Art History, Harvard University; B.ARCH, Cornell;).
 Katherine Solomonson, Associate Professor, Associate Dean, CDES (Ph.D., Art History, Stanford University).
 Richard Strong, Sr. Res. Fellow, (M.A. Design, Harvard U., M.U.P McGill U., B.ARCH NDSU)
 Marc Swackhamer, Assistant Professor (M.ARCH, Rice U.)
 Duane Thorbeck, Adjunct Professor; FAIA, Director, Center Rural Design; (M.ARCH, Yale U)
 Lee Tollefson, FAIA, Adjunct Associate Professor, FAIA (M.ARCH, U. Pennsylvania).
 Leslie Van Duzer, Professor, (M.ARCH, B.A.,U. California-Berkeley) **[ON LEAVE fall-2008]**
 J. Stephen Weeks, Associate Professor, AIA, Director of Graduate Studies (B.ARCH, U. Minnesota, B.A., Colby College).

Faculty who serve as Examining Committee Members

Lucas Alm, Adjunct Instructor (M.ARCH, U. Minnesota).
 Jonee Kulman Brigham, Research Coordinator, CSBR (B.ARCH, U. Minnesota).
 Steven Buetow, AIA, Adjunct Assistant Professor, (B.ARCH, U. Minnesota).
 Christian Dean, AIA, M.ARCH, U. Minnesota)
 Nina Ebbinghausen, AIA, Adjunct Assistant Professor,
 James Dozier, Adjunct Assistant Professor (B.A., Rice University).
 Louise Goldberg, Research Associate, (B.S., MSc, Ph.D., Mechanical Engineering, University of the Witwatersrand, South Africa)

Kathleen Harder, Research Associate, (M.S., Stockholm University, Ph.D., Cognitive Psychology, Dartmouth College)
 Douglas Lew, Adjunct Assistant Professor (M.A., Bradley University).
 Martha McQuade, AIA, Adjunct Assistant Professor, AIA (M.ARCH, U. Minnesota).
 Kirsten Paulsen, Adjunct Lecturer, (M.ARCH, U. Minnesota).
 Virajita Singh, Research Fellow, CSBR (M.ARCH,U. Minnesota).
 Susan Strothman, Adjunct Instructor (B.A., St. Olaf; M.ARCH, U. Minnesota).
 Mark Edward Tambornino, Adjunct Instructor (M.ARCH, U. Minnesota).
 Marcelo Valdes, AIA, Adjunct Instructor (M.ARCH, University of the Republic, Montevideo, Uruguay; M.ARCH, U. Minnesota).
 William G. Weber, Lecturer; Research Specialist, CSBR (M.ARCH, U. Minnesota)
 Jennifer Yoos, AIA, Adjunct Assistant Professor, (B.ARCH, U. Minnesota).
 Graduate Diploma, Architectural Association, London, England).

Recent Graduate Faculty Research Topics

Title	Principal Investigator
Immersive Projection Environments for Visualization, Perception, Architectural Design and Computer Graphics	Lee Anderson
Feng Shui and Architecture	Lee Anderson
Debates in Theory and Practice in Contemporary Architecture	Ritu Bhatt
Transmaterial	Ritu Bhatt
Culture and the Recalibration of First-Ring Suburbs	Blaine Brownell
Linear Perspective-East/West	William Conway
Steel Tube Institute Case Study Prototype	Arthur Chen
Architectural Graphic Standards	Renee Cheng
1993 Chicago World's Fair	Renee Cheng
Container and Contained: Functional Preservation of Historic Food Markets	Gunter Dittmar
Architecture and Energy	Greg Donofrio
Analytic Drawings of Adolf Loos Raumlpin House	Lance LaVine
Daylighting and Ecology	Cynthia Jara
Sustainable Design Practices	Mary Guzowski
World Heritage Site Design/Evaluation	Mary Guzowski
Ancient Masonry Structures	Benjamin Ibarra Seville
Minnesota & Wisconsin Cabins	Benjamin Ibarra Seville
Computer Imaging: Modes of Depicting Architecture	Dale Mulfinger
Symbolic Function of Light: Digitally-Simulated Architecture	Andrzej Piotrowski
HUD Fair Housing Survey	Andrzej Piotrowski
Post-Occupancy Evaluation	Julia Robinson
Urban Design in Arid Regions	Julia Robinson
The City: Thirty Urban Thinkers	Ignacio San Martin
Ghettoes of the Italian Jews; Architecture and Urban History	Ignacio San Martin
Sixteenth Century Architecture in Italy	Leon Satkowski
Chicago Tribune Tower	Leon Satkowski
Reframing Suburbia	Kate Solomonson
Digital Fabrication	Kate Solomonson
3-D Images of Chaco Canyon Great Houses	Marc Swackhamer
Adolf Loos, Mies van der Rohe	Lee Tollefson
Magic and Architecture	Leslie Van Duzer
Work Force Housing with SEP	Leslie Van Duzer
Gehry, Predock, Holl: Interactive Digital Case Studies	J. Stephen Weeks
	J. Stephen Weeks

Role of the Director of Graduate Studies (DGS)

The Director of Graduate Studies (DGS) is elected by the School of Architecture's Graduate Faculty and appointed by the Dean of the Graduate School. The DGS implements the regulations of the Graduate School and the School of Architecture's M.ARCH and MS degree programs. Additionally, the DGS will provide written criteria to each student, upon entry, of what constitutes acceptable progress through and termination of the student from the program. The DGS oversees the maintenance of graduate student records (managed by the Graduate Program Manager) and the annual student evaluation process. The DGS receives, arranges for the review of, and monitors the progress of student applications for admissions, and all petitions for exemptions, extensions or course substitutions (this includes matters concerning design studio evaluations). The DGS orients and counsels new faculty and graduate students with respect to program and degree requirements and works with students to identify an adviser and assists in that selection as necessary. And finally, the DGS will facilitate a program of professional development activities for graduate students within the program.

Role of the Graduate Program Manager (GPM)

The School of Architecture Program Manager manages the School's graduate admissions, recruiting and promotion, graduate student orientation, graduation processes and TA and fellowship assignments in coordination with the DGS. The GPM provides general advising on program and degree requirements and assists the DGS in annual student evaluations and petitions.

Advising and Adviser

The Graduate Faculty of the School of Architecture assigns the DGS to serve as the initial faculty Adviser for every new graduate student. M.ARCH candidates will be assigned to the DGS for at least the first year of the three-year M.ARCH program until the student identifies a permanent adviser. MS in Architecture students are typically assigned an adviser upon admissions to the program when there is sufficient faculty.

The role of the adviser, as defined by the Graduate School Constitution, is to: work with the student in developing the details of his or her Master's degree program; assisting in the selection of coursework, preparing the annual review; assisting with the Master's Plan A Thesis or Plan B Project topic and development; and selecting the examining committee membership.. The student will meet with the adviser on at least an annual basis, as part of the annual review. The Adviser will sign all forms that require an adviser's signature, including the Graduate Degree Program form and the signature page of the Thesis Document as the faculty adviser.

Graduate Student Responsibilities

Graduate students are persons who have been admitted to the Graduate School by the Dean of the Graduate School, upon the recommendation of the Architecture Graduate Faculty, for study in architecture. Graduate students must be enrolled and continue in good standing every semester, as defined in the by-laws and Graduate School policy. Students shall:

- Complete the course requirements as defined in the individual Degree Program Plan for the Master of Architecture or the Master's of Science degrees; the Plan can be amended.
- Maintain a minimum GPA of 2.8 overall (the Graduate School standard)
- Participate in annual progress reports with the student's adviser.

Maintaining Active Student Status (Fall/Spring Registration Requirement)

Effective Fall Semester 2002, graduate students are required to register in the Graduate School every fall and spring Semester to maintain active status in the Graduate School while pursuing their M.ARCH or MS degree. Failure to register continuously will automatically de-activate the student; once deactivated, the graduate student is required to reapply to the program (this includes an application fee). Students should be aware that any changes to the degree, such as thesis process, or course requirements, will be required upon re-admission. See the Graduate School website for the readmission process:

<http://www.grad.umn.edu/gsss/degree%5Fcompletion/masters/index.html>

Students, who plan to withdraw for a semester or more, must notify the DGS. Deactivated students will not have any access to CDES resources, such as the Digital Labs or Shop.

The duties and obligations of the adviser are to

- assist the student in meeting the Architecture degree program's required and elective program of study and research that culminates in the timely filing of the program of study and completion of the Master's degree.
- review and attach a recommendation to any petition the student may make with respect to graduate status or requesting a waiver of normal requirements affecting graduate studies, examinations, or research.
- direct the student's research and writing or creative activity involved in the Master's degree.
- provide the student with (at minimum) an annual written evaluation of his or her academic progress, as measured against the published performance expectations of the Master's degree program and the Graduate School.

Master's Degree Completion and Graduation Requirements

Graduation occurs upon submission of or completion of all required and elective coursework as listed on the Graduate Degree Program Form, the submission of design or written documents to the Graduate School and the signature on forms after the student's oral presentations.

Graduation occurs **in the month** in which the required forms or Examination Report form and the Thesis Document are submitted to the Graduate school. Graduates participate in the College of Design's graduation ceremony observed only in spring semester. IMPORTANT: all necessary forms must be completed prior to the CDES Graduation ceremony.

If a Thesis student is required to continue their Thesis design studies into a second semester by their Chair and Examining Committee, the student will register for ARCH 8777, 1 credit and pay tuition and all semester CDES fees, such as tech-access, imaging lab and library fees. Students will not be eligible for fellowships, assistantships or other CDES support. If a student needs additional time to complete the Thesis document, the student will register in GRAD 999 (no credit - no fee) in order to maintain active status. All Graduate School requirements for graduation can be found @:
http://www.grad.umn.edu/current_students/degree_completion/masters/index.html

Official Graduate Degree Program Forms – filing dates differ from other Master's

The Degree Program Form is available from the Graduate School, 316 Johnston Hall or online at www.grad.umn.edu/forms. All Architecture Master's students complete and submit this form with a copy of their completed Architecture Degree Program Form along with a transcript to the Architecture Graduate Program Manager. The Degree Program Form must be approved by the Graduate School before the student can receive the Graduation Packet.

The Master's Examining Committee membership must be listed on the Graduate Degree Program Form before its submission to the Architecture Graduate Program Manager and the Graduate School. Students list all coursework completed and proposed that will fulfill the degree requirements, including prior courses that were exempted because they met equivalent requirements; use the proper column for each entry. The DGS and the Program Manager will submit the Degree Program Form to the Graduate School, before the end of the fifth semester. After four-six weeks, the Graduate School notifies the candidate electronically to pick up their Graduation Packet,

M.ARCH students must file an official Graduate School Degree Program Form with the Graduate School after having enrolled in 75 credits – the end of the fifth semester. MS in Architecture students will file their Degree Program form after the completion of 15 credits.

Changes in Degree Program

Once approved, the Degree Program Form must be fulfilled in every detail to meet graduation requirements. Any change in the Degree Program Form must be requested on a Graduate School Petition Form (GS #59). The Petition is available on the 3rd floor of Johnston Hall and online at <http://www.grad.umn.edu/gsss/forms.html>. The Graduate School Petition Form, with supporting letters, must be approved by the School of Architecture's DGS and then approved by the Graduate School.

Changes to the Master's Examining Committee:

If a Master's committee member has to be changed (faculty member has moved, goes on sabbatical or leave, is not on appointment, etc), the student notifies the DGS who will request the Graduate School enter the change on the Degree Program Form. These changes are somewhat routine but will take 10 business days to complete. The changes must be finalized by the Graduate School before the design presentation and the Reviewer's Report form is signed.

Plan A Thesis Document - Format and Variations

The School uses the Chicago Manual of Style as format and guidelines for papers and Thesis Document production. The Thesis Document (Plan A) follows the format provided by the Graduate School (form gs13 – rev 3-2006); it can be downloaded from: http://www.grad.umn.edu/current_students/forms/g13.pdf

Time Limit for Earning the Master's Degree

M.ARCH and MS in Architecture candidates have seven years from the first semester course enrollment as a graduate student in which to complete the program requirements and submit the Thesis Document or complete the Plan B Project plan. (See Graduate School policy). 3+ students have the same timeline requirements. All students must remain registered each semester (Fall and Spring) to maintain their graduate student status. If a student fails to enroll each semester, the file is deactivated and reapplication to the program is required. See Graduate School guidelines for re-admission.

Students who are unable to complete the degree within the seven-year limit must petition the Graduate School for an extension of up to one additional year. Extensions beyond one year are considered only in the most extraordinary circumstances. To ensure timely consideration, petitions should be filed early in the term in which the time limit expires.

If a petition is approved, the student is notified of the expectations for progress and completion of the degree by the Architecture School's DGS. If the petition is denied by the DGS, the student will be terminated from the graduate program. Students who have been terminated under such circumstances may apply for readmission to the Graduate School; however, readmission under these circumstances is not assured.

Students may be readmitted only to resume work toward the M.ARCH degree, to register for all remaining courses and to meet all new degree or other requirements within one year. If the student is readmitted to complete just the Thesis Document, the student may register in GRAD 999, no credit and no fee and will be required to complete the written document within one semester or may be permanently terminated from the graduate School.

For more information about the master's degree time limit and petitioning procedure, visit www.grad.umn.edu/current_students/forms/.

Language proficiency

The School of Architecture does not have a language proficiency requirement.

Academic Policies for the Master of Architecture/ Master of Science degrees

The School of Architecture expects all students to succeed. The policies listed below are put in place to safeguard the integrity of the program for the students and faculty consistent with the desires of the School of Architecture and the Graduate School.

Grading Policies

The School of Architecture uses the two grading systems of the Graduate School: A-B-C-D-F (with pluses and minuses) and S-N. All A-F registrations in the Graduate School, regardless of course level, will be calculated in the cumulative GPA. Changes in grading option are not allowed after the second week of the term. 5xxx and 8xxx courses with grades of A, B, C and S may be applied to a Graduate School degree program. The Director of Graduate Studies may allow 4xxx, 6xxx, and 7xxx courses as graduate credit only if they are taught by members of the Graduate faculty and have prior written approval.

All required courses listed on the Master of Architecture and the Master of Science degree program form must be taken A-F, except as noted. Students may petition to deviate from this policy.

School of Architecture guidelines/conditions for awarding/completing an "I"

The symbol "I" may be assigned by an instructor to indicate "incomplete" in accordance with University guidelines and the provisions announced in class (syllabus) at the beginning of the semester. In general, an "I" is issued ONLY when at least 80% of the coursework is complete, there are compelling personal, health or other emergency conditions, and there is an expectation that the student will successfully complete the course work in a reasonable amount of time. An instructor will issue an "I" with a thoroughly worked out contract stating the goals and deadline to meet those goals. Both parties must then sign this contract with copies to the Director of the Graduate Studies, the instructor of record and the student.

The School of Architecture strongly discourages students from having incompletes on their transcripts. A maximum of two "I"s are allowed on a transcript. Incompletes should be removed from the transcript prior to the commencement of the next semester. An incomplete in a course does not constitute satisfaction of a pre-requisite requirement or to continue to the next course in a sequence.

The Graduate School issues bi-annual reports to the DGS regarding students who have incompletes on their record. Students who do not respond to the DGS or who resist completing course work risk having a "registration hold" placed on their records. The presence of incompletes will affect offers of financial aid, including TA and RA positions. Reasonable exceptions to this policy may only be approved by the Director of the Graduate Studies in consultation with the student, adviser and the instructor.

Grade Changes

Reasons for a grade change

Grade disputes involving an instructor's judgment in assigning a grade based on academic performance may be resolved informally between the instructor and the student. A student may ask an instructor to review the original grade submission. Grounds for a grade change might include an error in calculation, a dispute over a final exam or paper grade that changed the expected grade. Acceptable reasons include but are not limited to errors and omissions on the part of the instructor or re-evaluation of the work; unacceptable reasons are submission of late work or additional work submission.

Procedure for a grade change

The instructor of record submits all grades electronically. If an instructor has reason to believe the grade of record was incorrect, they will submit a supplemental electronic grade change and select a reason for the change. The DGS must electronically approve the grade change for it to become official. When the instructor of record is off duty, the DGS may approve the request directly. This is done in order to preserve the integrity of the graduate transcript as an accurate record of a student's academic progress.

Retaking Courses

The Graduate School discourages the retaking of courses to improve grades. If a course is retaken, appropriate tuition and fees will be assessed. All registrations and grades for the repeated course remain on the student's transcript and are calculated into the cumulative GPA. The additional credits incurred may not be used to satisfy any degree program credit requirement. Professional degree students (M.ARCH) not meeting the GPA requirements for the required Design Studios will be asked to retake a specific required design studio.

Courses taken for graduate credit outside the University of Minnesota

The School of Architecture has specific limitations on transfer credits. For the M.ARCH professional degree, undergraduate courses taken at NAAB accredited programs, are evaluated for the equivalent Minnesota appropriate course. Any Minnesota course that is exempted from the candidate's Graduate Degree Program form at the time of admission reduces the total credits to complete the Master's degree. These courses entered on the Degree Program form must be on an official transcript from an accredited NAAB architecture program.

Policies defining Satisfactory Progress toward the Degree

The student's Adviser will review student transcripts at least once per year to ensure satisfactory progress toward the professional Masters of Architecture or the Master's of Science. The DGS will request a meeting with students who appear to be unable to graduate in a timely manner.

Satisfactory Grade Point Average

A graduate student must maintain a Grade Point Average of 2.80 or better to be in good standing. Grade Point Averages that fall below 2.80, either as a cumulative or semester GPA, will trigger a progress review between the student and the adviser and the Director of Graduate Studies.

Satisfactory Design Studio Progress in the M.ARCH degree

In addition to fulfilling the Graduate School requirements, students must meet the following program-specific criteria for satisfactory progress toward their degree. The award of grades in the required Architectural Design Studio sequence follows a different set of guidelines. The Design Studio is the core of the professionally accredited M. ARCH degree and as such is held to higher performance standards.

M.ARCH Students must achieve a grade of "B-" (2.67) or better in a Design Studio in order to move to the next studio in the sequence without special approval of the Director of Graduate Studies. After the first semester of design, cumulative Grade Point Averages for the required Design Studios that fall below 2.67 will trigger a progress review. Any semester grade below a "B-" in any core Design Studio after the first Design Studio, ARCH 8251, will automatically initiate a probationary status and review as described below. Two studios below "B-" constitute grounds for dismissal (termination of graduate status). In a case where a student is not meeting academic standards, the DGS has the discretion to ask the Academic Standards Committee to review the case and make a recommendation for action or dismissal.

Probation, Holds and Termination of Graduate Student Status

Progress Review for Unsatisfactory Grade Performance or Progress in the Program

The Progress Review is a meeting between the student and the Director of Graduate Studies and may result in a probationary status being placed on the student's file. The conditions of this probationary status will include specific goals for the removal of that status. The student's graduate adviser, the DGS and the Graduate Program Manager participate in the review with the student. A Design Review committee will be assigned to conduct the review when necessary for personnel absences, changes in progress, or other unforeseen circumstances. The DGS may ask for a separate review or initiate a sequence of post-

semester reviews when there is evidence that the student is having difficulty meeting the satisfactory progress criteria.

Holds

Holds are a measure of last resort. A hold may be imposed for unpaid tuition or fees (e.g., library fines) or for disciplinary or scholastic reasons. For example, a hold can be placed on a student's record due to low GPA (below 2.8), excessive incompletes or failure to file required Graduate School forms in a timely manner. A hold is placed on a record at the discretion of the DGS and is removed by the DGS once the situation is resolved. **If you have a hold on your record, you may not register for classes or thesis credits or obtain official transcripts.**

Termination of Graduate Student Status

When performance is unsatisfactory in terms of grades or normal progress toward the degree objective and the student has failed to complete the goals to remove the probationary status, an Academic Standards Committee will consider a termination of status in the School of Architecture and the Graduate School. The ASC will include one or more members of the architecture faculty, the Director of Graduate Studies, and the Chair of the student's Master's Committee, if appropriate.

The Dean of the Graduate School may terminate the student's graduate status because of the student's failure to maintain the minimum standards of achievement or progress as stipulated in print by the Graduate School and the Architecture faculty. The degree program is obligated to publish its standards and criteria either in the form of a Handbook for students or on its website (or both). The Dean shall act after reviewing the student's academic record and the recommendation of the graduate adviser and the faculty of the graduate program, or of any committee charged by that faculty with the evaluation of student progress.

Directed Study Credit Limits – ARCH 5993

The School of Architecture will accept as equivalent to an elective course up to 4 credits maximum or one course of Directed/Independent study (ARCH 5993). The purpose of this course enrollment would typically be to accomplish research or learning objectives not normally offered in the curriculum, rather than solve course schedule conflicts. The project must be developed with a graduate faculty member offering directed study as ARCH 5993, 1-4 credits. The written proposal must outline the topic, the research methods and outcomes, specific bibliography and will require the approval of the faculty member evaluating the work, the Adviser and the Director of Graduate Studies; a copy must be filed with the Program Manager for inclusion in the student's records. It will be listed on the Master's Graduate Degree Program form as meeting the curriculum requirements.

Directed Study with a different department requires approval by the DGS, a complete description of the work and submission of the final essay or project for inclusion in the student's file.

Study Abroad Programs

The School of Architecture continues to provide study-abroad opportunities for its advanced Studio students. These programs immerse students in diverse cultural environments and provide opportunities to study/work and produce design proposals with local practitioners on projects that address current design issues. The typical time frame is one-half semester long; a catalyst course may be incorporated in the program.

- Port Cities. Graduate students in architecture and landscape architecture study port city conditions in Lisbon, Barcelona, and Venice, supported by the Luso-American Foundation and by the Forum per la Laguna, a consortium for the preservation of the Venetian Lagoon.
- The Netherlands. This alternate-year program is oriented toward architecture students, who work with faculty and practitioners associated with Delft Technical University on innovations in housing design.

The School of Architecture sponsors 3-week travel and study programs that occur in January and May. These options, generally announced in October, reflect faculty and student interest and planning, and often vary. Field studies have included travel to Turkey, Scandinavia, Africa, India, Germany, Scotland, as well as the Southwest United States.

Annual Graduate Student Progress Report – see Appendix A

The Annual Progress Report

Each architecture graduate student (MS in Architecture or M.ARCH) will fill out the School's Annual Progress Report (see Appendix A) prior to the annual adviser-student meeting. The adviser will confirm the

progress, comment as appropriate on the student's experience in the program and then forward the outcome to the Director of Graduate Studies. The DGS will meet with the student if necessary, make recommendations for actions and add the report to the student's record held by the Graduate Program Manager. A copy of this annual report is given to the student.

Annual Progress Report Information

The information that serves as the basis for the report includes, but is not restricted to the following:

- Cumulative GPA (must be 2.8 or greater to graduate)
- Recommendations for and Record of Awards, Scholarships, and Assistantships
- Evaluations of TA or RA performance by students or faculty
- Other academic, professional or service efforts, recognition in studio or classes.
- Filing of Milestones: paperwork (e.g., degree program form)

The following apply to the M.ARCH professional graduate student:

- Cumulative Design Studio GPA (must be 2.67 or greater to graduate)
- Individual Design Studio Grades (@ B- or better to continue without permission)
- Satisfactory evaluation the Comprehensive Project.
- Faculty Studio Reports: At the end of each semester, the studio instructor will submit a report evaluating the student's development, design knowledge, communication skill.

Evaluation Decisions and Conditions

The DGS is responsible for communicating in writing the review outcome to the student with copies to the student Adviser and the Graduate Program Manager. The student should receive their written evaluation no more than two weeks following the progress review.

Students who do not meet either the general Graduate School degree requirements and/or the School's established goals/expectations of the Master's program, will be provided with clear, written instructions on the conditions that must be met to remain in good standing as a graduate student in the program. These conditions may include ways to meet a minimum GPA, eliminating incomplete grades, a timeframe for meeting those conditions, and the outcomes if the requirements/conditions are not met.

Record-keeping

The Annual Progress Reports will be collected in spring semester, around early April for Graduate students enrolled in ARCH 8251 and 8253, including those enrolled in any Study Abroad program. The Graduate Program Manager will maintain the Graduate student's annual evaluations, with a copy placed in each student's file. Any post-graduation correspondence will be included in the file; this may assist with future professional applications (IDP, AIA issues, NCARB inquiries, state registration examining board requests).

Records Policies

All correspondence concerning the student's status – admissions, degree program forms, petitions, GPA/academic records, written faculty studio evaluations, filed annual reports, thesis topic and related matters, all copies of Graduate School approvals and forms will remain in the School. The M.ARCH Program Manager will maintain the Graduate student's annual evaluations, with a copy placed in each student's file. Any post-graduation correspondence will be included in the file; this may assist with future professional applications (IDP, AIA issues, NCARB inquiries, state registration examining board requests).

Privacy: the DGS, faculty and staff have access to the file on a **need-to-know** basis, per FERPA regulations. The student has access, per written request to the DGS, to contents in his/her file to which s/he has not waived viewing rights.

Student Conduct

Every student is expected to act responsibly and honestly in all aspects of his/her graduate education. These responsibilities extend to both design studio and course work. Misconduct, such as failing to work independently in examinations, failing to give adequate credit and reference to others for their published work or ideas, or falsifying research data, is not acceptable in any academic community. Egregious misconduct is considered sufficient grounds for the assignment of a failing grade in a course or dismissal from the graduate program.

Several examples of academic misconduct are given below:

- Submitting a design project or parts of a design proposal belonging to another or a paper written wholly or in part by someone else to meet course requirements for a term paper or design project.
- Failing to adequately reference sources of information used in the preparation of a term paper or design proposal.
- Copying answers from another student's examination paper during a closed book examination.

- Consulting lecture notes, textbook, or a summary of important notes to oneself (a crib sheet) while writing a closed-book examination.
- Copying answers from another student's examination paper for a take-home examination.
- Collaborating with other students in the course of developing answers to take-home examinations through discussion of the exam questions and their answers.
- Permitting someone else to read and/or copy your answers to a take-home examination in order that they might better understand the question.

Standards of Student Conduct Enforceable by University Agencies (the Graduate School follows this student conduct code) are available through Student Judicial Affairs. You are responsible for abiding by the Student Conduct Code. It can be accessed at www.sja.umn.edu. Copies are also available at the Office of Student Judicial Affairs, 2221 University Avenue S.E. (612-624-6073).

The Student Dispute Resolution Center (SDRC) can help you with any University problem or complaint, such as registration, grades, holds, and financial aid. SDRC also provides representation for grievances and disciplinary hearings. The office, 107 Eddy Hall, www.tc.umn.edu/~sos, (612-625-5900), is open from 8:30 a.m. to 4:30 p.m., Monday through Friday (9:00 a.m. to 3:00 p.m. in summer).

Graduate Assistantships, Scholarships, Financial Aid

Graduate Assistantship Opportunities

Each graduate student will be provided at the time of an offer of a Graduate Research or Teaching Assistantship, a written job description and appointment form stating the duties and expectation of the assistantship, the terms (duration, pay, benefits), as well as the general expectations the program has of its Graduate Assistants. Go to the University of Minnesota [Financial Aid basics page](#) for general financial aid information. Information on the Graduate School's policies on Assistantships and employment can be found @ <http://www1.umn.edu/ohr/gae/>

School of Architecture — Graduate Assistantships

Teaching and Research Assistantships assignments are based on multiple factors that include enrollment, availability of positions, faculty request and preference, academic merit and past performance as an assistant. Any appointment for any semester does not guarantee that students will receive an appointment in subsequent semesters. Students and their faculty supervisor evaluate Teaching and Research Assistants each semester.

Responsibilities @ Assignment of an Assistantship: Generally, the School of Architecture will assign the majority of the TA assistantships prior to July 15 before the next academic year. Students should evaluate other criteria before accepting the award; check your course schedule to make sure there are no conflicts; consider the impact of employment experiences in relationship to your financial or professional goals. You must indicate your acceptance within 10 days of receiving this letter so that your assistantship can be processed prior to the start of classes. Adjusting scheduling conflicts to finalize assignments before the start of the semester could change your assignment. Once you have your assignment you should contact your professor to find out if any work is needed in preparation for the first day of class.

Students must sign and return a form to the Graduate Program Manager in Rapson 145S; this is an agreement that you will be available for the designated period and that you will familiarize yourself with assistantship policies and guidelines found at: www.umn.edu/ohr/gao. The Graduate Assistantship Office provides a wealth of assistance and information pertaining to the policies, guidelines and benefits of employment as a graduate assistant. See accountants in Rapson Hall 69 so that you can fill out the necessary payroll forms

If you are a first-time TA, then you must attend the New TA Orientation Program offered by the Center for Teaching and Learning Services @: www1.umn.edu/ohr/teachlearn/teaching/session3.html

Teaching Assistantships-TA: are the most common form of aid for Architecture's graduate students; the School offers approximately 90 teaching assistantships to qualified students each academic year (that is almost half of the enrolled students). Assistantships are available for courses in Computer Applications, Drawing and Representation, History of Architecture, Professional Practice, Structures, Technology, Theory and Urban Planning. Assistantships require the recipient to work in support of teaching or research.

A Graduate student in Architecture must be registered for at least 9 credits per semester and is expected to have a GPA around 3.4 or special expertise in the subject area of the appointment to be eligible for Graduate Assistantships. Thesis students who continue their design phase into a second semester are not eligible for Graduate Assistantships.

Teaching Assistantships are typically 25% appointments (10 hours per week over the nineteen week semester), and receive a 50% Graduate School tuition rate reduction (up to \$2,600 per semester) and optional health benefits. Nonresident students holding a 25% appointment pay CDES tuition at resident rates for that term. A TA or RA is on payroll throughout the semester; beginning one week before classes start and ending a week after the exam period ends. Graduate assistants are paid hourly for their work. During 2008-09, the hourly rate is \$16.80.

Currently enrolled students with research or practice experiences, interest in teaching or unique scholarly aptitudes and wish a teaching or research assistantship, should complete the application for TA/RA Position in the Spring semester for the following year. This form can be found in 145 Ralph Rapson Hall, at the front desk, or you can contact: Terence Rafferty, *tel* 612.624.8817, *fax* 612.624.5743, <raffe013@umn.edu>.

Research Assistantships-RA: CDES Endowments dedicated to the School of Architecture provide from five-seven single semester Research Assistantships for faculty conducting individual research. Research Assistantships funded by faculty grants and funded research initiatives are periodically available and are filled by the professors who require assistance on scholarly projects, usually at the 25% per semester appointment. Infrequently, an RA position may be a 50% award. Students can identify themselves to a faculty member as having a particular research interest and expertise, but faculty may recruit a Graduate student for the Research Assistantship.

Graduate School Statement on Graduate Assistantships

If you are a graduate assistant, carefully review this section. If you have questions, contact Graduate Assistant Employment, Donhowe Building, Suite 200, 612-624-7070; fax 612-625-9801.

To hold an assistantship in Architecture, you must be registered for 9 course credits or thesis credits each fall or spring semester you hold an appointment. If you do not register in a semester, or if you cancel all your credits, your assistantship will automatically be terminated retroactive to the beginning of the semester, your job classification will change to a non-student title, (if appropriate) you will be billed for any tuition benefit received that term, health insurance benefits will change, and social security taxes will be withheld from your wages.

For information concerning exclusion from FICA tax withholding, contact Graduate Assistant Employment or see www.umn.edu/ohr/gao.

If you are a graduate assistant with an appointment of at least 12.5 percent, you will receive a tuition benefit equal to twice the percentage of your appointment in the term of the appointment only. If you hold an appointment of 25 percent or more for an entire semester, you will receive a 50 percent tuition benefit. Note: Tuition benefits apply to the Graduate School 6-14 credit band, with a cost of \$3,400.80. All or a portion of the University fee is included with tuition benefits (based on the percentage of appointment). If you work less than the number of hours the assistantship requires, you will be billed for tuition for that term, at the nonresident rate if applicable.

If you are nonresident student holding an assistantship of at least 25 percent for an entire semester, you will be assessed tuition at the resident rates. This is a semester-specific privilege that does not change your basic nonresident classification. If you have held an appointment for at least two semesters when your appointment terminates, you are eligible to pay resident tuition rates for the number of semesters you held an appointment (up to four semesters). If you do not complete a graduate assistantship (e.g., if you graduate midterm and resign the assistantship), you may be billed for part or all of the tuition waived for that semester.

If you are a nonresident graduate assistant with an appointment of at least 25 percent, your immediate family (defined as spouse or domestic partner, children, parents, or legal guardian or ward living in your household) is eligible to pay resident tuition rates during each semester of your appointment. These family privileges may be extended beyond the term of qualifying appointment if you have held the appointment for at least two semesters. Graduate Assistant Employment administers extended benefits, where all conditions of appointment are maintained. Students also qualify for an additional semester of resident status for each semester of resident status gained through fellowships. For example, a non-resident graduate student who receives two semesters of fellowships at 25% would receive resident status for two

additional semesters of resident status. An exception: study abroad students do not pay tuition but a program fee, so tuition fellowships are suspended.

CDES Graduate Fellowships

Applications due March 16±

The School of Architecture's Fellowship Committee, comprised of senior faculty, awards over \$80,000 of fellowships to M.ARCH or MS to graduate students for design excellence or other scholarly achievements. These funds are sustained by dedicated CDES endowments. Continuing students receive an award based on an application that includes a 6-faces portfolio, a 350-word statement of purpose and essay; faculty nomination, student achievements or distinctive service and academic performance are weighted in the final decision. All applications and portfolio samples are submitted to the Architecture office on the first day of class **after** Spring Break. Notification of awards occurs before June 30.

Several Fellowships have additional criteria, such as a 1000-word essay or criteria and format requirements for a portfolio, but all are set aside for specific student cohorts, such as the Ellerbe for Thesis students and the 21st KKE Ron Krank Vision Award for GD 2 M.ARCH students. Continuing Graduate students are eligible for University wide and national scholarships, such as the Luce, Torske Kluybben, Judd Traveling Fellowship, Lyceum, KPF Travel Fellowship, Skidmore Owings and Merrill Traveling fellowship, and the RTKL Fellowship. For detailed information, go to:
http://arch.design.umn.edu/graduate_fellowships.html

Rather than list the Fellowships here, please go to the website link where you can find the application form, previous awardees and the typical award benefit.

Other Financial Aid

Scholarships and financial aid assistance is available at the One Stop Student Services Center, 200 Fraser Hall (612-624-1665), 130 Coffey Hall, and 130 West Bank Skyway. Financial aid includes scholarships, grants, Work-Study, and loans. Submit a Free Application for Federal Student Aid (FAFSA) online anytime after January 1. For a comprehensive list of University funds, as well as many other resources for gift aid, see www.onestop.umn.edu/Finances/index_scho.html. Be aware that most gift aid programs require you to submit a separate application. Priority application deadlines are February 15 for new students and March 1 for returning students.

One Stop walk-in counseling is available first-come, first-served, 8 a.m.-5:30 p.m., Monday-Thursday; and 8 a.m.-4 p.m., Friday, at 200 Fraser Hall. For up-to-date information, see www.onestop.umn.edu/Finances.

Student Involvement in Professional and Academic Opportunities

The School of Architecture invites students to participate in student governance and matters affecting the curriculum by serving on standing committees such as Curriculum, Academic Standards, and faculty searches and special Committees created by the Head, such as the Thesis Committee.

Additionally, the College of Design sponsors a CDES student board that consults with the Dean and Heads. Undergraduates and Graduate representatives from Architecture and Landscape Architecture are elected according to design year, but meetings are open to all students. The CDES Student Board has college funding that supports lunchtime seminars by faculty or practitioners, workshops, and the All-Student Exhibition, an annual juried event, and its corresponding publication.

CDES MENTOR Program – applications due Sept. 15

CDES sponsor the Mentor Program, one of the largest in the nation, that links local professionals to graduate students who make office visits and often assist them in beginning the IDP process. The College of Design (CDes) facilitates an annual program that helps students grow professionally by matching them with a mentor in their field of study. Together, mentoring pairs create individualized action plans which help students with career exploration, experiential learning, networking, and skill building. The time commitment is approximately two hours per month and is determined by the mentor and student during initial meetings. Applications are due Sept 15 – go to http://www.design.umn.edu/current_students/career/mentor.html

CDES CAREER FAIR – March 6 2009 @ Coffman Union Great Hall

The annual mid-Spring CDES career fair draws Architecture and Landscape Architecture design practitioners who are interested in hiring CDES students for permanent and temporary positions. A resume with sample work is useful. The CDES Community News, an electronic newsletter, often includes job listings and internships. Because the School's faculty includes a significant number of practitioners,

word travels quickly when positions open up in local firms. Go to for a detailed outline http://www.design.umn.edu/current_students/leo/design_careerfair.html

IDP and Professional Development after Graduation

Graduate students are encouraged to participate in the Intern Development Program (IDP) when employed with qualified architecture practices/firms, IDP is required prior to licensure in Minnesota and nearly all other states. IDP is managed by NCARB (National Architectural Registration Board) and supported by the AIA (American Institute of Architects). The School has designated Prof. J. Stephen Weeks as the IDP Educator to work with graduate students, the AIA and faculty on curriculum issues as well as communication.

IDP is a profession-wide, comprehensive program that contributes to the development of competent architects who can provide exemplary architectural services.

Historically, most interns were trained by mentors. A daily, working relationship allowed the experienced practitioner to transfer knowledge and skills to the apprentice. However, such a sustained learning environment has become less attainable as architectural practice grew more complex. With the decline of mentorship, interns lack a structured transition between formal education and architectural registration. IDP endeavors to recreate the learning environment. □□A comprehensive internship program is necessary to acquire and reinforce the discipline, integrity, judgment, skills, knowledge, and quest for learning that must serve the registered architect for a lifetime. IDP has five objectives:

- define areas of architectural practice in which interns should acquire basic knowledge and skills;
- encourage additional training in the broad aspects of architectural practice;
- provide the highest quality information and advice about educational, internship and professional issues and opportunities;
- provide a uniform system for documentation and periodic assessment of internship activity; and
- provide greater access to educational opportunities designed to enrich training.

For detailed information on the Intern Development Program, go to the IDP Information site: <http://www.ncarb.org/IDP/overview.html>

AIAS -

American Institute of Architecture Students (AIAS) -- an independent, student-run organization that informs students of current issues in architecture and promotes excellence in architectural education. AIAS is involved in various activities on local and national levels, including competitions, design charrettes, social activities, portfolio workshops, and college committee membership. In addition, AIAS works in conjunction with the American Institute of Architects and local firms to give students a tangible connection to the profession. AIASM (American Institute of Architects Students Minnesota) is a local chapter of the national professional student organization, funded principally the Minneapolis chapter of AIA, membership dues and it's own fund-raising activities. The College of Design budgets money to support an annual Beaux-Arts Ball. In a given year, AIAS-sponsored activities range from meetings and social events to seminars, lectures, arranges tours of local firms and building sites, and workshops such as the portfolio workshop, the annual Career Fair sponsored by the College of Design's Office of Student Services. The Minnesota chapter is @ <http://www.tc.umn.edu/%7Eaias/>

Other

The Council of Graduate Students (COGS), 405 Johnston Hall (612-626-1612), is the official student college council representing graduate students on the Twin Cities campus. COGS provides opportunities for graduate students to participate in University policy decisions. Graduate students in each degree-granting program elect one representative to serve on COGS, which also recruits student representatives for University committees such as the University Senate and the Graduate School's Policy and Review Councils. COGS disseminates information through meetings held twice a semester, through the Gradletter, and through an e-mail list, and helps students with issues relating to graduate education, including referral to the Student Dispute Resolution Center when needed. See www.cogs.umn.edu.

College of Design Facilities

Each graduate student is provided a desk when enrolled for studio, and thesis; the student is individually responsible for the proper maintenance of the desk, which is signed out to each student through the School of Architecture office. In addition each graduate student has a CDES mailbox (not for uses as a USPS drop) in Rapson 150 and secure 24-hour access to Rapson Hall and its facilities. CDES fees are necessary for access and support to many resources such as the Computer Labs, the Visual Resource Collection and the Woodshop.

Ralph Rapson Hall

In 2002, under Dean Thomas Fisher, work was completed on the renovation and expansion of the building that houses CDES. The new facilities include the original building (Thorshov and Cerny, 1960), which has been completely renovated, and a 50,000 square-foot addition designed by Steven Holl (with Vincent James Associates and Ellerbe Becket), for which Holl recently won a New York Chapter American Institute of Architects (AIA) design award.

The addition's asymmetrical angular forms and spaces contrast with the rectilinear modernist sensibility of the original building. Clad in copper, the addition's cruciform shape expands outward to define a series of outdoor courtyards. The complex interior spaces are suffused with light that radiates through the Profilit® structural glazing system. Students can learn from the building's exposed interior structure, the glazing system, the deep walls housing vertical mechanical ducts, and the furnishings that make use of recycled materials.

The renovation and addition, which increase the size of the main CDES facility to 150,000 square feet, house a library, a 200-seat auditorium, flexible design studios, technology-enhanced classrooms, an exhibition gallery, an outdoor materials and construction demonstration yard, and other facilities that enhance CDES's educational and research missions. Named in honor of Ralph Rapson, the noted modernist and longtime Head of the school, the building is a learning center for students, professionals, and the community.

Library

The College of Design architecture Library, a beautiful day-lit space in the addition, has 35,000+ volumes dedicated to architecture, landscape architecture and planning. The library is part of a 5 million-volume campus-wide computerized library system, incorporating over 40 libraries as well as an interlibrary loan system, which extends internationally. The library's new endowment fund ensures that future students and professionals will have access to the latest publications and journals in the field of architecture.

Visual Resource Collection

The VRC holds approximately 130,000 slides of architecture, landscape architecture, and urban design. Some 12,000 of these slides have been digitized and will be available through an on-line web-based catalog. The collection includes European and American sites, with strong holdings in Renaissance and Baroque architecture, as well as 18th through 20th century design in Europe and North America. Asian, Central and Latin American are represented in the collection. Developing areas include theory, vernacular architecture, technology, and suburbia in the United States and Great Britain.

William Hall Workshop

At over 3,500 square feet, the new CDES Workshop provides 2400 square feet of woodworking space, with 2 table saws, 4 band saws, 2 miter saws, 2 planers, drill press, scroll saw, a variety of stationary and portable power tools, and a complete array of hand tools. A metal shop has plasma welding, brake and shear. A laser cutter has been installed. The shop is connected directly to the demonstration yard behind the building. The yard is used for teaching and research projects, such as the prototype OSB structural engineered panel system house for the Wilder Affordable Housing Project - a collaborative research project of Architecture Faculty and the Center for Sustainable Building Research.

Computing Facilities

CDES provides students with wireless access nodes throughout Rapson Hall, and 24-hour access to three computer labs that offer numerous computers, large format scanners, black and white and color laser printers, large format plotters, and a wide range of software, from AutoCAD to high-end modeling programs and graphics software.

Media Resource Center

The Media Resource Center includes a full photography studio, video editing, and digital imaging equipment. It also houses a media lending library. Digital cameras and videos are loaned to students to support coursework. The Media Resource Center equipment includes Nikon cameras and lenses, studio sets and lights, Charette ModelScope camera, analog and digital video editing stations, and digital cameras.

Daylighting Resource Center

The only facility of its type in Minnesota, the Daylighting Resource Center serves both teaching and research functions. It includes an artificial sky, heliodon, data recorder, and a collection of representational models. The Daylighting Resource Center provides modeling and measurement data for student projects, and supports technology instruction in core courses, electives, studio, and thesis.

Miscellaneous

Official Communication is by e-mail

University of Minnesota student email account is the University's official method of communication. Students are responsible for daily check-ins; the School uses the Studio cohort in list-serve format for announcements, information or survey requests and policy announcements. Student list serves use a student's official University email address.

Mailboxes

Each Graduate student has a mailbox for internal communications (non-postal/delivery) in Rapson 150.

Cell phones, i-pods, i-phones

Cell phones shall be turned off in all classrooms, laboratories and design studios whenever class is in session. There are campus phones located in each studio which can be used for local calls or emergency calls - dial 911 for immediate access to the police or fire— you do not need an outside line.

Copy machines

The studios should have local B&W printers; the Digital lab (Rapson 127) has the color printers, plotters and large format copiers. The School Copier is to be used only for class related materials; it requires access codes given by instructors only to Graduate Teaching or Research Assistants available at the main office.

Travel funds

Graduate students may apply for School travel funds to present papers, receive awards for design or paper competitions or complete a research investigation. Apply to the DGS.

Student lounge

The student lounge is informally located in the Gehry Fish in the main courtyard (once it is re-modeled w/sprinklers and lighting) or wherever it can be found. Meeting rooms are available for scheduling in the offices (Rapson 154A and the Red Door)

APPENDIX B

Mutual Responsibilities in Graduate Education at the University of Minnesota

Approved by the Graduate School Executive Committee 5/28/97; Amended 11/28/00

The Graduate School has directed all its faculty and graduate students and staff to be aware and support the eight Principles defined in the document ***Mutual Responsibilities in Graduate Education at the University of Minnesota*** @

http://www.grad.umn.edu/facultystaff/governance/policies/mutual_responsibilities.html

Preamble

A major purpose of graduate education at the University of Minnesota is to instill in each student an understanding of and capacity for scholarship, independent judgment, academic rigor, and intellectual honesty. Graduate education is an opportunity for the student to develop into a professional scholar. Graduate research and teaching assistantships offer an "apprenticeship" experience in the academic profession as well as financial support. It is the joint responsibility of faculty and graduate students to work together to foster these ends through relationships that encourage freedom of inquiry, demonstrate personal and professional integrity, and foster mutual respect. This shared responsibility with faculty extends to all of the endeavors of graduate students, as students, employees, and members of the larger academic community.

High quality graduate education depends on the professional and ethical conduct of the participants. Faculty and graduate students have complementary responsibilities in the maintenance of academic standards and the creation of high quality graduate programs. Excellence in graduate education is achieved when both faculty and students are highly motivated, possess the academic and professional backgrounds necessary to perform at the highest level, and are sincere in their desire to see each other succeed.

The following principles illustrate what students should expect from their programs and what programs should expect from their students, to help achieve this excellence.

Principle 1: Information About Policies and Procedures

The Graduate School and graduate programs are responsible for providing students and prospective students with access to information about their graduate program, areas of specialization, degree requirements, and average time to completion of degrees. Graduate programs are responsible for providing access to information about graduate student financial support in the program, such as the prospects for fellowships, assistantships or other financial support and the proportion of students receiving financial support. In addition, graduate programs should provide students and applicants with information about career experiences of graduates of the program. All such information should be presented in a format that does not violate the privacy of individual students. Programs are encouraged to provide relevant information in their handbooks, websites or other readily accessible formats.

Students are responsible for keeping themselves informed about current policies of their program and the Graduate School that affect graduate students. Students and alumni also have a responsibility to respond to program inquiries about their career development.

Principle 2: Communication About Academic Status

The Graduate School and graduate programs are responsible for providing students with information about their individual academic status: who in the Graduate School and in their graduate program is responsible for communicating to them about admission issues and progress through the degree program, how the communication will take place, and the possibility for appeal to a third party for assistance in resolving disputed issues.

Students are responsible for communicating with the Graduate School and their graduate program about changes in their circumstances that affect their status and progress toward the degree.

Principle 3: Research Contributions

Individual faculties as research directors are responsible for providing students with appropriate recognition for their contributions at conferences, in professional publications, or in applications for patents. It is the faculty member's responsibility to clarify the principles for determining authorship and recognition at the beginning of any project.

Students are responsible for discussing their expectations regarding acknowledgment of research contributions or intellectual property rights with the appropriate person(s) in the research team, preferably early in the project.

Principle 4: University Governance

Schools and graduate programs are responsible for defining specific opportunities for student participation on committees as they deem appropriate. The University recognizes that graduate students make important contributions to governance and decision-making at the program, School, college, Graduate School and University level; specific roles for participation are defined at each level by the relevant governing bodies. Students are responsible for participating in University governance and decision making that enriches the campus community.

Principle 5: Respectful Employment Conditions

University faculty and staff are responsible for assuring that graduate students are able to conduct their work, as students or students/employees, in a manner consistent with professional conduct and integrity, free of intimidation or coercion. Students who are employees also have the protection of all University employment policies and laws. Graduate programs are responsible for providing clear communication to students about the possibility for appeal to a third party for assistance in resolving disputed issues.

Students are responsible for reporting unprofessional conduct to the appropriate body or person, as defined in the academic or employment grievance policy; they should be able to do so without fear of reprisal. Students are responsible for acting in a respectful and fair manner toward other students, faculty, or staff in the conduct of their academic work or work they may do in connection with an assistantship.

Principle 6: Conditions of Employment

The University (through its departments, research projects or other employing units) is responsible for providing to prospective graduate assistants a written offer of financial support before a response to the offer is required. Such communication must indicate their salary and the terms and conditions of their appointment, including the general nature of the work they will be performing, duration of employment, and whether and how this employment is tied to their academic progress. The details of specific teaching or research assignments may need to await later written clarification.

Students are responsible for accepting the conditions of employment only if they believe they are qualified and able to complete the tasks assigned. Students have a responsibility for communicating in writing any changes in their circumstances that affect their ability to fulfill the terms and conditions of their employment.

Principle 7: Safe Work Environment

Supervisors are responsible for providing a safe working environment for graduate students, and for developing and publicizing safety policies and training programs to achieve that goal. Graduate students are responsible for helping to maintain a safe working environment, for adhering to safety policies, for participating in training programs and for reporting safety violations to the proper authority.

Principle 8: Responsible Conduct of Research

Students are responsible for carrying out their research in a responsible manner. The faculty and Graduate School are responsible for ensuring that students receive training and guidance in the responsible conduct of research as appropriate for each field.