THE SCHOOL OF ARCHITECTURE

Student Handbook 2025 - 2026

The School of Architecture
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TABLE OF CONTENTS

INTRODUCTION

CONTENT DISCLAIMERS

Every effort has been made to ensure that the information in this catalog is accurate and complete. However, errors are possible, and changes such as the addition or cancellation of courses may occur during the academic year. The School of Architecture reserves the right to correct these or other errors in the catalog and to make changes to information, procedures, degree requirements, and school policies. This Catalog outlines the Master of Architecture Program and the rules and procedures of life at the School. Because the nature of architectural practice is ever evolving, this Catalog is subject to change throughout the school year.

NONDISCRIMINATION POLICIES

Discrimination on the grounds of age, disability, marital status, national origin, race, color, religion, sex, sexual orientation, gender identity or expression, or military status will not exist in any activity, area, or operation of The School of Architecture. TSOA is committed to a policy of nondiscrimination in employment and education opportunities. Sexual assault, discrimination, harassment, and other Title IX violations are not tolerated by The School of Architecture.

ADA

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from their advisor or a note from their doctor.

Religious Holidays

At TSOA we support all students and their religious background. If a student intends to observe a religious holy day, the student should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

VISION STATEMENT

We want to change the world through architecture. We believe that architecture should unfold out of our landscapes, our materials, our craft, and the traditions of organic architecture. We will be the boldest experimental architecture school in the world.

MISSION STATEMENT

Building on Frank Lloyd Wright's designs and thoughts, we are a graduate program in architecture that teaches and practices learning by doing, new ways of looking, an ability to honor and build with the landscape, and experimentation. We learn how to serve our diverse communities by making our environment more sustainable, open to all, and beautiful.

MEANS

The school recognizes that we live in a world to which architecture must contribute in a thoughtful and free manner. Our curriculum pushes students to explore beyond current boundaries by using concrete forms, images, and materials, rather than relying solely on abstraction or being limited by preconceptions. As a result, the School integrates theory, design, and construction to make communities better places to live, work, and play.

Our curriculum honors diversity in all its aspects. We respect the many sources for design and work to provide a context in which communities can make room for all their members, as well as for each other.

Within an accredited Master of Architecture degree framework, and with the design studio as the core of the curriculum, the school relies on the following:

> We learn from the legacy of our campuses as instructive environments for the experience and learning of architecture.

> Our students inhabit, design, and construct shelters; we also undertake community design/build projects, both on and off campus, collectively designed by students, faculty and staff. We learn by doing.

> We make art, photography, music, and performance an integral part of the classroom and community experience, both in our work and by bringing in artists from diverse contexts.

> We study ways in which architecture can minimize its impact on the availability of natural resources. We believe that architecture should evidence itself through structures that throughout their life cycle minimize the expenditure of and impact on natural resources

> We draw on architectural precedents, case studies, and historic examples from cultures around the world.

> Students participate in both internships and in external collaborations with other schools and institutions.

> We provide a curriculum and environment that provides students with both ideas and tools so that they can become human beings of integrity and vision.

PROGRAM

LEARNING BY DOING: **We teach architecture as collective experimentation that makes the human made environment sustainable, open, and beautiful**.

Master of Architecture

The School's Master of Architecture (M. Arch) degree is an accredited, professional graduate degree leading to qualifications for architectural licensing. Graduates of the program are prepared to enter leadership roles within the architectural profession and become licensed architects upon completion of internship experience and passing the architectural exam. An undergraduate degree in either a related or an unrelated field and post-secondary prerequisites are required for admission. See Appendix for curriculum for M. Arch II and M. Arch III.

Students explore architecture through design, technical and professional practices, history and theory, and the arts. Project-based learning is central to the educational experience and students may enlarge their experience through independent study. In addition to taking regular courses, students must also earn Architecture Project (AP) hours by working on various design/build projects. The curriculum culminates in a thesis that is organized around the TSOA's student shelter program. During the year-long thesis project, students research, design, and construct a small, environmentally astute shelter, a small comprehensive project that they develop themselves with the help of a faculty advisor, professional mentors and the support of their classmates.

The education is rigorous; traditional grading is supplemented by an assessment of the student's learning by faculty, mentors, and practicing architects based on evidence documented in coursework and through annual Learning Portfolio review.

Our students are a select group of individuals of exceptional promise who have entered a unique program of full-immersion learning. This Catalog serves as a guide for students, but it is not intended to address all issues and all situations. Each student is expected to take personal responsibility for their actions while enrolled in the school. Each student is held to very high standards of personal integrity and is expected to apply careful judgment and sensitivity to everything she or he does while enrolled in the school.

The materials presented in this Handbook are integral to your success as a student. Please read this catalog and refer to it frequently throughout your term of enrollment.

Master of Science in Architecture, Design-Build

TSOA also offers a 1.5 year (3 semester) post-professional MS. Arch program in Design-Build, culminating in a design-build studio project at a collective scale. The program offers a 36 credit-hour, post-professional degree that is open to all students holding a professional degree in Architecture, such as a B. Arch, M. Arch or equivalent.

The curriculum places emphasis on construction knowledge, sustainability in the built environment, architectural fabrication, and a research driven approach to material experimentation.

Application Process
Submitting the application is part of a multi-step application process. The first step is for the applicant to submit all supporting documents, as detailed below.

It is the applicant's responsibility to make sure that the application is complete upon submission. The application package must be completed before the interview is scheduled. Applicants are required to complete one interview with the Admissions Committee as a part of the application.

Applications and credentials submitted are the property of The School and cannot be returned to applicants/students.

School tours and studio visits are available on selected dates by advance reservation.

Questions at any time during the application process are welcome and for information regarding tuition, financial aid, and admissions contact the Office of Admissions.

Application Form
The School of Architecture only accepts applications submitted via Blackbaud through the School's website. Required sections include personal information, educational history, personal statement, and portfolio. Once an applicant has created their account through Blackbaud, they will be prompted to complete additional sections such as uploading a resume/CV, applicable transcripts, and provide recommender information. Please note that once submitted, you will not be able to make changes to your application. You can access the application portal online at [The School of Architecture](#).

Application Fee
An application fee of $50.00 USD, which is non-refundable and not applicable toward any other fees, is required via check, money order, credit card or wire transfer payable to The School of Architecture. Applications received without the fee will not be processed. Application fees are subject to change.

Portfolio
A portfolio of creative work must be submitted electronically with the application. The portfolio should reflect your level of creative ability. The portfolio should include architectural projects when appropriate or creative work in other media such as drawing, painting, printmaking, sculpture, graphic design, furniture design, or photography. The portfolio should also consist of creative work in the realm of human experience.

Transcript(s)
Applicants must provide an official transcript, or academic record for each institution of higher education previously attended, even those that did not confer a degree. All transcripts must include a key, legend, or back copy of the transcript. Non-English transcripts must be

accompanied by an English translation provided by a recognized credential evaluation service. Scans must be clear and legible, and all transcripts/records should include the student's name.

Transcripts provided with the application are considered unofficial and will be used for evaluation purposes only.

Any admission offers will be contingent on receiving and verifying all official transcripts, certified translations, and/or credential evaluations pertaining to the applicant's entire post-secondary academic career, prior to the registration deadline. Official transcripts may be emailed from the Registrar's office.

Transcripts (and diplomas) not in English must be accompanied by a translation and evaluation provided by a credential evaluation service.

Any fraudulent activity or discrepancies found between unofficial and official transcripts will result in the immediate revocation of the admission offer.

Personal Statement/Essay
In 1000 words or less describe your interest in your chosen program of study and your reasons for pursuing a graduate degree. The personal statement should be provided with the application. The personal statement is your way of introducing yourself to the Admissions Committee and is one of several credentials that will determine your eligibility for admission. The essay should also discuss your interests, passions, constructions, and involvements.

The Personal Statement/Essay should be formatted thoughtfully and observe these guidelines. Text should be single-spaced, 12-point size, in a legible font. All page margins (top, bottom, left, and right) should be 1 inch, and all text should be left-justified. Please include a title in your paper.

Curriculum Vitae/Resume
A resume of academic and employment information, awards, honors, etc.

Letters of Recommendation
Three letters are required from people familiar with the applicant's intellectual and design abilities. At least one should be from a teacher/professor that has worked with the applicant in an academic setting. The recommender will complete the recommendation in the school provided forms and must be submitted by the published application deadline.

Interview
Applicants are required to complete an admissions interview with the Admissions Committee, either in person or through an online meeting platform like Zoom or Google Meet.

Prerequisites
Students should feel comfortable with computers and computer-related technology: Students will be expected to start the program with an awareness of current versions of design software (AutoCAD, Adobe Illustrator, Adobe InDesign, Adobe Photoshop, Rhino, Sketch-Up) and basic graphic design skills: color theory, fonts, and 2D layout. Students lacking these skills are highly encouraged and may be asked to partake in the 8-week Immersion Experience in order to gain proficiency prior to the fall semester.

International Students
International applicants whose native language is not English will be asked to submit the TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System). Minimum Test Scores Accepted: IELTS: 7.3 TOEFL:

> Reading 21
> Listening 22
> Speaking 25
> Writing 24
> Overall: 92

All newly accepted international students are required by the U.S. of Citizenship and Immigration Services (USCIS) to submit proof of ability to fund their full term of attendance prior to issuance of I-20 forms. Immediate family members joining the community will also need to prove sufficient funds. Persons entering the program should plan on a minimum of three years of attendance.

ACCREDITATION

Higher Learning Commission
The School of Architecture is accredited by the [Higher Learning Commission](#) (HLC), 230 S. LaSalle St. #7-500, Chicago, IL 60604. info@hlcommission.org 800-621-7440.

The Master of Architecture degree is also accredited by the [National Architectural Accrediting Board](#). In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB) is the sole agency authorized to accredit U.S. professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year term, an eight-year term with conditions, or a two-year term of continuing accreditation, or three-year term of initial accreditation, depending on the extent of its conformance with established education standards.

Doctor of Architecture and Master of Architecture degree programs may require a non-accredited undergraduate degree in architecture for admission. However, the non-accredited degree is not, by itself, recognized as an accredited degree.

The School of Architecture offers the following NAAB-accredited degree program: Master of Architecture (M.Arch.) (pre-professional degree + 72 graduate credits).

The institution's next reaffirmation of HLC accreditation is scheduled for 2027-28.

NAAB Performance Criteria and Student Criteria
NAAB (National Architectural Accrediting Board) accredited degree programs must demonstrate that each graduate possesses the knowledge and skills required to prepare them for the profession as defined by the NAAB Program and Student Criteria. NAAB Program Criteria and Student Criteria are distributed across the curriculum by the school in order to ensure that our program is adequately addressing NAAB requirements. The School considers the NAAB Program Criteria and Student Criteria as essential minimum technical learning requirements, but encourages instructors to go beyond them when fashioning their course's overall learning objectives to foster a student learning experience that is distinctive to the School and in tune with its core mission identity and values. Each course syllabus will refer to NAAB Program Criteria and Student Criteria where applicable. Please refer to the NAAB Program Criteria and Student Criteria matrix. The next visit for continuing accreditation for NAAB for the Master of Architecture program will be 2031.

The School of Architecture is licensed in Arizona by the [Arizona State Board for Private Postsecondary Education](#).
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Direct Line (602)542-5769
Fax (602)542-1253
TSOA is a member of the Association of Collegiate Schools of Architecture.

ARRIVAL, PLANNING & LOGISTICS

Planning: What To Bring
Students will experience a wide variety of environmental and working conditions – winters in Arizona can be cold, windy, and intermittently wet; the spring months are generally quite warm and towards summer will get very hot.

Clothing
Regardless of whether you are in Arizona in summer or winter, warm clothing is a must. A coat and a sweater (or two) are advised. Dressing in layers is best – mornings are cool, days are warm, and evenings are cold at times. In addition, work clothes such as jeans and sweatshirts, including gloves will be useful on construction projects. Swimwear and sporting equipment is useful. Bring at least three pairs of shoes: one for construction and maintenance with steel reinforced toes, one for every-day work in the studio and community, and dress shoes for more

formal occasions. Shoes must be worn at all times in common or public areas. Pack lightly at first, until certain how much is needed as you adjust to desert life. Less is definitely more as each student is responsible for his/her belongings and their transport between spaces.

Laundry facilities and drycleaning services exist in abundance in Scottsdale.

Computer Equipment

Each student is required to provide their own laptop. If assistance is required in selecting a computer, please contact the Education Office.

Minimum computer hardware / software recommendations: PC / Workstation or Laptop:

- Windows 11 or 10
- 64-bit Intel or AMD processor (Not ARM) (e.g. Intel i5, i7)
- 8 GB memory (RAM) or more is recommended
- 4 GB Video RAM or more recommended (e.g. NVIDIA or AMD)
- OpenGL 4.1 capable video card is recommended
- 500 GB of disk space or more (SSD hard drive recommended)
- A multiple-button mouse with a scroll wheel is recommended. Macintosh:

MacBook Pro or Mac Pro (recent models recommended) with Windows

Minimum computer hardware / software recommendations: PC / Workstation or Laptop:

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- A multiple-button mouse with a scroll wheel is recommended.
- Macintosh: MacBook Pro or Mac Pro (recent models recommended) with Windows

BootCamp Required Software:

- ○ Rhino3D
- ○ Other CAD/BIM and Rendering Software (AutoCAD, Revit, Enscape, VRay)
- ○ Adobe Creative Suite (Photoshop, Illustrator, In-Design & Acrobat)
- ○ Google Docs
- ○ Slack
- ○ AVG virus scan for PCs (available free from AVG.com)

Drafting and model-making Equipment - It is recommended that each student have the following:

- ○ Medium and Small 45° Triangles

- ○ Medium and Small 30°/60° Triangles
- ○ Adjustable Triangle
- ○ Architects Triangular Scale
- ○ Engineers Triangular Scale
- ○ 18" Aluminum Straightedge
- ○ "Exacto"-Style Knife/blades
- ○ Cutting Mat
- ○ Compass
- ○ 3 Drafting Pencil Lead Holders - Soft, Medium & Hard Leads
- ○ Lead Pointer
- ○ Pink Pearl Eraser, Gum Rubber Eraser and Eraser Shield
- ○ Small and Medium French Curves, Adjustable Curve
- ○ Any other pens, pencils, inks, watercolors, you may wish to use

Hand Tools
Each student may consider purchasing the following tools:
- ○ One Hammer - General purpose
- ○ 25' Metal Tape Measure -Retractable
- ○ Screwdriver Set
- ○ Pliers - Standard & Water-Pump/Channel-Lock (Vice-grip type optional)
- ○ Power Screwdriver and Hand Drill – Reversible
- ○ Carpenters Pencils & Pocket Knife
- ○ A Flashlight

It is advisable to wait to purchase these items until on campus, as all are available locally. We suggest that you label all tools with your name.

Entertainment
Most students find having a smartphone and headphones to be the most portable and least bothersome to store.

Logistics
Community Life Assignments
All students are assigned to Community Life Requirement (CLR 100) tasks (including Joylist Maintenance tasks) on a semesterly basis. See Description of Community Life Requirement Tasks.

Academic Plan
The initial Academic Plan, or selection and enrollment in courses and studios, is established with the Education Office prior to student arrival on campus. Subsequent changes to the Academic Plan are determined at the Initial Review with student advisors; and in portfolio reviews utilizing the recommendations generated in the reviews. Core, or required offerings, and

electives are added to the learning path, and explained in the initial advisory meeting and at portfolio reviews. Students may add a class or studio not previously selected, with permission of the instructor, and upon informing the Education Office by completing and submitting an Add/Drop form. Students are always encouraged to voice questions or concerns with your advisor or Education Office staff. Following a satisfactory Initial Review, students are eligible to propose Independent Study projects determined by merit.

Initial Review
Faculty, staff, and advisors observe students, particularly in the first semester, to ensure adjustment to the program, participation in academic and community offerings and responsibilities, and satisfactory academic progress. At the end of the first semester, students meet with their advisors and another faculty or staff member, to discuss progress in the program. The group considers student demonstration of the ability to benefit from the program and establishes if the student has interest in continuing with the program. If concerns arise, they will be discussed with the student and generally remedied within a short period. In some cases, a meeting may be scheduled prior to the Initial Review to address more serious concerns. If problems persist, the procedures explained in the "Satisfactory Academic Progress" policy are followed. (see: Initial Review Policy). School staff, faculty, and advisors are available to students on a regular basis, and provide feedback and guidance as requested, or as necessary.

ORIENTATION
The goal of Orientation is to introduce new students to every aspect of TSOA - the environment, the campus and its natural open spaces, faculty and student resources, support facilities, and the components of the learning programs at the school. During Orientation, students meet with faculty and staff to detail the skills, capabilities, knowledge, and interests of the student. Orientation sessions are organized by the Education Office. A School staff member ensures that all students participate in orientation sessions, and they serve as a resource in relation to campus wayfinding, the learning programs, and community activities. He or she provides general academic information and will refer students to the appropriate faculty or staff member most able to address specific questions related to the academic programs.
Specifically, the orientation sessions cover the curriculum and assessment components of the learning program including a Learning Portfolio workshop; community involvement, and related responsibilities; shop safety; desert safety and awareness; tours of the campus buildings and property; and tour-guiding instructions. School Policies are also addressed during orientation. The program of study is explained during orientation with core faculty. Students are provided with an overview of the three-phase curriculum (Introduction, Intermediate, Integration), and the various components of the programs- Design Studios, Architectural Practice, Construction, Core and elective course offerings, Independent Study, and Community. The Learning Portfolio is described at this time and discussed in depth at a separate workshop that includes the purpose of the portfolio, possible ways to approach compilation, and the necessary documentation to be included in the portfolio. (Please refer to the Learning Portfolio Checklist for each phase.) Assessment of the Learning Portfolio is discussed in the workshop as well as the role of self-and reflection in the learning program.

TUITION
Annual Tuition for the 2025/2026 school year

	Per Semester	Full Program (7 semesters)	Fees (Non-Refundable after 3-day cancellation)
Tuition	$18,000	$126,000	$1,000 (first year)
Student Housing	$8,950 Not Included**	$62,650 Not Included*	
Student Fees Insurance & Activities	$2,500/year	$7,500/ 3 years	$2,500/year
Tuition/Fees	$29,450	$206,150	$50 Application Fee

**TSOA does not provide student housing. TSOA estimates housing cost can range from $4,400-$8,950 per semester, depending on accommodations.

Potential Additional Expenses
Overall cost of additional expenses is estimated as follows (depending on personal circumstances): Transportation: $3,000 Books & Supplies: $1,000 Computer Expenses: $1,000 Personal Expenses: $4,000 Food: $3,500

Refund Policies
Tuition paid shall be refunded according to the following schedule (less non-refundable fees). Non-refundable fees are: $1,000 first year tuition deposit, and $2,500 insurance & activity fee (may change annually). All Non-refundable fees are subject to a 3-day cancellation period, of which full reimbursement of the fee may be returned if written communication is received by the school and/or the Director of Admissions. After the 3-day cancellation period, fees are considered non-refundable and thus retained by the school.

Refund Schedule
- 100% within the first (1) week of semester start
- 50% in weeks 2 and 3
- 25% in week 4
- 0% after 4 weeks

Please note that Federal Student Aid guidelines require that a student completes 60% of a term or more to retain 100% of their aid for that term. Students who withdraw prior to that date must return a portion of their aid, according to the Return of Title IV Aid calculation.

Return of Title IV Funds
Refer to the Withdrawal Return of Title IV Federal Student Aid Policy for details.

Cancellation Policy

An applicant who provides written notice of cancellation within three days (excluding Saturday, Sunday and federal and state holidays) of signing an enrollment agreement is entitled to a refund of all refundable monies paid. No later than 30 days of receiving the notice of cancellation, the school shall provide the 100% refund.

Late Payment Policy

A late payment fee equal to the greater of $75.00 or 1.5% of the unpaid balance will be assessed each month that a Student Account has an overdue outstanding balance. Each student must pay all charges by their due dates. If a student is late on a payment, they will be charged a late fee 30 days after the due date, and they will continue to be charged a late fee each month until the charges and late fees are paid in full.

Tuition Payment Information for First Year Students

A letter of acceptance will be emailed to each person accepted for entry into the school. Accepted students must confirm their intention to enter the school by the acceptance deadline stated in the letter.

Upon receipt of confirmation, U.S. citizens will receive an Entry Packet. The packet contains information regarding the William D. Ford Direct Loan Program, and deadlines for submission of required materials.

International students, once admitted to the program, must refer to the instructions listed under International Students on our website in order to secure their student Visa. All tuition payment arrangements must be in place 10 days prior to the start of the entering term. This includes Federal Student Aid, Full Cash Payment, and Quarterly Payment Plans.
Tuition should be paid via the Blackbaud Student Information System either by electronic check (ACH) or credit card. Late fees are assessed each month according to the table above.

Tuition Payment Information for Continuing Students

A tuition invoice is posted to student accounts through the BlackBaud Student Information System. Payment arrangements must be made prior to the tuition due date. If borrowing student loans, either federal or private, students must have their loans certified and set to disburse no later than the start of next term.

Any outstanding tuition can be paid via credit card or ACH via the Blackbaud Student Information System.

Scholarships

Each application period funding is available, scholarships are allocated to Applicants planning to enroll as new Students. Prior to the start of each Academic Year, scholarships are considered for continuing students. The allocation of scholarship money to Applicants acts as an incentive for students to enroll at TSOA. Continuing scholarships for enrolled Students act as a way to reward Academic and Community achievement that exceeds expectations, and encourages the

Student to continue to be an outstanding member of TSOA. Applicants are considered for scholarships based on their application materials and interview with TSOA, and will be rendered a scholarship offer in tandem with acceptance to TSOA. Continuing students are evaluated prior to the start of each academic year for consideration of continuing merit scholarships.

The Scholarship Committee meets once each application cycle to determine Scholarship Allocation for new students. Scholarship money is allocated based on need (as determined by a student's FAFSA Student Aid Report) and merit (exemplified through academic and professional achievement, and community leadership). Candidates must demonstrate evidence of going above and beyond what is expected of them in terms of student performance in their scholarship essay to be considered. The Scholarship Committee takes the Applicant's Admissions materials into consideration along with the Scholarship Application to determine merit.

Scholarships are awarded annually. Failure to maintain Academic Good Standing will result in the scholarship being withdrawn during an academic year.

For the purpose of retention, academic good standing for degree-seeking students is defined as maintaining satisfactory attendance in all courses, a minimum cumulative GPA of 3.00 and must maintain C or better grade in each core course. Students must maintain Satisfactory Academic Progress (see SAP Policy). This standard is in effect for all students regardless of catalog year.

A TSOA student who does not achieve the minimum GPA standard or attendance requirements at the completion of the first term of study will receive an academic warning and meeting with TSOA Academic Staff to develop an action plan. If after one term with an academic warning and action plan, a student still does not achieve the minimum GPA standard or attendance requirements, the student will be placed on probation for at least one additional term and the action plan will be reviewed and adjusted. Failure to return to good academic standing after being placed on probation may result in disqualification or removal from the program.

A student with an academic warning or on academic probation is considered in conditional good standing and is permitted to enroll. Students under scholarship who are on probation will have their scholarship reviewed for continuation. All students on scholarship must maintain academic Good Standing, must fully engage in academics and community life, and be free of violations or complaints.

Work/Study
Students in Good Standing may ask to be considered for participation in the Work/Study program following the Initial Review. Work/Study is available for credit towards the following year's tuition, or as payment from the school. Please see Work /Study procedures in the Policy and Procedures section of the Handbook.

FINANCIAL AID

All Candidates with proof of US citizenship may be considered for Financial Aid. Candidates interested in receiving Aid must fill out a FAFSA to be considered. The Financial Aid Representative will review submitted FAFSA Reports and send Candidates an award letter detailing types of Aid they are eligible to receive. This letter includes both allocated scholarship amounts and loan amounts. Candidates have the ability to accept, adjust or decline the Aid as presented. Candidates may meet with the Financial Aid Rep if they need clarification or are unsure whether or not to accept the aid.

The Financial Aid Letter is completed once a year, or revised according to any additional resources the student may receive (additional loan funding/outside scholarships, etc.). Aid is awarded by the equation: Cost of Attendance - Expected Financial Aid = Need. Cost of Attendance includes miscellaneous expenses, transportation, and reasonable living costs if not on campus, to cover the general expense of being a student.

Financial aid in the form of loans and Veterans benefits for eligible Veterans is available to students who wish to apply. Details on the programs can be found linked to our website here Education and Training Home.

How to go about it: Title IV Funding for Tuition

Here are the steps involved in filing for Title IV financial aid:

1.   Submit the FAFSA as soon as income taxes have been filed. http://fafsa.ed.go
2.   Alert the Director of Admissions of your request for Federal Student Aid. Book an appointment with the Director of Admissions to discuss financial needs.
3.   Begin the loan process:
    a. Visit the Federal Student Aid website: Federal Student Aid
    b. Follow the directions – register for access to the site; a tutorial/entrance counseling session is provided and MUST be completed.
    c. Complete the Master Promissory Note (MPN).
    d. Request funds.

<u>Satisfactory Academic Progress (SAP) Policy</u>

Academic progress of aid recipients is reviewed annually. For all students receiving Title IV funding, this occurs after the conclusion of spring semester.

After the review, students demonstrating Satisfactory Academic Progress (SAP) are considered in Good Standing. Students who do not meet minimum SAP requirement will be placed On Notice and will be notified by the Financial Aid Officer via their student email account, along with a letter placed in their financial aid file, with the reason for the failure of SAP and how to demonstrate SAP in order to be placed back to Good Standing. A student who is On Notice will have the following academic term to remedy the situation by adhering to the Academic Progress steps located in this policy.

Academic Probation

If the SAP is not demonstrated by the start of the following term, the student is placed on Academic Probation and will be notified by the Financial Aid Officer via their student email account, along with a letter placed in their financial aid file.

The notice will contain the reason for the probation and how to demonstrate SAP in order to be placed back to *Good Standing*. Students on Academic Probation will be eligible for Federal Student Aid for the coming term only.

Appeal Process

Students may file an appeal to overturn their Academic Probation status by documenting why they failed SAP, any extenuating circumstances that led to the SAP failure and what has changed which will now enable them to meet SAP requirements for the upcoming payment period. Students who request summer aid and appear to be in danger of failing SAP prior to the annual review will be subject to a "hold" on summer aid disbursement until their SAP status can be confirmed. Students may appeal this status by submitting a letter to the Financial Aid Officer within one week of determination by following the appeal process.

Academic Suspension

At the end of the term while on Academic Probation, if the student does not demonstrate SAP, they are placed on Academic Suspension and are no longer eligible for additional Federal Student Aid. The student will be notified by the Dean of Students via their student email account, along with a letter placed in their financial aid file. The Financial Aid Officer will, in turn, initiate a R2T4 calculation, if required.

Academic progress is measured in three ways:

1.   Quantitative Standard - This standard requires all students to complete at least 67% of the credits they have attempted. This is calculated by dividing the number of completed credits by the number of attempted credits. Attempted credits include both those earned at TSOA and those transferred into TSOA. For instance, if a student has attempted 70 credits and completed 62, the student is passing the quantitative standard (62/70= 88.6%). If a student attempted 15 credits and passed only 6, the student has failed the quantitative standard (6/15 = 40%).

2.   Time Frame - All students must complete their program of study by attempting no more than 150% of the hours normally required for completion. For instance, if an undergraduate is expected to complete the degree requiring 120 credits, the student can attempt no more than 180 credits before they fail SAP for Time Frame. Please note, transfer credits brought into TSOA count as attempted credits.

3.   Qualitative Standard - All students must meet minimum GPA standards, maintaining a cumulative GPA of at least 2.0. GPA is based on a 4.0 Scale.

Letter Grade GPA
A+   4.0
A   4.0
A-   3.7
B+   3.3
B   3.0
B-   2.7
C+   2.3
C   2.0
C-   1.7
D+   1.3
D   1.0
F   0.0

Incomplete, repeated courses, and withdrawals are addressed for SAP according to the following. Students must pass at least 67% of their total attempted TSOA credit hours in their current degree program. Passed credits do not include courses with grades of Incomplete or Withdrawal. A passed course, if repeated, will be considered passed only once, yet attempted twice. Audited courses, ungraded courses, remedial no-credit courses are excluded from this measurement.

VA Funding

The School of Architecture degree programs are approved for VA benefits. Interested students should contact the Education Office regarding application requirements. General information on VA benefits can also be obtained directly from the VA website or by calling (888) 442-4551. Visit their website at
https://www.va.gov/education/about-gi-bill-benefits/
Any VA covered individual may attend or participate in a course of education during the period beginning on the date on which the individual provides a COE and ending earlier on one of the following dates –
   ● The date on which payment from the VA is made to the institution
   ● 90 days after the date the institution certified tuition and fees following receipt of the COE. No penalties will be imposed on the covered individual due to their inability to meet financial obligations due to the delayed disbursement of VA funding.

Withdrawal from School

When a student receives financial aid funds to attend school, the U.S. Department of Education assumes the student will complete the enrollment period for which they have received funding. If a student officially withdraws or unofficially withdraws (stops attending without formally notifying the school) they are subject to the U.S. Department of Education's "Return to Title IV Policy" (R2T4).

The school is required by federal regulation to calculate the amount of funding the student received compared to what the student actually "earned" based on the portion of the enrollment

period the student completed. This calculation may result in a financial obligation for the student. Such financial obligations may include immediate repayment of student loan funds to their lender/bank, a balance owed to the school, and/or a debt owed to the U.S. Dept of Education. Students who consider withdrawing from school should consult their academic advisors and are strongly urged to contact the Dean to discuss potential financial ramifications. Upon a student's withdrawal, the school will complete the necessary calculations and notify the student in writing of any obligations within 45 days. The R2T4 policy is mandated by Federal regulation and cannot be appealed.

Student Accident Insurance Program
All students are required to participate in the Student Accident Insurance Program; the annual premium is included in the Student Fees paid each year. This premium is subject to change annually. You will be informed of any changes during the invoicing of your annual tuition payments. The student activity fee covers school activities such as lectures and workshops. Student Accident Insurance covers students for injuries sustained during the course of school activities. It does NOT provide coverage for illnesses, inoculations or physical examinations and does not cover sports-related injuries.

Personal Health Insurance
The school encourages all students to carry their own health insurance or participate in their parents' coverage if eligible. Check with the CFO or Admissions Director for names of insurance brokers.

Personal Property (Renters) Insurance
The school is not responsible for any personal property belonging to students. Protection against theft or damage of all personal possessions is the sole responsibility of each student. The school encourages all students to insure their belongings prior to arrival and throughout their education.

ACADEMIC INFORMATION
The Learning Program
Learning is a continuous process at The School of Architecture. Learning opportunities are presented at every turn and take many forms. Curiosity, self-motivation, self-direction, and creativity are essential in recognizing opportunities and taking advantage of them. A learning opportunity might come in the form of an experience in the Studio, an independent study, a community event, a presentation, a course, an exhibition, a construction project, an investigation initiated by a conversation with a visiting presenter, a trip to the Archives, a landscape maintenance project, a discussion with an alumnus, a competition, or an opportunity to manage a crew or creative team. The list is endless. Of course, the amount one learns is often directly proportional to the amount of effort applied.

Learning is a creative experience. It requires learners to connect new information and experiences with that which is already understood. This process is stimulated and brought to the

forefront of awareness through reflection. By examining experiences, articulating learning, and actively seeking connections, the learner integrates or synthesizes new knowledge and skills. Learning is a life-long pursuit. The practice of reflection and self-assessment prepares one for a life of learning by helping strengthen the 17 tools to recognize and integrate learning opportunities, and to continue to seek experiences that will expand knowledge and skills.

Learning is synthesized through learning documentation and self-reflection compiled in the Learning Portfolio. Documentation is designed and executed by the learner and may be required as part of a course. It may be a design project, a written paper, material from an Architectural Practice project, a presentation, an event, a performance, or a work of art. The work, along with faculty evaluations, is included with reflections on the experience, in the Learning Portfolio. The portfolio is reviewed to confirm progress on the learning path toward fulfillment of degree requirements, and to provide curricular guidance to students for the upcoming semesters.

The Design Studio Approach to Architecture
Evolving from Frank Lloyd Wright's precepts of organic architecture, our design process unfolds out of existing cultural and physical conditions, materials, and landscapes into well-crafted frameworks for human activities. The curriculum encourages students to explore beyond perceived boundaries rather than relying solely on abstraction or being limited by preconceptions.

The School integrates theory and practice using a workshop model in which design and construction for communities is a central focus.

The M. Arch degree relies on the Design Studio as the core of the curriculum. Studios are taken every semester and are structured to explore a variety of facets of the architectural discipline.

Students are typically enrolled in three progressive studios, an experimental studio, and an integrated studio. Finally, student work culminates in the preparation and presentation of a comprehensive thesis project.

To expand knowledge and understanding of architecture, design studios are accompanied by core classes that focus on specific and required knowledge and skills. Core classes range from architectural history and theory, to building codes and practice management. In addition to core classes, electives are offered to explore a variety of contemporary issues and/or related topics and disciplines.

Within the M. Arch degree framework, the school relies on the following:
•   The active exploration of the implications and uses of Frank Lloyd Wright's body of work and thought.
•   The legacy of the school's campuses as instructive environments for the experience and learning of architecture, including

•   The inhabitation, design, and construction of shelter by students individually, as well as the undertaking of community design /build projects, both on and off campus, collectively designed by students, faculty, and staff.

•   The learning of architecture through a variety of media, including art making and performance, as an integral part of our classroom environment, through the continual presence of artists whose work we explore and enjoy.

•   The study of ways in which architecture can evidence itself through structures that throughout their life cycle minimize the expenditure of, and impact on, natural resources.

•   The exploration of architectural precedents, case studies, and historic examples from cultures around the world.

•   Participation in both internships and collaborations with other schools and institutions to translate skills and experiences into successful practice. The learning of the wider ethical and historic context of architecture that provides students with tools to become human beings of integrity and vision.

•   A careful study of the building blocks of good architecture, including site analysis, structural research, materials knowledge, building envelope analysis, spatial exploration, detailing, and formal composition.

The first two semesters contain the greatest number of classes and contact hours. They are intended to introduce concepts and create the foundation that the remainder of the program builds upon.

As the student progresses through the program, we expect him or her, in collaboration with the Review Committee, to develop a learning path that is relevant to individual skills, interests, and abilities.

The Design Studio System of Architectural Education

The following progression of design studios anchors the M. Arch degree. The progression expands from the scale of an individual up to the scale of the city/region and back again, concluding with a thesis project, which revolves around the design and construction of a shelter as comprehensive proof of an architectural concept. The studios are designated as broad categories, leaving open the specific themes and certain content for the instructor to determine while providing a standardized framework for students. Thus, critical information is provided while the studio topics/focus may vary in order to adapt to changing conditions and areas of relevance.

Design studios are structured group work environments at the core of the architectural curriculum laboratories where ideas are explored through the design process and subject matter is investigated through readings, discussions, collaborations, and other formats based on faculty direction. As the student progresses in the program, the design studios enable him or her to explore a variety of facets of the architectural discipline, encouraging student engagement with a diversity of building types, scales, sites, precedents, and formal characteristics. Project and core course offering descriptions follow Design Studio descriptions, below.

Projects
Architectural Practice Projects
Architectural Practice (AP) projects are non-speculative, client-based projects that are guided by faculty practitioners. Students are required to complete a minimum number of AP hours before qualifying for graduation. AP hours accrue through a variety of hands-on activities; Internship, School-engaged projects such as specific studios and periodic charrettes, or student-proposed (with professional/faculty oversight) independent study. However, the primary armature for experience is the AP Projects Course.

Students are enrolled each term in the AP Projects Course. From a list of active projects with which the sschool is engaged, the Coordinator assigns students a specific project to work on during the semester. The projects are directed (or overseen) by faculty and have outcomes that match those of a professional office. AP projects give students a full range of opportunities to encounter the practice of architecture while they are still developing within the educational context, including construction experience, community design and client interaction.

With the appropriate National Council of Architectural Registration Board (NCARB) Record established, qualifying AP hours are designed to also apply towards specific NCARB AXP requirements to aid in the student's path towards professional licensure.

The AP Coordinator verifies and ratifies the experience hours (including external internship hours) that are periodically submitted by the students. The administration then receives the provided hours where they are documented for credit towards the graduation requirements.

Design Build Projects
Hands-on construction projects, be it campus improvement projects, new construction, or the shelter program, utilize Design-Build principles and offer critical opportunities for students to understand the materiality of design and experience first-hand its effect on the user.

Design Studio Projects
Design Studio projects are major design projects that occur once per term in all phases of the program. Each student has an opportunity to demonstrate to faculty, consultants, peers, and most importantly to themselves, the level of their knowledge and ability in implementing quality design solutions to architectural problems of the built environment.

Independent Study
Independent study work comprises complementary and supplementary projects that strengthen areas of interest as identified by the student and/or the review process. Independent study is available through an approval process to students in Intermediate and Integrated phases of the program.

Thesis Project
The thesis project provides the final year M.Arch student with an opportunity to develop a thesis and an architectural project that is bold, visionary, masterful, important, and enduring because it is solidly grounded in historical and cultural fact, circumstance, and context as informed by careful and penetrating research. It is intended to mark the culmination of the student's creative, intellectual, and technical development at the School, comprising the research, design,

construction and occupation of a shelter to serve as scalable built speculation on how to live in the modern world.

Classes and Seminars

Classes and seminars provide additional opportunities for students to build knowledge and gain skills in a variety of disciplines. Core classes are required for degree completion. Elective courses augment required learning activities.

COURSE LISTINGS 2025-26
Year 1
ARC-501 STUDIO 1

Course Format: Seven hours of lecture/seminar per week Credits: 6

Description: Studio 1 explores the scale of the body within the landscape as a point of departure for

understanding architecture in its environment, with an aim to provide a firm foundation upon which the further study of architecture may be undertaken. The studio introduces students to the basic concepts of architecture and design through lectures, discussions, workshops, studio work, presentations, and field trips. Examples of studio themes and focus might be: architectural pavilions, a small transit stop, or a small public structure such as an information kiosk or visitors center. The purpose of this studio is to become familiar with the basic elements of architecture through material explorations, develop an initial understanding of Frank Lloyd Wright's design principles, and to inculcate working methods and beginning-level skills.

ARC-502 STUDIO 2

Course Format: Seven hours of lecture/seminar per week

Credits: 6 Prerequisite: ARC-501

Description: Studio 2 begins with the prototypical home to explore the conception and design of a project at a larger scale. Through rigorous architectural research, students explore architecture via the design of multi-family dwellings, with complementary community, commercial (office, retail, etc.), or assembly functions to explore issues of equity, accessibility and density. The focus of the studio is the relationship between architecture and the surrounding environment/context, exploring urban site design issues as a new constraint. The studio serves to develop a student's ability to elaborate on basic skills in a more complex spatial composition.

ARC-503 EXPERIMENTAL STUDIO

Course Format: TBD Credits: 5 Prerequisite: ARC-502

Description: The Experimental Studio offers students a chance to use the skills and knowledge they

have been acquiring to break the box, develop a new vision, and experiment with new modes of both design and representation. While the studio program will be public, it is also open ended, based on a thematic, rather than a programmatic, core. Students will be encouraged to use the history of experimentation in American architecture, including that conducted by Frank Lloyd Wright, to develop new ways of seeing and acting in their world. This studio will put special

emphasis on modes of presentation that go beyond the representations students have learned in previous studios.

ARC-511 ARCHITECTURAL HISTORY 1
Course Format: Two hours of lecture/seminar per week Credits: 2
Description: Knowing one's discipline requires familiarity with what previous architects have achieved. This basic literacy in architectural history is also linked with design by recognizing that history starts with the building and works back to the commission while design starts with the commission and concludes with the building. This introductory course will examine the topic from ancient times up to the 18th century.

ARC-512 ARCHITECTURAL HISTORY 2
Course Format: Two hours of lecture/seminar per week Credits: 2
Prerequisite: ARC-511
Description: How did we build the modern world? Picking up where History of Architecture 1 left off, this course will tell the story of the development of architecture since the 18th century. It will trace the emergence not only of new technologies, materials, and building types, but also of the modern definition of the discipline and its makers. The course will follow the establishment of the profession under Louis XIV, the course and influence of the Industrial Revolution, the emergence of a new global culture, and the rise of the middle class as the principal actors on architecture's scene. Students will be asked to present weekly analyses of relevant buildings and take a final exam.

ARC-521 STRUCTURES 1
Course Format: Three hours of lecture/seminar per week Credits: 3
Description: Students will learn to efficiently organize, coordinate and communicate information in order to convey data necessary for structural design. Incorporated is an applied research project. Description: Principles of Sustainability, and Applied Sustainability focus on healthy and resource-efficient residential and commercial design. Combined, the two seminars address issues of field sketches related to structural design and detailing. Students will gain exposure to the essence of structural design.

ARC-522 STRUCTURES 2
Course Format: Three hours of lecture/seminar per week Credits: 3
Prerequisite: ARC-521
Description: This course is a lecture class that focuses on structural design for architects. Students will learn to efficiently organize, coordinate and communicate information in order to convey data necessary for structural design. Incorporated is an applied research project and field sketches related to structural design and detailing. Students will gain exposure to the essence of structural design, primarily using wood and steel members, and with an emphasis on systems, detailing, connections and economic design.

ARC-531 COMMUNICATE DESIGN 1 (DRAWING)
Course Format: 2.5 hours of lecture/seminar per week Credits: 2

Description: Students will explore visual representation of design with a focus on technical drawing types using CAD software. They will discover the importance of each technique as it relates to one's architectural intentions. Other mediums may include manual drawing and drafting, graphic design and layout, and 3-d modeling and fabrication.

ARC-532 COMMUNICATE DESIGN 2 (IMAGING)
Course Format: 2.5 hours of lecture/seminar per week Credits: 2
Prerequisite: ARC-531
Description: Students will explore visual representation of design with a focus on imaging through rendering, photography, and image manipulation. CD2 also expands on the concepts developed and learned in Communicate Design 1 regarding visual representation of design in areas such as: CAD drawing and drafting, graphic design and layout, and 3-d modeling and fabrication. Students will enhance their understanding of each technique as it relates to one's architectural intentions.

ARC-541 LANDSCAPE ARCHITECTURE WORKSHOP
Course Format: TBD Credits: 2
Description: The goal is to instill a new, or renewed, love, respect and appreciation for landscapes and
gardens and their celebration of nature through integration with architecture. The objective is to make you a better architect by broadening your understanding of the profession through an exploration of landscape architecture and site planning.

ARC-551 PRINCIPLES OF SUSTAINABILITY
Course Format: Two hours of lecture/seminar per week Credits:
Description: This class will include solar radiation, passive solar design, energy efficiency, natural ventilation and mechanical systems, non-toxic finishes in materials, remediation, sustainable and recycled materials, lighting, and water crisis issues.

ARC-592 COMPOSITIONAL DESIGN 1
Course Format: Five hours of lecture/workshop per week Credits: 1
Description: This class will use Frank Lloyd Wright's art glass patterns and the furniture of Taliesin to study the ideas and systems that energize his work. These remarkable patterns and objects contain unique compositional effects, organizational principles and structural solutions not usually found in contemporary design.

ARC-587 ORGANIC IN CONTEXT
Course Format: TBD Credits: 2
Description: This seminar provides a range of historical and contemporary perspectives on the term "organic" in architecture, popularized by Frank Lloyd Wright but never consistently defined. The multifaceted and historical use of the term organic reveals its opportunities, issues, and problems. This seminar seeks renewed value in organic thought given our transforming relationships to and narratives around "nature", environments, histories, societies, technologies,

styles, and materials. The course is conducted through presentations, workshops, and discussions with Core Faculty and guest lecturers.

Year 2
ARC-601 STUDIO 3
Course Format: Six hours of lecture/seminar per week Credits: 6
Prerequisite: ARC-503
Description: Studio 3 begins to incorporate critical technical knowledge regarding the design and construction of building materials and assemblies. All aspects of human inhabitation and use are addressed in a manner that weaves the various disciplines and trades together into a cohesive design. This process of layering may be applied to volumes or spaces, material assemblies, building systems, historical context, and contemporary interpretation. A multilayered project provides students with the opportunity to mediate between the many variables influencing the design of architecture. The purpose of the studio is to layer and weave the various aspects of design into an integrated, holistic design, including the introduction of mechanical, structural, code compliance, building safety, and material specifications. Additionally, this studio focuses on understanding buildings as layers of complex and interactive systems, and sets the stage for further expansion into even larger scale neighborhoods, cities, and regions. Large-scale design projects focus on mixed-use buildings, public structures and civic monuments, campuses, masterplans, and regional design.

ARC-602 INTEGRATED DESIGN STUDIO
Course Format: Six hours of lecture/seminar per week Credits: 6
Prerequisite: ARC-601; ARC-621; ARC-532
Description: The Integrated Design Studio is a highly-structured studio that spans preliminary research and design to design development. The scale and scope of the project are appropriately complex for the objectives of the studio, and generally focus on a medium-scale mixed-use, multi-story building in an urban context. Students develop the design through the required set of criteria and graphic standards that best demonstrate student ability in comprehensive design and systems integration. The studio aims to develop student ability to produce an architectural project informed by a comprehensive program, from schematic design through the detailed development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies. The purpose of the studio is to act as the capstone of the student's learning process in which they can demonstrate analytical, design, and presentation skills.

ARC-621 CODES
Course Format: TBD Credits: 3
Description: This course is a study of the International Building Code as it applies to building design
from the architect's perspective. Students will develop the knowledge of the building code to apply code requirements to their Box, shelter, and other community design and construction projects. Students will develop: the ability to determine the occupancies of typical buildings; the ability to determine applicable construction type to a building based on construction materials;

the ability to calculate allowable area and height for single and multiple story buildings, and for separated and non-separated uses; the ability to analyze a typical building for means of egress, including determining occupant load, egress width, and travel distance; the ability to analyze materials for compliance with the building code, including materials for roofing, exterior walls, and interior finishes.

ARC-622 CONTRACTS
Course Format: TBD Credits: 2
Description: Sessions will provide an overview of the most frequently used AIA and ConsensusDOCs contract forms, how they can be customized for the particular needs of a project, the liabilities that flow from them to the Architect and others, the ethical negotiation of these contracts and their ongoing use throughout the life of a project. Students will read contract documents in advance of class, participate in interactive classroom lectures designed to explore the uses and limits of the documents, as well as how to ethically negotiate terms of them for a specific project. Students will explore the newest design and construction industry contract forms, looking at such issues as project electronic communications, building information modeling (BIM), and sustainable/green design development, as well as emerging methods of project delivery, such as integrated project delivery and the Architect's role on construction manager-managed projects. Students desiring to explore preparation of these additional contract forms for use on their studio or Thesis projects will work one-on-one with the teacher to customize these forms for their specific project.

ARC-623 BUILDING CONSTRUCTION TECHNOLOGY
Course Format: Three hours of lecture/seminar per week Credits: 3
Prerequisite: ARC-621
Description: This class explores how an architectural project becomes realizable, including the parties involved, and the contracts and drawings (construction documents). There is a focus on drawing specifications- the detailed information included in the project manual that further explain the drawings. Students will complete several assignments and participate in scenarios.

ARC-631 COMMUNICATE DESIGN 3 (TOOLING)
Course Format: 2.5 hours of lecture/seminar per week Credits: 2
Prerequisite: ARC-532
Description: Students will explore visual representation of design with a focus on tooling and digital fabrication. CD3 expands on the concepts developed and learned in Communicate Design 1 and 2 regarding visual representation of design in areas such as: CAD drawing and drafting, imaging, graphic design and layout, and 3-d modeling and fabrication. Students will enhance their understanding of each technique as it relates to one's architectural intentions.

ARC-651 APPLIED SUSTAINABILITY
Course Format:
Credits: 2 Prerequisite: ARC-551

Description: Students will focus on healthy and resource-efficient residential and commercial design.

Combined, the two seminars address issues of solar radiation, passive solar design, energy efficiency, natural ventilation and mechanical systems, non-toxic finishes in materials, remediation, sustainable and recycled materials, lighting, and water crisis issues.

ARC-692 COMPOSITIONAL DESIGN 2
Course Format: Five hours of lecture/workshop per week Credits: 1
Prerequisite: ARC-592
Description: This course is intended to provide strategies and techniques for safe and effective use of the woodshop for the beginner as well as more experienced woodworkers. The class will start with an overview of terminology and the woodworking machinery. A handout will be provided and we will divide up into small groups of two to three students. Woodshop Utility will provide ongoing feedback about the work being accomplished, as well as a final assessment.

ARC-686 USONIA 21
Course Format: Two hours of seminar per week Credits: 2
Description: Modeled after Wright's mid-twentieth century vision of Usonia, wherein he imagined the American landscape transformed through organic architecture, Usonia 21 (U21) is an ongoing interdisciplinary initiative focused on developing student-led design and building projects in underserved communities, with an emphasis on innovative affordable housing and economic development. As a form of service learning that expands on TSOA's tradition of learning by doing, U21 enables students to collaborate with local communities to address issues of sustainability, equity, and racial justice through architecture. Students will engage augmented reality technologies as media for immersive storytelling.

ARC-689 PRE-THESIS SEMINAR
Course Format: Two hours of seminar per week Credits: 2
Description: This course aims to explore the potential and limitations that diverse tools played in the production and diffusion of architectural intelligence while providing tools for shaping new positions and discourses in the form of a thesis proposal; the written component of the final project; and a print and web based visualization and presentation of rigorous, original research. Focusing on historical precedents, students will investigate how certain strategies and mediums forged new forms of aesthetic, critical, conceptual, narrative, programmatic and technical positions. A rigorous research component will be followed by the development of new and known mediums of research and dissemination. Students will fully immerse on the construction of critical positions and discourses while forging potential new modalities of architectural intelligence. The final project of the course consists of the development of a thesis proposal.

ARC-699 INTERNSHIP
Credits: 0
Description: Taking place during the summer sessions, internships provide practical experience in the field of architecture and are mandatory. Faculty assist students in locating an appropriate internship with an architecture firm. The internship supervisor agrees to provide a written

evaluation of the student's performance at the end of the internship; evaluations should be sent to Stephanie Lin, Dean <slin@tsoa.edu>.
Internship requirements:

Year 3
ARC-721 CONSTRUCTION DOCUMENT TECHNOLOGY
Course Format: TBD Credits: 3 Prerequisite: ARC-622
Description: This class explores how an architectural project becomes realizable, including the parties
involved, and the contracts and drawings (construction documents). There is a focus on drawing specifications- the detailed information included in the project manual that further explain the drawings. Students will complete several assignments and participate in scenarios. The scenarios will be varied and will cover additional documents such as RFIs, ASIs, submittals, and substitution requests.

ARC-723 URBANISM
Course Format: TBD Credits: 2
Description: Urbanism explores history and global culture and cultural diversity and social equity in terms of how urban environments develop, and the implications for design. The course also focuses on technical aspects of design such as documentation, applicability of codes and other regulations, and the legal responsibilities of architects designing in urban environments.

ARC-724 PRACTICE MANAGEMENT
Course Format: TBD Credits: 2 Prerequisite: ARC-721
Description: Through participation in this class students will demonstrate that they: Understand the role of the architect in regard to professional conduct and ethics; Understand the various legal and organizational structures of architectural firms; Understand the marketing element of an architectural practice from branding, proposals, social media, to Leadership; Understand the financial element of an architectural practice from establishing fees to invoicing; Understand the elements of effective project management, including resource allocation, working with clients, working with consultants, and project scheduling; Understand the risks and liabilities involved with architectural practice, including contracts and agreements, professional liability, and legal responsibilities; Each student will understand their personality traits and how they interact with personalities of those they work with and work for; Understand the difference between leadership and management, and how they apply in running an architectural practice and in running a project; Develop written and verbal communication skills to help students in their professional careers; Understand what professional organizations are available and the purpose they serve in professional development.

ARC-731 SHELTER THESIS – DESIGN/CONSTRUCT
Credits: 6 Prerequisite: ARC-602

Description: This experience will provide students with the opportunity to take design from representation to physical reality. In most cases students design what they will construct, or assist their colleagues in the design-build process. Student learning establishes continuity from proposal, to design, construction, use, maintenance, alteration, and preservation. Projects and student work are guided, mentored, and evaluated by architecture Core Faculty, practitioner faculty, and practitioners in the internship network.

ARC-732 SHELTER THESIS – CONSTRUCT/INHABIT
Credits: 6
Prerequisite: ARC-602; ARC-731
Description: A continuation and expansion of the experience and work begun in ARC-731 that offers students the unprecedented experience of shaping the quality of their living spaces and to become the user of their own designs. Projects and student work are guided, mentored, and evaluated by architecture Core Faculty, practitioner faculty, and practitioners in the internship network.

ARC-761 ARCHITECTURAL THEORY
Course Format: Credits: 2
Description: Surveys of the history of architectural theory, as well as reading/discussion groups. Architectural theory is an area where several disciplines meet and develop new perspectives for architecture in a wide range of directions—from the technical to the socio-cultural.

ARC 791 ELECTIVE, SPECIAL TOPICS (FALL)
Course Format:
Credits: 2 Prerequisite: None
Description: Special topics elective is designed with an open course description in order to provide
for a variety of changing course topics that explore current or advanced issues within the discipline of architecture, offered by faculty or Visiting Teaching Fellows to align with their particular research or expertise.

ARC 792 ELECTIVE, SPECIAL TOPICS (SPRING)
Course Format:
Credits: 2 Prerequisite: None
Description: Special topics elective is designed with an open course description in order to provide
for a variety of changing course topics that explore current or advanced issues within the discipline of architecture, offered by faculty or Visiting Teaching Fellows to align with their particular research or expertise.

ARC-794 ELECTIVE, SPECIAL TOPICS (SUMMER)
Course Format:
Credits: 3 Prerequisite: None
Description: Special topics elective is designed with an open course description in order to provide for a variety of changing course topics that explore current or advanced issues

within the discipline of architecture, offered by faculty or Visiting Teaching Fellows to align with their particular research or expertise.

CLR-100 COMMUNITY LIFE REQUIREMENT
Credits: 0
Description: Co-curricular activities through community life offer an overall integrative approach to the student experience that ultimately informs design thinking through values of Leadership, Collaboration, Responsibility, Communication, and Creativity. Activities include: Professional Development, Joylist (Weekly), Student Government (Weekly), Lectures (Monthly), Shelter Assistance (Seasonally).

IMR-100 IMMERSION STUDIO Description: Surveys of the history of architectural theory, as well as reading/discussion groups. Architectural theory is an area where several disciplines meet and develop new perspectives for architecture in a wide range of directions—from the technical to the socio-cultural.

Course Format: Meets for two hours, approximately every other day for a period of 6 - 8 weeks. Minimum required studio time of 2-3 hours daily.
Credits: 0
Description: The program consists of 8 weeks of regularly scheduled activities, anchored by an architectural project in which participants will design a small shelter. Over the course of 8 weeks, participants will develop a site plan, floor plan, elevations, sections and perspectives that represent their ideas. Learning to produce these types of drawings will be a component of the program, as well as digital 3D and physical model building. An itinerary will be provided before the start of the program.

MS.ARCH OVERVIEW

TSOA offers a 1.5 year (3 semester) post-professional MS.Arch program in Design-Build, culminating in a design-build studio project at a collective scale. The program offers a 36 credit-hour, post-professional degree that is open to all students holding a professional degree in Architecture, such as a B.Arch, M.Arch or equivalent.
The curriculum places emphasis on construction knowledge, sustainability in the built environment, architectural fabrication, and a research driven approach to material experimentation.

MS.ARCH Semester 1
In the first semester (Fall), students engage in studio work that focuses on fabrication at the scale of a temporary prototype or installation around a chosen public program, completed by a workshop course in material experimentation. Non-studio coursework includes an advanced design technology seminar and two electives.

Fall Semester:
ARC 731 Design-Build Prototype
Course format: 6 credit hours

This studio course provides students with the opportunity to design a small public structure and prototype it, translating a design from representation to physical reality. Projects and student work are guided, mentored, and evaluated by architecture Core Faculty, practitioner faculty, and practitioners in the internship network.

ARC 791 Details
Course format: 2 hours of lecture/seminar per week   2 credit hours
What precisely is a detail? Where does the architect formulate the intention behind the approach to combining construction elements? ARC-791 explores this in three parts. Firstly, contemporary examples of the use of traditional materials (concrete, wood, masonry, glass, steel); we will explore a wide variety of cases of assembly and discuss what the architect intended with these materials. Next, we direct focus to specific construction topics (interior details, lighting, urban details, low-cost construction, hybrid construction and new materials) and, lastly, explore and unpack architect and author Edward R. Ford's five definitions of details and detailing and endeavor to clarify and expand upon these definitions. As the course progresses through these discussions, students will be assigned the task of detailing the specific architectonic conditions within their shelter or studio project.

ARC 587 Organic in Context
Course format: 2 hours of lecture/seminar per week   2 credit hours
This seminar provides a range of historical and contemporary perspectives on the term "organic" in architecture, popularized by Frank Lloyd Wright but never consistently defined. The multifaceted and historical use of the term organic reveals its opportunities, issues, and problems. This seminar seeks renewed value in organic thought given our transforming relationships to and narratives around "nature", environments, histories, societies, technologies, styles, and materials. The course is conducted through presentations, workshops, and discussions with Core Faculty and guest lecturers.

ARC 631 Communicate Design 3 (Tooling)
Course format: 2 hours of lecture/seminar per week   2 credit hours
Description: Students will explore visual representation of design with a focus on tooling and digital fabrication. CD3 expands on concepts regarding visual representation of design in areas such as: CAD drawing and drafting, imaging, graphic design and layout, and 3-d modeling and fabrication. Students will enhance their understanding of each technique as it relates to one's architectural intentions.

1 Elective, 2 credit hours (selected from the M.Arch course listings)

MS.ARCH Semester 2
In the second semester (Spring), students work collectively on a temporary public design-build project. An interdisciplinary elective course that develops programming for the design-build project runs concurrently with the build. Non-studio coursework includes an advanced technology seminar and an elective.

Spring Semester:
Design-Build - Construct   6 credit hours
This continuation and expansion of the experience and work begun in Design-Build Prototype offers students the unprecedented experience of shaping the quality of their living spaces and to engage the users of their own design. Projects and student work are guided, mentored, and evaluated by architecture Core Faculty, practitioner faculty, and practitioners in the internship network.

Usonia 21 - Interdisciplinary Workshop
1 credit hours
Modeled after Wright's mid-twentieth century vision of Usonia, wherein he imagined the American landscape transformed through organic architecture, Usonia 21 (U21) is an ongoing interdisciplinary initiative focused on developing student-led design and building projects in underserved communities, with an emphasis on innovative affordable housing and economic development. As a form of service learning that expands on TSOA's tradition of learning by doing, U21 enables students to collaborate with local communities to address issues of sustainability, equity, and racial justice through architecture. Students will engage augmented reality technologies as media for immersive storytelling.

ARC 632 Communicate Design 4 (Advanced Tooling)
2 credit hours
Description: Students will explore visual representation of design with a focus on augmented reality technologies and machine learning. CD4 also expands on concepts regarding visual representation of design in areas such as: CAD drawing and drafting, imaging, graphic design and layout, and 3-d modeling and fabrication. Students will enhance their understanding of each technique as it relates to one's architectural intentions.

1 Elective, 2 credit hours (selected from M.Arch course listings)

MS.ARCH Semester 3
In the final semester (Summer), students oversee the operations and programming of their Spring built structure through the end of the semester as a 2-credit course. Students may take an additional two electives during the summer.

Summer Semester:
AP Projects Studio
6 credit hours
Description: Architectural Practice (AP) projects fulfill the Architectural Practice area of the curriculum that promotes project-based learning.
The AP Projects Studio engages the design of real-world project(s) led by architecture faculty and are completed in collaboration with mission-aligned organizations in housing, sustainability, history, or the arts. The AP Projects Studio includes weekly opportunities such as guest workshops, presentations, and field trips.
2 Electives, 4 credit hours (selected from M.Arch curriculum)

LEARNING ASSESSMENT

Assessment is the evaluation of a student's learning progress. At TSOA, Curriculum and Assessment are intertwined as faculty identify learning outcomes in tandem with project and assignment definition in developing each course. While the School provides guidance in terms of required course criteria, faculty are encouraged to create unique learning experiences that stimulate and support student learning.

Assessment of learning occurs in three ways- course level assessment as determined by faculty, self assessment as completed by the student, and Learning Portfolio assessment as part of annual Review Committee meetings.

Program Learning Outcomes

TSOA distinguishes between program level learning goals, referred to as outcomes, and course-level learning goals, referred to as objectives. That is, program learning outcomes are what a student should know at the completion of the program (at graduation) while course learning objectives are what a student should know at the completion of the class. The foundation of the School's curriculum is eight program learning outcomes: Critical Ground, Social and Cultural Context, Ecology and Environment, Representation, Material Facts, Integrated Practice, Personal Competence, and Design Composition. The outcomes applicable to each class or studio are listed in the course syllabus. Learning objectives, aligned to program learning outcomes are listed in each syllabus along with corresponding evaluation criteria. While final evaluation is in the form of a letter grade, students are also provided with feedback on projects and assignments through verbal critique and written feedback utilizing an assessment rubric that is correlated with the course's learning objectives.

Course Learning Objectives

Learning objectives identify what the student will know and be able to do at the conclusion of the course. A learning objective is a statement that uses active verbs to describe demonstrable goals, e.g. "Demonstrate ability to examine and comprehend the fundamental principles present in relevant precedents." Learning objectives vary by offering and instructor. There are two types of learning objectives included in course syllabi. The first type of learning objective presents the overall goals of the course. The second form of learning objective presents goals related to specific assignments or
projects. Some courses will have learning objectives across a range of topics (such as studios) while other courses will have a specific emphasis requiring learning objectives to be more narrowly focused. Learning objectives will be clearly listed in the syllabus, as well as per assignment or project as applicable. Learning objectives should be clearly assessable in a measured and/or objective manner that is articulated to the student in the course syllabus or project description.

TSOA Learning Outcomes

The foundation of the school's curriculum is comprised of three program-specific learning outcomes: TSOA.1 Learning By Doing, TSOA.2 Material Knowledge and Experimentation, and

TSOA.3 Immersive Learning. These outcomes, which reflect TSOA's unique institutional culture, are complemented by learning outcomes prescribed by its programmatic accreditor, NAAB.

TSOA.1 Learning By Doing: The School of Architecture promotes new formats of learning through interactive experiences both within and beyond the classroom, resulting in new ways of understanding and communicating critical topics of the discipline through real-world projects. The School emphasizes experiential learning and service learning for and within a diversity of regional and global communities as integral to the program. Experimentation through active engagement is at the heart of our pedagogy.

TSOA.2 Material Knowledge and Experimentation: We recognize that the resources we work with are directly impacted by their embodied relationships within societies, economies, technologies, and environments. We strive toward new ways of researching, experimenting with, forming and applying material-driven, hands-on approaches toward these responsibilities. We encourage students to explore beyond perceived boundaries by using concrete forms, images, and materials, rather than relying solely on abstraction or being limited by preconceptions.

TSOA.3 Immersive Learning: The School of Architecture brings students, faculty, and staff into an immersive communal environment, creating a holistic experience across academics and community life and facilitating meaningful engagements through both formal and informal platforms. Students enact the skills of leadership, collaboration, community service, and communication toward a more inclusive, respectful, and equitable community.

NAAB Conditions
NAAB (National Architectural Accrediting Board) accredited degree programs must demonstrate that each graduate possesses the knowledge and skills required to prepare them for the profession as defined by the 2020 NAAB Conditions. NAAB Program and Student Criteria are a specific subset of Learning Outcomes that are distributed across the curriculum by the school in order to ensure that our program is adequately addressing NAAB requirements. The School considers NAAB Criteria as essential minimum technical learning requirements, but encourages instructors to go beyond them when fashioning their course's overall learning objectives to foster a student learning experience that is distinctive to the School and in tune with its core mission identity and values. TSOA program outcomes and NAAB criteria are listed separately on the syllabus. Please refer to the Learning Outcomes Matrix when creating course syllabi.
Co-curricular Assessment
Core co-curricular activities are evaluated according to the same set of Program Learning Outcomes (NAAB Criteria and TSOA Learning Outcomes) as courses. A Community Life Evaluation will be provided for the following activities each semester through CLR-100 (Community Life Requirement).
● Professional Development
● Joylist
● School Events/Workshops/Exhibition
● Shelter Building Assistance
● Student Governance
Separate evaluations will be provided for

- AP Projects
- Internships

Self-Assessment
Student evaluation of their personal progress toward a learning outcome and communication of that assessment to faculty in the context of individual courses and during Learning Portfolio reviews.

Instructor Assessment
The instructor or mentor who guides a class, studio, or project assesses student work and progress toward the learning outcomes outlined in the syllabus or project proposal, which correspond to the assessment rubrics resulting in a final letter grade.

Review Committee
The Review Committee holds three reviews of student work. The Committee is responsible for affirming student progress as documented in instructor evaluations. The Committee provides feedback on the balance of progress in the program recorded on the Assessment Map, and provides recommendations for Academic Plan selections, disciplinary action as applicable, and degree completion.

In order to assess learning and progress, learning must be demonstrated. In more traditional programs this is often done through testing. However, knowledge demonstrated through testing alone is often easily forgotten. The learning program at the school is built on the principle that learning must be used in order to be integrated and owned by the learner. One must learn-by-doing. Faculty assess projects that provide evidence of learning, critical thinking, and the ability to use new knowledge and skills. This assessment is made using rubrics that correlate with course learning outcomes. Over the course of the curriculum, the summation of course learning outcomes describe the knowledge and skills that constitute what students learn in the program.

The Learning-Documentation-Assessment Process
Learning experiences offer an opportunity to explore the knowledge and skills of the curriculum areas through inquiry and application. These experiences include studios, hands-on construction, student design projects, classes, approved independent studies, architectural practice projects and internship, study abroad opportunities, and community activities. Students are guided by Review Committees and academic staff to select learning experiences that support their academic goals and fulfill graduation requirements.

Students document and demonstrate learning in studios, classes, and projects in the Learning Portfolio, and are evaluated by instructors as described above. Projects may include (but are not limited to) Design Studio projects, Charrette Projects, Architectural Practice experiences, papers, construction projects, a journal or portfolio, a performance, or a written piece. Each course, studio, or project syllabus clearly outlines the learning objectives and assignment requirements.

Students also assess their own efforts and progress through reflection. Self-reflection occurs in studios or classes as directed by the instructor, and during the Learning Portfolio compilation

process. (see Assessment of Program Phases) The instructor, mentor or supervisor, and the Review Committees review the self-assessment.

The Review Committee reviews student progress in the program as a whole. The Committee confirms the student's progress along the path to demonstrating proficiency across the curriculum. The Review 30 Committee makes recommendations for studio and course selections, and architectural practice opportunities for the upcoming season. As graduation nears, the Committee determines if students have fulfilled degree requirements, and makes recommendation to the Dean for conference of the degree.

This Process is not linear and does not strictly follow a circular pattern, it is iterative and progressive. The persistent goal of the process is to support student success in achieving all of the school's learning objectives and its requirements for graduation.

Grades

Instructors apply a rubric to the evaluation of learning outcomes demonstrated in student work that includes Exemplary, Accomplished, Developing, and Inadequate levels. Students are provided with assessments in the form of written and verbal feedback from instructors throughout the course as assignments and projects develop.

The final evaluation is provided in the form of a letter grade A = 93-100%

A- = 90-92%

B+ = 87-89%

B = 83-86%

B- = 80-82%

C+ = 77-79%

C = 73-76%

C- = 70-72%

D+ = 67-69%

D = 63-66%

D- = 60-62%

F =< 60%

A, B, C, D, and F.

Students receiving a final grade below 'C-' in a Core course or studio are required to retake the offering.

LEARNING PORTFOLIO

The Learning Portfolio is an important tool used by students to document both the result of a learning experience and the learning process. The Portfolio differs from the traditional application or professional portfolio that features only polished work products.

The Learning Portfolio serves multiple purposes:
•   Demonstrates learning and progress to the Review Committee
•   Documents student experiences
•   Integrates student learning
•   Exercises and emphasizes critical thinking skills
•   Helps students make connections between ideas, skills, and knowledge

A report issued by the National Commission on Writing in America's Schools and Colleges (New York Times, 4/25/2003) acknowledges that in order to learn, students must "struggle with the details, wrestle with the facts, and rework raw information and dimly understood concepts into language they can communicate to someone else." As students reflect upon and describe learning experiences in the Learning Portfolio, the learning inherent in an experience comes into focus and is made accessible. The Learning Portfolio is a learning experience in itself. By examining the experience and the product, and by
self-assessing the learning acquired, one integrates the skills and knowledge, and makes connections between experiences.

"To gain knowledge, we must construct it in our minds. Writing what we are trying to internalize helps us achieve that purpose. When we are able to make connections in writing, we begin to take ownership of these connections," write Dr. Richard Paul and Dr. Linda Elder (2006) of the Foundation for Critical Thinking (p.8).

Documentation includes both narrative descriptions and graphic illustrations or demonstrations. Sketches, final drawings, charts, correspondence or photos might help document an experience.

A documented learning experience answers the questions, "What did I do?" and "What did I learn as a result?" These questions are usually addressed in the narrative but may also be answered by graphic illustration. Style and length of each type of documentation varies for each student according to Program Phase: Introduction, Intermediate, Integration. Instructor and mentor evaluations are also included as part of the documentation. (see Assessment of Program Phases) Learning Portfolio form and format may also vary. However, the Learning Portfolio must be of a manageable size and easily read by reviewers.

Master of Architecture Degree Requirements

The Program Learning Outcomes are the foundation of the school's curriculum. Satisfaction of these, as validated by faculty reviewers, is required for graduation.

● Satisfy minimum residency requirements between 24 and 36 months as validated by the Education Office.

● Completion of a minimum of 5 studios (or one studio project per term depending on length of residency).

● Satisfactory completion of a Thesis project.

• Demonstration of responsibility and leadership in the Community.

• Maintain a Grade Point Average (GPA) of 2.0 or above. All courses require a 'C' or above to progress in the program.

• 500 hours Architectural Practice (AP) experience in the context of course work, studios, and professional internships. Professional internships or School sponsored Architectural Practice projects must constitute 200 or more hours to satisfy the AP requirement.

• Job placement is not guaranteed to graduates upon graduation.

ASSESSMENT OF PROGRAM PHASES

Assessment of Introduction Phase

The Review Committee receives the student's Learning Portfolio in advance of the review.

Introduction Phase Learning Portfolios include:

● A selection of materials from each of the student's learning experiences (studio projects, core offerings, electives, construction work, community assignments, etc.) that effectively represent the student's progress, achievements, and challenges, compiled by the student.

● An assessment map that records final faculty evaluations of the student's work, in both core and elective offerings, as per the outcomes defined in the course syllabus.

The student's first Learning Portfolio includes a reflective essay prepared by the student that evaluates the depth and breadth of the student's learning experiences represented in the document. The reflective essay and learning entries, together, should make a convincing argument demonstrating the student's progress toward the acquisition of foundational principles, concepts, facts, skills, and personal competencies as defined by course objectives, and as appropriate to the student's degree program.

During the review:

● The committee reviews instructor evaluations and provides feedback to the student on overall progress in the program.

● Core offerings are confirmed and electives selected. Independent Study proposals, internships, and shelter construction proposals are discussed, and objective goals necessary for the student to round out their skills and learning are identified for these extern, intern, and shelter projects.

● In the event that a student is not in Good Standing, the Review Committee provides specific recommendations to the student regarding the steps required to rectify the situation.

The Education Office, upon receiving the report of the Review Committee, issues a written notification to the student confirming the nature of the student's deficiency and the Committee's recommendations. Students will be given an opportunity to contribute written supplementation to this notification, confirming their plans and timeline for reaching Good Standing status.

For students entering the program in the fall, the first Learning Portfolio review occurs in May. Reviews for students entering the School at any other point will be scheduled individually by the Education Office.

Assessment of Intermediate Phase

The Review Committee receives the student Learning Portfolio in advance of the review.

Intermediate Phase Learning Portfolios include:

● A selection of materials from each of the student's learning experiences (studio projects, core offerings, electives, construction work, community assignments, etc.) that effectively represent the student's progress, achievements, and challenges.

● An assessment map that records final faculty evaluations of the student's work, in both Core and elective offerings, as per the outcomes defined in the course syllabus.

The student's Intermediate Phase Learning Portfolio includes a reflective essay and representative work from all curricular offerings, compiled by the student.

During the review:

● The committee reviews instructor evaluations and provides feedback to the student on overall progress in the program. Specific areas to be strengthened and objective goals for improving performance will be identified in this feedback and summarized in the meeting notes.

● Core offerings are confirmed and electives selected. Independent Study proposals, thesis project selection, internships, and shelter construction proposals are discussed.

● In the event that a student is not in Good Standing, the Review Committee provides specific recommendations to the student regarding the steps required to rectify the situation. The Education Office, upon receiving the report of the review committee, issues a formal notification to the student.

For students entering the program in the fall, the second Learning Portfolio review occurs in May. Reviews for students entering the School at any other point will be scheduled individually by the Education Office.

In the Final Term
Assessment of Integration Phase:
The Integration Phase is differentiated from earlier phases in three important ways: it is characterized by independent initiatives that engage and respond to real world conditions and practices, it includes preparation and presentation of a thesis project, and it culminates in a recommendation from the Review Committee regarding graduation from the program.

The Integration Phase involves a final review. In the final review, the committee reviews the student's final learning portfolio with the student.

The learning portfolio of the integration phase includes a reflective essay. This final collection of work

is presented as a professional portfolio with documented highlights of the student's work throughout their studies at the School including the thesis project.

The final review confirms that the student has completed all degree requirements. If requirements remain, the Committee informs the student of the particulars and sets a date for the completion of all work. If/when all requirements have been successfully met, the Committee recommends graduation to the Dean.

Regarding thesis projects: Recommendations for required revisions, if any, are made by the Thesis Committee within 72 hours of the thesis defense, and the due date is established for completion by the student. Upon successful completion of the revisions as confirmed by the Thesis Committee, the Review Committee will make a graduation recommendation to the Dean.

Suggested timeline for students entering in the Fall:
● Thesis and final review at the end of April
● Outstanding requirements completed prior to mid-May graduation

STUDENT LIFE
Human Resources
Students live and learn within a complex environment of working professionals in a wide array of fields comprising individuals of several generations. This unusual mix of activities and ages enables students to learn first-hand the meaning of community and the diversity of life that can grow within it.

Faculty
Faculty and Core Faculty are instructors in a number of disciplines. Core faculty members plan and implement the curriculum, are student advisors, independent study mentors, and participate on Review Committees.

Visiting Fellows and Scholars
Visiting fellows and scholars provide lectures and intensive workshops or participate in studios and classes. They are generally in residence on either campus from 2-12 months.

Architectural Practice Mentors
Architectural Practice mentors offer students opportunities to assist in accomplishing a specific architectural project, one-on-one, or in a group context. They also provide feedback on student design projects.

Architectural Mentors
Architectural Mentors are Core faculty members who conduct learning path sessions, initial reviews, and participate in Learning Portfolio reviews for advisees. The Architectural Mentor serves as an advocate by helping the student navigate the curriculum and learning programs at the school, providing relevant information as a participant on the student's Review Committee, and serving as a mediator for resolution of conflicts involving the student. The main role of the Architectural Mentor is to offer guidance that will support the student's learning of architecture by tailoring the learning plan to meet the student's unique needs.

Writing Mentor
Additional support for research methods, writing, and access to information resources is available through the faculty writing mentor position.

Education Advisor
The Education Advisor is one of the roles of the Dean who serves as a member of the student's Review Committee along with the Architectural Mentor. The Education Advisor gives guidance with respect to practical and administrative matters regarding curriculum and school policy.

President
The President is the School's Chief Operating Officer. They manage the strategic direction and operation of the school and is responsible for its fiscal and managerial standards, while working to ensure the school's future through community engagement and development. The President is also a member of the faculty and facilitates seminars and provides architectural mentorship.

Dean
The Dean is responsible for the school's academic direction and operation. They coordinate faculty, staff, and students with regard to curriculum and assessment information. The Dean maintains current faculty and student records. They oversee operations of the school in relation to course scheduling, curriculum planning, and arranges visiting faculty appointments.

Director of Admissions
Coordinates recruitment and admission procedures, coordinates financial aid, leads the development of student recruitment and admissions materials and works to maintain connections with alumni. The Director of Admissions maintains and updates SOP's, enrollment metrics, ensures systems are in place to comply with accreditation and all federal and state laws and participates in accreditation activities.

Student Services Coordinator
The Student Services Coordinator is responsible for providing student advising, upholding institutional policies, organizing daily space needs and events, and serving as a liaison between students, faculty and staff. The Student Services Coordinator also connects students with supportive resources within or outside the school, and handles disciplinary and grievance processes.

Academic Coordinator
The Academic Coordinator provides a wide range of support to the School of Architecture in the areas of academic affairs, admissions, administrative assistance, and student services, including maintaining permanent records of graduates, and issuing official transcripts and certificates.

The Fellows and TSOA Alumni Association
The Fellows - A growing number of alumni are working together to strengthen the bonds between the individuals who learned and lived at The School in previous years and the school. Alumni are active in mentoring students, teaching and potentially employing them. A student selected by the school serves as a liaison with the Taliesin Fellows.
A new TSOA Alumni Association was established by vote of the Board of Governors on April 26, 2024. All graduates of TSOA are considered members of the TSOA Alumni Association and are encouraged to get involved.

Librarian
Administers and coordinates all library functions at all library locations, supervises library staff/volunteers and provides orientation and ongoing library services to students, staff, and faculty.

HEALTH & SAFETY
Counseling Services
The school works with LK Institute to ensure that students have confidential counseling services available to them. Students can make an appointment by calling 623/432-8066 or email <info@lkinstitute.com>

School Protocol on Calling 911 for Students
The school will immediately dial 911 and summon an ambulance for any student falling ill and unable to move or respond coherently to questioning – regardless of whether the illness is the result of an accident on site or during afterhours/weekends free time. The cost of the ambulance service and any Emergency Room care is the full responsibility of the student. The Student Services Coordinator handles such matters and is the person to call in the event of this type of situation. Please report any accident or injury that occurs on campus or during a school activity, to the Student Services Coordinator as soon as possible.

In Phoenix and the area, students live close to the natural environment. Along with the pleasures and inspiration of the desert environment, flora, fauna and natural conditions may be encountered that present health problems.
If for any reason you feel unsafe or you need immediate medical attention, call 911 and the Student Services Coordinator.

Wildlife
Scorpions
From information issued by the Samaritan Regional Poison Center:
"More than 4,000 people call the Samaritan Regional Poison Center in Phoenix each year after being stung by one of Arizona's thirty species of scorpions. With the sting of most scorpion species, the symptoms should be gone within twenty-four hours after the sting. However, if you were stung by a bark scorpion, numbness, burning, or tingling can last several days to several weeks. This is normal and requires no special treatment. Be patient and remember that no one has ever reported permanent effects from a scorpion sting, even from a bark scorpion."

To prevent contact:
• Always wear shoes outside at night. Scorpions are nighttime feeders and like to hunt around water sources such as swimming pools or irrigation heads.
• Whenever possible, wear shoes indoors, especially when using the bathroom at night. Always check the shower or bathtub before getting in it.
• Check the insides of shoes before putting them on. Scorpions love to crawl into moist places.
• Vigorously shake all clothing and towels left on the floor especially if they are damp.
• Before getting into bed at night, roll back the blankets and sheets and check for scorpions.
• Wash the sting site with soap and water.
• Apply a cool wet compress (not ice) to the sting site.
• Call the Samaritan Regional Poison Center 24-Hour Hotline at 9+1-800-222-1222 immediately. The RN will advise you and follow up with calls to you during the first three hours after the sting.
• Take aspirin or acetaminophen for the pain if you wish. No alcohol or sedatives should be consumed.

Spiders
Two spiders found in the Arizona desert, the Black Widow Spider, and the Arizona Brown (or Fiddleback) Spider, can inflict particularly nasty bites.
Black Widow Spider
The Black Widow Spider is the more dangerous insect. She has a large black shiny body with an hourglass shaped, red or orange/red marking on the underside of the abdomen. (The male Black Widow is much smaller in size, brown, and white, and is not poisonous.) Black Widows weave irregular, strong, sticky webs in areas where water is available. They are non-aggressive and will build in places that are not usually disturbed such as under outdoor furniture, storage areas, garages, in materials stored outside, and in the corners of patios.
The initial bite may feel like a sharp sting. There is very little sign of a Black Widow bite and no swelling at the bite site. Within one to two hours, pain in the muscle and bone begins and can

become quite severe. As the venom spreads, pain is felt in the lower back, thighs, and limbs. Symptoms may increase in severity for up to twenty-four hours, and usually last up to thirty-six hours. The effect of the bite may linger for several weeks.

To avoid a bite:
- Keep outside clutter to a minimum.
- Check shoes carefully before putting them on especially if they have been left outside.
- Check all outside, line dried towels or clothing before bringing it inside your living area.
- Look under any materials or furniture stored outdoors before placing your hand underneath it to pick it up.
- Insecticides will kill the Black Widow but must make direct contact.
If you have been bitten: Call the Samaritan Regional Poison Center 24-Hour Hotline at 9+1-800-222-1222.
- Apply a cool wet cloth (not ice) to the bite.

Arizona Brown (Fiddleback) Spider
The Arizona Brown Spider is a small brown spider (about the size of a half dollar including legs) with a violin or fiddle shaped mark on the back of the head. It is a timid spider that builds its coarse, sticky, irregular web in dry, littered, undisturbed areas such as storage areas, wood or dead cacti. Its bite is not as potent as the bite of the Midwestern Brown Recluse Spider. Flu-like symptoms may develop 12 - 24 hours after a bite and the bite may develop into a lesion with a blister in the center. Occasionally a rash develops.
To avoid a bite:
- Keep outside clutter to a minimum.
- Look under any materials or furniture stored outdoors before placing your hand underneath it to pick it up. If you have been bitten:
- Call the Samaritan Regional Poison Center 24-Hour Hotline at 9+1-800-222-1222.
- Apply a cool wet cloth (not ice) to the bite.
Rattlesnakes
Arizona is home to eleven species of rattlesnakes. All have triangular shaped heads and rattles at the tip of their tails. A rattlesnake will often rattle as a warning, but not always. Rattlesnakes can strike without making a sound.

To prevent a bite:
- Take extreme caution when walking through the desert or climbing mountains at certain times of the year:
- March and April: The snakes are becoming active and often sun themselves. August: Babies are born at the end of July. Baby snakes can inflict a venomous bite soon after birth and are more likely than an adult to bite.
- Hot Summer Months: Snakes are more active at night.
- Don't blindly reach under rocks or logs. Turn them over or lift them with a stick to check for snakes before you try to pick them up.
If you are bitten:
- Call the Samaritan Regional Poison Center 24-Hour Hotline at 9+1-800-222-1222.
- Don't panic. You have time to seek medical care. Get help immediately.
- If bitten on the hand, remove rings and watches.

- DO NOT apply ice to the bite or immerse the bite in a bucket of ice.
- DO NOT use constricting bands or tourniquets.
- DO NOT try to cut the bite and suck out the venom.

Cone Nose (Kissing Bug)
The Conenose or Kissing Bug is one half to one inch long and dark brown/black with yellow/red markings on its abdomen. The head is small and the body large and long with three pairs of legs. Kissing Bugs are very slow moving, and usually bite their victims when they are asleep. During the day, they may hide in closets or under furniture. They are most often seen in spring and early summer.
- The bite can be painful. Redness, swelling and itching will develop at the site of the bite.
- Subsequent bites may cause an allergic reaction with itching scalp, palms and soles, welts or rash, nausea and vomiting, and respiratory difficulties. If you have been bitten, identification of the bug is important.
- You may need to seek medical attention.
- You may call the Samaritan Regional Poison Center at 9+1-800-222-1222.

Valley Fever
Valley Fever is an infection caused by breathing in tiny spores of a certain fungus or mold commonly present in the upper levels of soil in the desert and other areas of the southwest. It is also called Desert Fever or San Joaquin Valley Fever, or Cocci (KOK-see), an abbreviation for Coccidioidomycosis (kok-sid ee-OI-do-my-KO-sis). Its symptoms resemble other common illnesses, fever, chest pain, aches and pains, cough and sometimes a rash.
Whenever you disturb the soil, you may be exposed to the spores that cause Valley Fever. As many as 60 to 70 percent of all people infected with Cocci develop no symptoms. For the 30 to 40 percent who do get sick, symptoms such as fever, chest pain, aches, and cough develop within one to three weeks after exposure.
The body reacts with inflammation appearing as small patches of pneumonia. These areas usually heal as the sufferer recovers. Symptoms may disappear within a month, but fatigue may last months.
Occasionally the fungus spreads outside the lung to internal organs, bones, the lining of the brain, or the skin. As this more serious form of the disease progresses, victims often experience high fever and extreme fatigue. The disease in this form can be fatal. Fortunately, this occurs in relatively few cases.
If you suspect that you have contracted this disease, you should seek medical attention and diagnosis. Bed rest and the treatment of the cough or fever is usually all that is recommended. For the more serious form, medication will be prescribed by a medical professional.

Fire
When the weather is dry, it is easy to start a brush fire in the desert. Matches kept in your shelter or room must be "safety matches" and should be kept in a metal or glass container. Care must be taken with vases or jugs of water. A glass container filled with water can act as a magnifying glass and start a fire when exposed to direct sunlight.
At any time in case of fire. Call the City Emergency number, 911. During orientation, the school provides a lecture regarding avoiding fires, and what to do in the event a fire has started.

INSTITUTIONAL POLICIES & PROCEDURES

As policies of the School of Architecture (the school) are revised, students are notified and provided updated materials. Questions regarding these or any other School policies should be directed to School staff.

Admissions and Administration

Applicants must complete applications according to the Application Guidelines as listed in the Student Handbook. Applications are reviewed by the Director of Admissions to determine if the applicant has submitted a complete application including application fee and three letters of recommendation from previous employers or instructors and fulfilled prerequisite requirements. Prerequisite credit determination is based upon college-level course work completed at institutions accredited by a regional or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA). (Foreign institutions must be recognized by the Ministry of Education in that country, and international transcripts must be translated and evaluated by an independent, third party such as World Education Services.) Courses must be similar in nature, level, and content to the course prerequisites listed for admission. The school may grant entry to applicants with one (1) outstanding prerequisite, provided the course is completed during the first year of enrollment at the school.

The Admissions Team, comprising Core Faculty and administrative staff, receives the application from the Director of Admissions and determines if the application sufficiently documents academic achievement, work experience, and creative potential. The Admissions team reviews the initial portfolio for evidence of work that demonstrates aptitude and experience in creative endeavors and evidence of graphic, creative design, and drawing and drafting (hand and computer) skills. This institution will inquire about each veteran's previous education and training, and request transcripts from all prior institutions, including military training, traditional college coursework and vocational training. Previous transcripts will be evaluated, and credit will be granted, as appropriate.

The Admissions Team will determine if the applicant is eligible for a personal interview. Notification of approval for a personal interview will be made by email. If response to the notification is not received within 30 days, the application will be considered withdrawn. Interviews are conducted either in-person or through video conferencing platforms like Zoom or Google Meet. The in-person interview on campus is recommended. Applicants will be notified of the Admission Team's decision in accordance with the enrollment schedule available on our website under Apply and application deadlines.

See Evaluation of Prior Learning and Work Experience policy for information related to institutional acknowledgement of previous academic and/or professional experience.

Transfer Credit Policy

The school recognizes that students come from a variety of educational and professional backgrounds. Some students have prior academic coursework or work experience in architecture that may enable them to enter the school at a more advanced level than those students without such experience. The school provides students the opportunity to apply prior learning and work experience toward their degree requirements at the School, while placing importance on living and working within the community in the development of a community-trained architect. For that reason, the school does not consider prior learning and work experience as justification for reducing the minimum residency requirement of two years. A master's student seeking to use coursework completed at another institution must provide the Director of Admissions with an official transcript, the official explanation of the institution's course numbering system and grading system, and the course description from the catalog of the institution.

Students may choose to submit evidence of prior learning and work experience to document their entering levels. Students who submit thorough documentation of prior learning and work experience upon enrollment at the school will receive a thorough review of their prior experiences preceding enrollment. That review, completed by faculty, will be used to establish a foundation for required course work and Architectural Practice requirements.

The school may waive certain coursework and/or Architectural Practice requirements for students based on official transcripts received from accredited post-secondary institutions or documented architectural practice experience certified by the student's supervisor. However, the student is still required to demonstrate Proficiency in the related learning outcomes. Students who do not choose to submit evidence of prior learning and work experience at the time of enrollment may choose to do so as part of any subsequent Learning Portfolio submission. That work will be evaluated during the regular review.

Students may apply for Architectural Practice credit from previous work by thoroughly documenting activities completed and hours worked under the supervision of a registered architect and signed by that supervisor. A maximum of 300 hours of previous work experience will be accepted toward fulfilling the School's Architectural Practice requirements and are subject to the approval of the Review Committee.

- A maximum of 42 transfer credits from other institutions may be approved for use on the program of work. This is roughly equivalent to the number of credits awarded during the school's first, foundation course of study.
- The grade must be B-(80% or higher) or above
- Courses must be equivalent in quality and content to a graduate level course.
- Courses may not have been used toward another degree.
- Coursework earned on the quarter system is normally calculated at two-thirds of the credit for courses offered on a semesterly basis. Thus, a three credit-hour course taken on the quarter system may be transferred as no more than two credit hours.
- Coursework taken abroad or on other credit-hour systems will be recalculated for semester hour credit and the amount of credit approved will be determined by an evaluation of the content of the course as compared to an equivalent TSOA course. If approved for use, the course must be used within a six-year time limit. Courses older than six years may not be transferred.

Immigration Requirements
All students who are not citizens of the U.S. must comply with U.S. Citizenship and Immigration Services (USCIS) policies pertaining to international students: Upon acceptance, an F-1 visa must be obtained prior to arriving in the U.S. to enter the school. International students accepted for admission must submit official documentation of their ability to fully fund their first year of enrollment. After receiving the acceptance letter the student confirms his/her intention to enroll by submitting a $1,000 non-refundable deposit (credited to year one tuition). The Designated School Officer (DSO) will then issue the SEVIS I-20 form to allow the F-1 process to proceed. Persons transferring from U.S. colleges or universities must follow the above protocol (submission of the deposit); the new I-20 form will then be issued by the school noting the transfer.

F-1 students are not eligible to receive Social Security cards during their term of enrollment. They may, however, elect to apply for an Individual Taxpayer Identification Number (ITIN) if they wish. An F-1 student does not need a Social Security card to open a banking account, apply for a driver's license or purchase a vehicle.

Note: The school does not provide Curricular Practical Training (CPT) during the term of enrollment. As the School has restrictions on student employment while enrolled, it is not possible to approve F-1 visa holders for employment based upon economic hardship. Limited financial aid in the form of Work/Study and/or scholarships, if approved, may be requested for years two and three; such need will be based upon merit and need, and such funds are credited directly from the tuition. Please see the Director of Admissions for more information about Work/Study opportunities. Upon successful completion of the degree program, an F-1 student may request and receive authorization to engage in up to 24 months of Optional Practical Training program (OPT). This allows the graduate to seek employment/internship in the field of architecture within the U.S. The DSO will sign the I-20 form and note the same in the SEVIS online record. When a graduate receives a job offer, they may then apply for a Social Security card. Visit www.uscis.gov to remain current on all visa requirements.

Transcripts & Certificates of Enrollment
The Education Office maintains copies of progress reports, notes of reviews, and validated cumulative assessment forms. A 10-day lead time is required for Certificates of Attendance, in-progress transcripts, enrollment certifications, or final transcripts upon degree completion.

Veteran Credit Transfer Policy
This institution will inquire about each veteran's previous education and training, and request transcripts from all prior institutions, including military training, traditional college coursework and vocational training. Previous transcripts will be evaluated, and credit will be granted as appropriate.

Records: Privacy of Student Records

The Education Office maintains each student's file during the term of matriculation. Following completion, graduation, or withdrawal, the Academic Coordinator maintains these files. Written requests for transcripts should be sent to the Academic Coordinator. It is the policy of the School of Architecture that student information, whether academic or personal, is to be considered confidential.

This policy applies to formal records such as admissions, enrollment, financial aid, assessment, advising, and discipline as well as non-formal information such as verbal, electronic, and other communications regarding academic or personal matters. School administration and faculty frequently have a legitimate educational purpose to access student records and will have access to such records solely for the purposes of serving the educational needs of students. Access is limited to the Dean, School administrative staff, Core Faculty, and the advisor for the student in question.

Those individuals are prohibited from disseminating any confidential student information to any other person by any means. Access to confidential student records by any other individuals, including other School employees, can be granted only with prior written permission of the student, or with the approval of specific administrators.

The release of admissions, transcript, and financial aid information requires prior written permission of the student. The release of all other educational records including, but not limited to, advising notes, assessment data, and disciplinary matters requires prior written permission of the student.

Reimbursement for Official School Business

From time to time a student may be asked to represent the school at locations away from the campuses. In such circumstances, the student may request a cash advance for expenses or use his/her own credit card and be reimbursed for those expenses. In either case a reimbursement form must be completed, detailing the business expenses to be reimbursed. It must be completed and signed by the student and the School Administrator who authorized the expense. Once signed by the student and School Administrator, the form and receipts must be submitted to the School Accounting Department at accounting@tsoa.edu.

Decolonizing Design Initiative

The school has always respected the diversity of its community. Diversity includes geographic factors, socioeconomic status, age, values, career histories, gender, disability, sexual orientation, dietary choices, religious affiliation, and culture and ethnicity. The school encourages students to be aware of and value the differences among people. See Appendix I.

Non-discrimination Policy

The School of Architecture is committed to equal opportunity for its students and applicants for admission, without discrimination on the basis of race, color, creed, national and ethnic origin, sex or sexual orientation, age, disability, marital or parental status, status with respect to public assistance or veteran's status. This policy applies to the administration of the school's educational policies, financial aid program, or any other programs made available to students. Student Services is available to discuss and investigate matters concerning discrimination.

Academics
Core Curriculum
The Core Curriculum comprises three phases: Introduction, Intermediate, and Integration. Studios, workshops, and classes designated as Core are required activities and occur at intervals throughout the student's course of study.

The Introduction phase (approximately 8-12 months in the first year) is characterized by a rigorous set of Core offerings, supplemented with electives that establish the critical basis for the entire course of study.

The Intermediate phase (approximately 8-12 months in the second year) is characterized by a combination of Core offerings, with increased student electives with the consent of the Review Committee and Core Faculty.

The Integration phase (the final 8-12 months of study) is characterized by a combination of Core offerings, independent initiatives, and a comprehensive thesis project that integrates the studies into architectural design outcomes. Advisors and Review Committees offer guidance and provide feedback on progress towards graduation.

Core Curriculum
Core Curriculum offerings are based on established syllabi, and include design studios, classes, studio projects, architectural practice projects, research, and construction projects. Students are required to attend all Core offerings, which may be complemented with independent study as approved by faculty. Core requirements may be adjusted based on evaluation of prior work. Performance evaluations are completed by instructors and are included in the Learning Portfolio. Students are required to represent and critically examine all Core Curriculum work in their Portfolios. (see: Learning Program and Learning Assessment sections of Student Handbook)

Deadlines
Students are expected to meet all deadlines for studio projects, class assignments, and Learning Portfolio and Professional Portfolio submissions. Learning Portfolio submissions lacking any of the elements specified on the Portfolio Checklist will be recorded as incomplete. Studio projects that have not been approved by faculty at the specified deadline, without prior communication, will be considered incomplete. Failure to submit a complete Learning Portfolio or studio project will be considered a serious failure to demonstrate Satisfactory Academic Progress, and the student will be placed On Notice that they are at risk of failing to satisfy the academic requirements of the school Academic Honesty Policy.

Academic Honesty

Academic Honesty and Integrity are critical components of the academic program at the School of Architecture. Honest and ethical behavior is expected from every student in their academic coursework and any other work being presented as their own. Cheating, plagiarism, and theft of intellectual property, personal property, and/or misuse of School or Cattle Track property are unacceptable and considered academic misconduct. Institutional response to academic misconduct includes disciplinary action with the possibility of Termination of Enrolment from the School. Students are expected to consult with advisors and instructors regarding proper guidelines for citation of sources.

Academic misconduct includes but is not limited to the following actions:
- Claiming credit for the work of another individual without consent, or failure to include appropriate citation- this is plagiarism.
- Fabrication of data presented as factual.
- Modifying another's work or completing work for another student.
- Modifying official school forms.
- Assisting another student in committing academic misconduct.

If an instructor suspects a student of academic misconduct, the instructor will contact the student and ask him or her to explain the work. If the instructor is not satisfied with the student's response, the instructor will present the concerns to members of the Core Faculty. Core Faculty will review the work and may further discuss concerns with the student. If Core Faculty members determine that academic misconduct has occurred, Core Faculty and the Dean will determine appropriate disciplinary actions. If Core Faculty members determine that academic misconduct has not occurred, no disciplinary action will be taken, and the student's academic record will remain in Good Standing.

AI Policy

AI may not be used to replace student effort in the fulfillment of any course learning outcomes or deliverables. Students must obtain written permission from their course instructor before using generative AI tools such as ChatGPT, Midjourney, DALL-E, or others for any part of an assignment unless AI is explicitly required or permitted. Failure to do so will be considered a violation of TSOA's Academic Honesty policy and result in disciplinary sanctions. With the instructor's written approval, AI prompts or works must be properly cited according to the required citation style, including the AI tool name, company, version, and a brief description of its use (see Chicago Manual of Style). Examples of appropriate footnote citations include: 1. Text generated by ChatGPT, OpenAI, [Date], https://chatgpt.com. 2. ChatGPT, response to "Explain the themes of mid-century architecture in Phoenix," OpenAI, [date]. Permission for the use of AI is not required for personal study, research, or proofreading as long as it does not compromise original student work or understanding.

Incomplete Policy

The grade of Incomplete (I) may be awarded only at the end of a term, when all but a minor portion of the course work has been satisfactorily completed and the unfinished work is due to circumstances outside of a student's control such as illness, personal emergency etc. The grade of Incomplete (I) is not to be awarded in place of a failing grade or when the student is expected to repeat the course. It is not fair to other students, and undermines TSOA's culture of meeting

deadlines, to give an Incomplete so that a student may improve work or finish work left undone without due cause. Students should make arrangements with the instructor to receive an incomplete grade before the end of the term. Instructors are encouraged to use the Report of Incomplete Grade form as a contract with the student as to what course work must be completed by the student for the I grade to be removed and replaced with a grade.

- On the form, the instructor states: (1) which assignments or exams should be completed and when; (2) how this work will be graded; and (3) how the student's course grade will be calculated. Both the instructor and student must sign this agreement, and both should retain copies.
- After the course work is completed, the instructor should report the appropriate grade to the Education Office.

Adjustments to Review Committee Recommendations

A student may request an adjustment to Review Committee recommendations by asking the Education Office to arrange a meeting of their full committee. Individual members of Review Committees, faculty members, or School administrative staff may not alter Review Committee recommendations independently.

A Review Committee member may ask the Education Office to arrange a meeting of the full committee to address student academic progress. Any alterations to the existing recommendations will be communicated to the student and the Education Office.

Attendance

Each student participates full time in the program and must be present on campus when required. Unless ill or excused for other reasons beyond the student's control, each student must be present at all scheduled activities and assignments during the day.

Each student is required to participate in the formal occasions and social activities of the community as they are considered part of the overall program of learning. A calendar, published at the beginning of each term, lists the Formal Evenings as well as special occasions, lectures, symposia, and events. The weekly Education Schedule also lists classes, lectures and events. Other, unexpected opportunities may arise during the term for students to meet visiting scholars, architects, or persons of note; the bulletin board provides updates on all calendars and should be checked daily. The online School calendar is updated daily as well and should be consulted frequently.

In all cases: 3 unexcused absences will result in a written warning and trigger disciplinary sanctions that may lead to Probation or Termination of Enrollment.

Architectural Practice Requirements

M. Arch Program: 500 hours Architectural Practice (AP) experience, in the context of course work, studios, and professional internships. Professional internships or School sponsored Architectural Practice projects must constitute 200 or more hours to satisfy the AP requirement

Independent Study
Independent Study activities include design projects, architectural practice projects, research, and construction projects. Students may apply to undertake an Independent Study project beginning in their first year of study following the first Learning Portfolio review. Students are required to complete an Independent Study Plan form for activities and projects they would like to undertake that are not included in the formal curriculum. Independent Study activities are intended to complement the Core curriculum, rather than replace it. Students are encouraged to meet with their advisors for feedback on the Independent Study proposal prior to submission to the Faculty and Dean for approval. Approved Independent Study projects must be represented and examined critically within the student's Learning Portfolio and evaluated with the same significance as a school offering.

Pursuing personal interests such as reading or sketching, or activities that are not anticipated to divert a large portion of the student's time from the formal curriculum does not require the submission of an Independent Study Plan.

Work/Study Program
Students in Good Standing may participate in the work/study program with approval of a faculty or staff member sponsoring the work, following the initial review. A list of current work/study opportunities can be obtained from the Director of Admissions and Student Services.

Work/Study Credit Process:
- It is strongly advised that the student get approval from the faculty or staff member for work/study tuition credit and confirm the scope of work with their faculty advisor.
- The student keeps a record of time spent on the project in a timesheet.
- The sponsoring faculty/staff member signs their approval of the time sheets for the work completed.
- The student submits the signed timesheets to the supervisor at the completion of the project or at significant project milestones.

Work/study credit is deducted directly from the following year's tuition (i.e., work/study credit in the first year of enrollment credits tuition owed for the second year; work done in the second-year credits work for the third year).

Funds not used are refunded to students upon graduation or withdrawal. The base hourly rate is subject to supervisor determination and the approval of the Dean.

Students must maintain Good Standing to be eligible for Work/Study credit.

Assessment
By enrollment in the school, each student agrees to participate in the assessment process as outlined. (See: Assessment of Program Phases)

Initial Review
At the end of the first semester, students meet with their advisors and another faculty or staff member and participate in an Initial Review, to determine if they are demonstrating the ability to benefit from, and have the interest to continue in, the program. If concerns arise, they will be discussed with the student and generally remedied within a short period. In some cases, a

meeting may be scheduled prior to the Initial Review to address more serious concerns.

Initial Review Procedure
- The student's advisor compiles feedback received regarding advisees prior to the Initial Review.
- The advisor and another faculty member or Education Office staff member meet with the student for a discussion that includes the standard Initial Review questions.

The committee may determine whether On Notice is appropriate, or Termination of Enrollment. In both cases the student will receive this information verbally as well as officially via a letter from the Education Office. The letter will include the findings of the committee and the next steps to be taken by the student.

Initial Probationary Period - Year 1

The first semester of each new student's first year is considered Probationary. During this time both the student and the school (faculty, administration, students, and community) are adjusting to one another. Each student's ability to adjust, adapt, and demonstrate an ability to benefit from the programs of learning as well as community living is carefully assessed and reviewed with the student at the Initial Review.

If concerns have arisen, they are discussed with the student. The student may receive recommendations for resolving the concerns, or be placed On Notice, at the discretion of the committee.
- If there are no concerns, and the student demonstrates the ability to benefit from the program, they are granted continuance from the committee.
- In some cases, the student's Learning Path, or curriculum selections for the season, are determined in the Initial Review.

Students approved for continuance following the Initial Review may access the annual 25 days' vacation allotment and are eligible to submit Independent Study requests. Students who are not approved for continuance are expected to depart the school within five days of the review.
A tuition refund (see: Refund Policy) is issued to the student's home address within 30 days.

Initial Review Procedure (Accelerated Review)
- The student's advisor compiles feedback received regarding advice. If the advisor with the support of faculty and the Education Office finds a pattern developing that hinders a student's ability to benefit from the programs, or integrate with the community environment, a letter is drafted relaying specific concerns to the student. The letter includes a statement notifying the student that based on the documented concerns there are serious reservations about the student's ability to benefit from the programs. The student is asked to respond in writing to these concerns within a 24-hour period.
- After receiving the written response from the student, the advisor will notify him or her of the upcoming review, generally scheduled for the following day, to discuss the concerns and the student's response.
- The advisor and the Dean participate in the Accelerated Initial Review. Other faculty and staff may participate at the request of the advisor. The committee meets to speak with the student allowing opportunity for the student to share their verbal response to the concerns. The committee then breaks to discuss either a) recommendations for the

student's continuance in the program, or b) the student's Termination of Enrollment.

- Upon reconvening, the student is informed of the committee's decision. If the committee determines that concerns have been remedied or remain to some extent, but the student is likely to benefit from the program, recommendations will be provided for the student to continue in the program. The student will receive a copy of the review minutes containing the recommendations the student at the Initial Review. The school endeavors to provide as much support as possible but relies on the maturity and focus of each individual's best effort. During this time the student may not take vacation (other than the normal School closures).

Prior to arrival, each new student is assigned an advisor. The advisor provides guidance and aids the student in assimilating into the programs of learning and community. The Initial Review to determine if the student and the school are benefitting from the relationship occurs at the end of the first semester. The advisor may initiate an Accelerated Initial Review at any time based upon their own observations and/or documented concerns of the student, faculty, students, or staff. Disruptive behavior will not be tolerated at any time. If problems persist, the procedures described in the "Satisfactory Academic Progress" policy are followed.

Good Standing
Students are expected to be in Good Standing by maintaining a satisfactory progress record in all areas of the programs, and being current on all invoices for tuition payment, shipping, or library fines.

Students failing to maintain Good Standing will be placed On Notice or Probation. Failure to make satisfactory improvement may result in a recommendation of Suspension, Termination of Enrollment, and ineligibility for graduation (see: Satisfactory Academic Progress policy).

Educational Work
Student educational work created by students during the course of their enrollment is property of the students, with three exceptions:
- Assignment: Student work completed and assigned to another party.
- Studio Class work: Student work completed in a studio class is the intellectual property of the school.
- Internship work: Student work completed during the course of internship is the intellectual property of the supervising architect. This should be clarified with the instructor before commencing work.

Student Shelters
- New Shelters. Site-specific work performed by a student, such as desert shelters, is physically owned by the school, and the designs are owned by the students subject to the terms and conditions set forth herein. This policy is applicable to projects completed on or after March 2005. The School shall have the right to use photography of any Student Shelter for any commercial or non-commercial purpose.
- Shelter Restoration- Restoration projects repair existing shelters, and do not change their original design. The school retains the intellectual property for shelter restoration projects.

- Shelter Rehabilitation- Rehabilitation projects replace, repair and modify existing shelters. The intellectual property for the shelter rehabilitation projects will belong to the school. However, if a student creates a unique/original change to the shelter design, the student may claim copyright to the new work, but not to the existing work.
- Shelter Donations- In the course of shelter construction, students may receive donations from third party vendors who wish to use School logos to advertise their donation. Please contact the Dean or President for further information.

Feedback

Students, through working on professional and independent design projects, will be provided with constructive feedback from faculty, practicing architects, design mentors, engineers and consultants, and fellow students. Feedback and critiques of work will honor the importance of the development of the student as a future architect, respecting the importance of the Idea as represented in the work, and cultivating the tools and skills to communicate and strengthen the work.

Critiques are forums of thought and discussion and will be sensitive to the dignity of the students. Critiques will challenge students to succeed and help them reach their personal and professional goals.

Equal unbiased respect will be given to all peers while presenting. Attendance at presentations creates equal learning opportunities to all. Cell phone usage is not permitted during any feedback or critique forum unless used for photography.

The studio will foster opportunities to develop leadership skills and responsibility, qualities critical for the practice of architecture.

As the profession is not an insular environment, students are always encouraged to take advantage of the studio environment. Critical feedback, encouraging in nature, will always be accessible to students present in the studio, from faculty and fellow students. Faculty members are in the studios Monday through Friday and are accessible to students for input and instruction.

Work

The studio experience will encompass both professional and theoretical work. Neither is superior to the other, and together they form a force of endeavor critical to the development of skills and knowledge toward becoming an architect.

Studio work is only one component of the many fields of endeavor the student engages in. Construction, classes, lectures, workshops, the campus community, and the broader community are key components of the education of the architect at the school. Students will learn to achieve a balance of these components during their course of study.

The curriculum seeks to represent the time management reality of the professional world. Students will learn to balance their workload with their own personal and community lives.

Although there are times when great effort is needed to meet deadlines, there is also a need for downtime and quiet reflection, which is provided for in the scheduled curriculum.

The art of living is a key component of the learning experience. The school is engaged within the public realm on a day-to-day basis. Students, faculty, staff, and visiting professionals are to take pride in their own work as well as personal spaces and outward expression. As a member of the community, every student's actions, words, work, and space represent the whole. Knowing oneself is key when interacting with and representing the community.

Study Abroad
Studying abroad provides students with the opportunity to engage in specific interest areas outside of the main campus. Generally, the study abroad experience is one to four months in duration. Students can either study at another university, intern in an architectural office, or work with a specific client on a project. Students interested in studying abroad work with the faculty to determine and pursue the opportunity, creating a detailed learning plan, stating what the experience entails and how it will contribute to the student's learning objectives.

An Independent Study form including this learning plan must be submitted to the Core Faculty at least one month in advance of the commencement of the experience. The student will be considered fully enrolled and is expected to include their experiences in the Learning Portfolio. An approved Absence Request Form is also required to document the duration of the trip.

Honors
Honors distinction is given to M. Arch students who have consistently performed on a level of excellence above and beyond ordinary requirements. The distinction is decided by the Core Faculty upon nomination and ratified by the Dean.

In addition, at the conclusion of every term, the Dean awards a project that she or he believes best exemplifies the spirit of the School of Architecture, as well as showing the greatest talent and experimentation in its presentation. The Award takes the form of a $500 reduction in tuition for the following term and is presented at the last Formal evening of the term.

Graduation
When a student nears completion of the degree requirements, the Review Committee will ascertain an approximate date for graduation. Formal graduation may not, however, happen until all degree requirements are met plus:
- Recommendation by the Review Committee to graduate the student. (See: degree requirements in Learning Program section)
- Approval to graduate via writing is granted by the Review Committee.
- Confirmation by the CFO of full payment of all outstanding financial obligations.
- Confirmation from the Director of Libraries of the return of all materials borrowed from the library.
- Confirmation by the Student Services Coordinator that all borrowed materials are returned and school spaces are left in an acceptable manner.

Each student is responsible for designing and producing his/her own graduation celebration. Ceremony proposals must be submitted to the Education Office and the Student Services Coordinator one month prior to the anticipated ceremony. Graduations may take place on campus subject to ensuring no conflict with previously scheduled events. It should be noted:

family members should make their own arrangements to stay in nearby hotels/motels.

Graduating students are expected to vacate the school within 10 days of graduation, unless approved to remain longer. Application to remain beyond graduation (for a term not to exceed three months) must be submitted to the Dean and Student Services Coordinator no later than three months prior to graduation. A daily fee covering room and board will apply and must be paid at the first of each month.

Leave of Absence

A student may request a leave of absence from the program in which they are enrolled for a period greater than the Vacation/Leave days available. Students who are considering such a leave from the program should consult with their advisors and the Director of Admissions and Student Services. If the cause is financial, they should consult with the Director of Admissions to determine the appropriate path to take and the estimated date of return.

At the time of the leave, the Director of Admissions will consult with faculty to determine if the student is in Good Standing. Students in Good Standing who take a leave of absence may return, subject to accommodation availability, within a period of one year from the date of the leave by advising the Director of Admissions three months in advance of the planned return date. The date of return will be determined in consultation with faculty to assure that the re-entry point is consistent with the student's progress in the curriculum at the time of the leave.

Students who wish to return to the learning program more than one year after the date of the leave of absence are required to make a formal re-application and complete the interview process. Students absent from the school for one year or more will begin with seniority status in relation to housing, desk space, and maintenance selections based upon the new entry date.

Students who are not in Good Standing at the time of the leave (On Notice, Probation, or Suspension) must submit a letter explaining their interest in returning to the program, and reasons for the school to consider that the student will benefit from, and progress satisfactorily in, the program. In addition, the student must complete any recommended activities as outlined in the official On Notice or Probation notification received from the Education Office. (For permanent withdrawal, see: Withdrawal Policy). Students receiving federal student aid are subject to loss of eligibility and immediate repayment.

On Notice, Probation, Suspension, Termination of Enrollment

The Review Committee and/or the Education Office may recommend On Notice, Probation, Suspension, or Termination of Enrollment be imposed on any student who is not making satisfactory progress or maintaining Academic Good Standing. Failure to demonstrate significant improvement is grounds for Termination of Enrollment. (See: Satisfactory Academic Progress Policy)

Re-Entry due to Termination of Enrollment

Students who wish to re-enter due to having their enrollment terminated due to satisfactory academic progress must re-apply for admission into the program to include faculty interview and recommendations.

Withdrawal

Recognizing the rigor of its learning programs, the school enables students to permanently withdraw from the programs upon application to the Dean or the Director of Admissions. Tuition refunds will be made according to the Tuition Refund policy (see: Tuition section of Student Handbook) for students who did not receive federal student aid. For students receiving federal student aid, refunds will be processed according to this Withdrawals and the Return of Title IV Funds policy.

Transcripts will reflect the work completed at the school during the time of residency. Any student who withdraws must make an application for readmission and is subject to the admission requirements prevailing at the time of reapplication as well as the degree requirements at that time. Students who withdraw from the program do not retain seniority. (for temporary leave see Leave of Absence policy.

Security, Crime, and Disciplinary Procedures Campus Security

All Schools participating in Title IV programs of the U.S. Department of Education are required to have the following policies in place and communicated via official school documents.

Timely Warning Policy

In the event of any danger to our students, the Student Services Coordinator will issue warnings to all students via telephone, text message, in person, email, and/or posting on the main board of the campus. These warnings include any crimes reported to the local police or Campus Security Office, especially those relating to the Clery Act.

Daily Crime Log

As the School does not employ a Campus Police Force, it is not required to maintain a daily crime log. However, the annual Crime Report is distributed to all students, faculty, and employees via email. Prospective students and prospective employees may request and receive these reports.

Statistics from Local Police

The school must make a good-faith effort each year to collect crime statistics for all Clery Act crimes committed near our campuses. The Campus Safety representatives are in charge of this task and request reports from the Scottsdale Police Department each January

Annual Security Report
Annually on October 1, the School provides an Annual Security Report to all students, faculty, employees, and, by request, all prospective students and employees. This report contains disclosure of crime statistics for offenses including: murder and non-negligent manslaughter, negligent manslaughter, forcible sex offenses, robbery, aggravated assault, burglary, motor vehicle theft, arson, hate crimes; Arrests: weapons possession, drug law, liquor law; Referrals: weapons possession, drug law, liquor law.

Procedures for Reporting Emergencies and Crimes
Students and employees should notify the Maricopa County Sheriff's Office of any criminal incidents; if violence is involved, dial 911 and summon the local police immediately. The school will assist the victim in any way possible. Students should NOT engage intruders.

Students residing in shelters do so at their own risk; each student will have his/her cell phone on hand at all times in case of emergency. Students are advised not to store valuables in their tents/shelters.

Any victim of a crime of violence is encouraged to access professional assistance via counselors or pastoral professionals. All crime reports are considered confidential. Students entering the school are advised of the Campus Crime Policies upon arrival; information is also contained within the Student Handbook. An Orientation Program is provided shortly after student arrival on campus. Any student may access information regarding crime reports from the Scottsdale Police Department. The Student Satisfaction System provides students with the means to file a complaint or appeal a disciplinary decision. In the case of an accuser and accused relating to a sex offense- each has the right to be notified of the outcome of a disciplinary proceeding and each has the right to have others present at the hearing.

Physical or mental abuse, sexual abuse, sexual misconduct, and sexual molestation prevention policy
The School of Architecture does not permit actual or threatened acts of physical or mental abuse, sexual abuse, sexual misconduct or sexual molestation ("Prohibited Conduct") to occur in the workplace, or at any activity sponsored by, or related to, your employment. In order to make this "zero-tolerance" policy clear to all employees, volunteers, and staff members, we have adopted mandatory procedures that all employees, volunteers, family members, board members, individuals, and victims must follow when they reasonably suspect, learn of, or witness Prohibited Conduct.

Abuse, misconduct, or molestation means each, every, and all actual, threatened, or alleged acts of physical or mental abuse, sexual abuse, sexual misconduct, or sexual molestation performed by one person, or by two or more persons acting together.

Sexual Harassment

The School of Architecture has a policy of maintaining a harassment-free environment for all students and employees. In keeping with this commitment, the school will not tolerate unlawful harassment, including sexual harassment, of any student or employee by anyone, including any student, supervisor, coworker, or third party who unlawfully interferes with an individual's work or educational performance or unlawfully creates an intimidating, hostile, or offensive working, learning, or residential environment.

The school will not tolerate harassment of any type.

Harassment can take many forms including (but not limited to) sexual, discriminatory, verbal, or emotional abuse. Harassment consists of unwelcome conduct, whether oral or written communication, physical or visual, based on a person's sex, ethnicity, color, national origin, religion, age, or disability.

Harassment can consist of a single serious incident or a series of lesser-unwanted incidents. It may include offensive physical actions, derogatory remarks, epithets, offensive jokes, the display or circulation of offensive printed or visual material including electronic communications such as fax transmissions, email, instant messages or text messages.

Sexual harassment deserves special mention.
The following conduct shall constitute violation of this policy:
- Making sexual advances or requesting sexual favors if submission to, or rejections of, such conduct is the implicit or explicit basis for imposing or granting terms and conditions of employment or education at the school.
- Making sexual advances, requesting sexual favors, or otherwise discriminating on the basis of gender in a manner that unlawfully creates an intimidating, hostile, or offensive working, learning, or residential environment at the school or otherwise unlawfully interferes with an individual's work or educational experience;
- Engaging in any sexual contact against a person who has not given consent or committing any act of sexual assault, public sexual indecency, or sexual abuse against a person who has not given consent, if the act is committed on School property or in connection with any School sponsored event or activity.
- Acting, recommending action, or refusing to take action in a supervisory position in return for sexual favors, or as a reprisal against a person who has rejected, reported, filed a complaint regarding, or been the object of sexual harassment; or
- Disregarding, failing to investigate, or delaying investigation of allegations of sexual harassment 45 to the extent that action, reporting, or investigation is appropriate or required by one's supervisory position.

Violations of Law

Employees and students may be accountable for sexual and/or other unlawful harassment under applicable local, state, and federal law as well as under School policy. Disciplinary action by the school may proceed while criminal proceedings are pending and will not be subject to

challenge on the ground that criminal charges involving the same incident have been dismissed or reduced.

Procedures

All students and employees of the school bear responsibility for helping to enforce this policy against harassment. Any student or employee who believes they have been the object of prohibited harassment or who witnessed such harassment must immediately notify their supervisor or if a student, a faculty member, or the Student Services Coordinator to initiate prompt and appropriate investigation and remedy. If the supervisor or a faculty member is responsible for the alleged harassment or reporting the situation to the supervisor or a faculty member fails to remedy the situation, the student or employee must immediately report complaints of harassment to the Student Services Coordinator or Human Resources. Students may use the grievance procedures found in the Student Satisfaction System policy (p.66). The school will not tolerate retaliation against persons who report or charge harassment or against those who testify, assist, or participate in any investigation, proceeding, or hearing involving a complaint of harassment.

Confidentiality

The school will protect the confidentiality of the identities of and statements made by parties and witnesses involved in a discrimination or harassment report or complaint to the extent permitted by law and to the extent that continued protection does not interfere with the School's ability to investigate allegations of misconduct brought to its attention and to take corrective action. All documentation and reports received and/or developed as part of the report/complaint process, including investigative reports, are considered confidential unless otherwise noted in this policy.

Reporting Procedure

All employees, volunteers, or staff members who learn of, have a reasonable suspicion of, Prohibited Conduct must immediately report it to the President of TSOA, if the victim is an adult, the abuse, misconduct, or neglect will be reported by the designee to the local or state police and/or to Adult Protective Services (APS) Agency. If a child is the victim of abuse, misconduct, or neglect, the designee will report the matter to the local or state police and/or to Child Abuse Agency. Appropriate family members of the victim will be notified immediately of suspected child abuse, misconduct, or neglect.

Investigation & Follow Up

We take all allegations of Prohibited Conduct seriously. Once reported, we will promptly, thoroughly, and impartially investigate the allegations to determine whether there is a reasonable basis to believe that the Prohibited Conduct has occurred and whether the target of the investigation committed the Prohibited Conduct. The investigation may be undertaken by an internal team of fellow employees or we may hire an independent third party. We will fully cooperate with any investigation conducted by law enforcement or regulatory agencies, and we may refer to the complaint and the result of our investigation. We reserve the right to place the alleged individual of the investigation on an involuntary leave of absence or reassign that person to responsibilities that do not involve personal contact with individuals or students. To the fullest

extent possible, but consistent with our legal obligation to report suspected and/or Prohibited Conduct to appropriate authorities, we will endeavor to keep the identity(ies) of the involved parties confidential.

If the investigation substantiates the allegations, our policy provides for disciplinary penalties, including but not limited to termination of the individual's relationship with our organization. We prohibit retaliation against anyone, including an employee, volunteer, board member, student, or individual, who in good faith reports Prohibited Conduct. Retaliation against a participant in the investigation is also prohibited. Anyone who retaliates against someone who has made a good faith allegation of Prohibited Conduct, or intentionally provides false information to that effect, will be subject to discipline, up to and including termination.

Rules of Conduct
The school expects all members of its community to act reasonably, maturely, and appropriately at all times, both on- and off-campus. The school claims off-campus jurisdiction when enforcing its disciplinary policy. Students may be accountable to both civil authorities and the school for acts that violate the law, or rules and policies outlined in the Handbook. Disciplinary action will normally proceed during the pending period of criminal proceedings and will not be subject to challenge on grounds that criminal charges involving the same incident have been dismissed or reduced.

The following actions and/ or violations constitute behavioral misconduct for which students may be penalized:
- Actions that violate the human rights of any student or member of the school community; use of or threatened use of physical force or violence to restrict the freedom of action or movement of another; or the endangerment of the physical health, psychological health, emotional health, or safety of any person, including oneself.
- Conduct, on- or off-campus, that is detrimental to the good of the school or that discredits the school.

Such off-campus conduct includes but is not limited to: violent or aggressive behavior toward others, activities that are disruptive to the community and violate laws, falsifying documents such as Transcripts, evaluations, or agreements, and/or damaging property.

Such conduct on-campus includes, but is not limited to, behavior or language disrespectful of School staff, residents, or students.
- Academic dishonesty.
- Unauthorized taking or possession of School property or services, and/or the property or services of others, or failure to return borrowed equipment or materials.
- Intentional damage to or destruction of property and/or the property of others on School grounds (including vandalism or tampering with fire alarms or extinguishers).
- Underage possession and/or consumption of alcohol, consumption of alcoholic beverages during classes or in violation of the stated Studio Policy, excessive consumption of alcoholic beverages that result in irresponsible behavior or continued excessive drinking.

- Possession, use, or trafficking of illegal drugs and / or drug paraphernalia.
- Possession or use of explosives, fireworks, firearms, knives with blades exceeding five inches, ammunition or other dangerous weapons or materials on School property.

Sanctions

The scope of disciplinary penalties that may be imposed on any student found responsible for violating these rules may include:

- On Notice: Written warning sanction with a specific deadline for returning to Good Standing status.
- Probation: Student forfeits all scholarships and financial aid.
- Suspension: Student forfeits all refund opportunities and is temporarily removed from the school. Mandatory counseling and/or assessments by a licensed professional.
- Termination of Enrollment: student forfeits all refund opportunities and is permanently removed from the school.

Other sanctions may include: letter of commitment to Good Standing, paying monetary fines / reimbursing for damages by next term, required attendance of workshops or seminars, surrender of personal property, or other sanctions dictated by the circumstances of the offense.

Disciplinary Procedure

The Student Services Coordinator and a Faculty Representative are responsible for responding to violations to the Rules of Conduct.

For any conduct related to academic integrity, the Faculty Chair and Faculty will respond. The respective School administrator will:

- Contact persons involved to determine whether there is cause to conduct an investigation.
- Subsequently schedule a meeting with the Faculty Representative and Student Services Coordinator to discuss.
- Practice due process and due diligence when evaluating all information.
- Decide to investigate further based on the information collected or issue a sanction.
- Allow the student to appeal the sanction in writing to the Dean within 15 days of receiving the sanction. The Student Satisfaction System will then be in effect.

The disciplinary process supersedes withdrawal requests and may prohibit other academic privileges as cases are adjudicated.

Controlled Substances & Drug-Free School Policy

As an institution of higher education, the School of Architecture has responded to the 1989 Amendments to the Drug Free Schools and Communities Act by establishing a policy to provide a healthy, safe, and secure living and learning environment that is free of drug and alcohol abuse.
The use of alcohol by minors or the unlawful manufacture, distribution, dispensation, possession, or use of controlled substances is absolutely prohibited at Cattle Track or as any part of any of the school's activities.

Violations of this policy will result in disciplinary action, up to and including Termination of Enrollment, and may have legal consequences consistent with local, state, and federal laws.

No institution of higher education shall be eligible to receive funds or any other form of financial assistance under any federal program, including any federally funded or the Direct Loan program, unless it has adopted and has implemented a program to prevent the use of illicit drugs and the abuse of alcohol by students and employees.

Federal law requires the annual distribution of the following information to students and employees:

Prohibition
It is the goal and policy of the School of Architecture (the school) to provide a drug-free environment for all students and employees. To achieve this goal and to comply with federal law, the school prohibits the unlawful sale, manufacture, distribution, dispensation, possession, and use of controlled substances on its property or as part of any of its activities. Every student and employee must abide by the terms of this statement.

Sanctions
Sanctions under federal and state law for the unlawful possession or distribution of illicit drugs and alcohol are set forth in the chart available in the Education Office.

Sanctions will be imposed on any student who violates a School or Foundation drug and alcohol policy. These sanctions may include Suspension or Termination of Enrollment and may also include the requirement that the student participate in a drug education program. Sanctions will be imposed on an employee who violates the drug or alcohol policy. Sanctions may include progressive discipline, termination, or participation in a drug education program.

Residence Life
Student Housing
Students are encouraged but not required to reside in housing provided by school partners while enrolled in a degree program. Students with special needs may arrange specific accommodations to their needs with the recommended housing provider. Students must return living spaces and School provided items at the end of their term in the same condition as provided, minus normal wear and tear. Any and all damage will be the responsibility of the student, with fees paid prior to graduation.

Community Rights & Responsibilities

Community life depends upon the commitment of each member of the community to honor our campus with a sense of responsibility for oneself and to others. This commitment is an unwritten agreement to act with honesty, integrity, and respect for both the campus and one another. Upon signing the Enrollment Agreement or, in the case of spouse/partners, the Housing Agreement, each person confirms his/her understanding of, and commitment to this policy.

Student Rights

The community is one in which individuals accept their obligations to others and to the environment. Both on- and off-campus conduct should demonstrate concern for the health, safety, and welfare of community members and reflect students' fitness to be a member of the local community. All areas of the campus should be treated with respect and stewardship. Nearly all of the student rights are encompassed in two basic tenets: the right to an education and the right to fair and reasonable treatment by other members of the community. In particular:

- Every student has the right to receive instruction and guidance consistent with the aims of the course he/she is taking. The instructors have the responsibility to determine the methods of instruction suited to the course and to maintain conditions in the classroom that are conducive to the learning process.
- A student should be free to take reasoned exception to the materials and views offered in any course but may not impede the progress of instruction. The student is responsible for learning the content and skills required by any course.
- A student's course evaluation and grade should be determined only by academic achievement consistent with the aims and content of that course. At the beginning of the course, the instructor should make known the factors that will be considered in evaluating a student's performance such as: class attendance, class participation, Learning Portfolio compilation, projects, papers, and any examinations.
- The student has the right to participate in any student organizations on- or off-campus.
- The student has the right to use the educational resources of the school in accordance with the rules concerning their use.
- Each student has the right to apply for financial aid, scholarships, awards and other opportunities available to finance their education.
- Each student has the right to fair and reasonable treatment by other members of the community. Each member has the responsibility to treat others in a manner that does not interfere with others' rights.
- The school is committed to providing access and resources to students with disabilities. Such students have all rights and responsibilities explicit to all other students. Students with disabilities have the right to access resources and reasonable accommodations under Arizona State Statute 504.

Student Responsibilities: Honoring the Campus and Community

1. The School of Architecture (the school) prohibits students from having pets on campus. Exceptions to this rule may be requested by students having documentation supporting the need to have a Service Animal. Permission must be sought through the Director of Admissions and if appropriate, given PRIOR to a student's entry into the school. The school reserves the right to require a pet owner to remove his/her pet from either campus due to disruptive, aggressive, or destructive behavior, regardless of its status as a pet or Service Animal. (See: Pet Policy) Each person will respect the need to park

his/her vehicle in the appropriate areas assigned. (See: Parking Policy)The school owns a vehicle for use by faculty, staff and students who have a valid current driver's license and insurance. The vehicle must be signed out and back in upon return with the Dean. The vehicle must be returned in the same condition as when it was borrowed. Each driver will be held responsible for any damages or extraordinary necessary cleaning after using the school vehicle.

2. Smoking is allowed only in designated areas.
3. Preserve the campus environment by using recycle bins and trash cans and picking up after those who do not. Serve as a steward to buildings and campus grounds.
4. All weapons are prohibited.

Description of Community Life Requirement Tasks (including Joylist)
Community Life is a core requirement delivered through the Community Life Requirement (CLR 100). The School of Architecture is an active and historic community, living in some of the most significant buildings in the world. Students expected to take all levels of Community Life seriously and respectfully, and encouraged to take daily ownership of their surroundings by keeping all spaces maintained and beautiful.

The latest scope of work is provided through the semesterly core co-curricular course, Community Life Requirement (CLR 100). This requirement is explained through a Community Life Orientation at the beginning of the semester. Failure to complete CLR 100 has the same consequences as those of any core course in the curriculum.

Any questions concerning Community Life tasks may be addressed to the CLR 100 supervisor. The supervisor may adjust the weekly tasks (including Joylist) based on performance, including providing a 'free week' for excellent work, or repeating a weekly maintenance when poorly done.

Unauthorized absences from Community Life duties may be considered grounds for Probation or Termination of Enrollment. 3 unexcused absences will trigger disciplinary sanctions.

Learning Opportunities of Community Maintenance Assignments
● Resourcefulness, imagination, and creativity in problem solving.
● Observation and understanding of people's personalities (values, habits, tendencies, preferences, and responses to design, etc.)
● Positives and negatives of existing design and layout in relation to time, place, and use.
● Organization and efficiency of maintenance systems.
● Development and refinement of cleaning and maintenance skills.
● Development and refinement of communication skills.
● Working with groups as partners and as clients. Receiving and giving constructive criticism.
● Self-discipline and sense of responsibility.
● Working smarter, not harder.
● Taking pride in all personal and teamwork.
● Community dynamics.
● Understanding of self.
● Service to others.

Dress Code

The nature of the learning programs at the school requires students to participate in activities for which a wide variety of apparel is appropriate. Among these are building construction, formal evenings, and professional presentations. Safety and health should be the first consideration for apparel choices for all students. When not on construction or maintenance assignment, students are free to dress in casual attire during the day. However, students must be ready to meet the public, give tours or represent the school with little or no notice. Footwear should be appropriate to season, keeping in mind the environmental dangers of the campus. Appropriate work boots must be worn during maintenance times and construction.

When meeting clients as part of Architectural Practice, either on campus or off: business-casual attire is encouraged.

Living at the campus implies more than a simple existence of living in the desert of Arizona. Enrolling in the learning program at the school includes acceptance of a role in the community. In certain instances, that community asserts certain requirements, such as formal wear for Formal Evenings: "black tie" or "business attire" is appropriate for these occasions.

Students may be offered the opportunity to represent the school or participate with professional architects in presentations to clients or to attend public events. Students should always be mindful of how attire affects the image that they present of themselves, the school, and other professionals.

Automobiles & Parking

Students who have vehicles are encouraged to bring them. Students are responsible for their own liability and property insurance on personally owned vehicles. Nonetheless, parking at the campus is considered a privilege and may be revoked at any time. Students must provide a license plate, make, model information, and proof of current insurance on their vehicles to the Education Office.

School Vehicle Use

Vehicles owned by The School of Architecture are for business use only, and must be used in compliance with the School Vehicle Use Policy. In order to drive the vehicle, the student's current driver's license and proof of insurance must be on file with the School; the school's insurance carrier approves drivers. See School Vehicle Use Policy and School Vehicle checkout form (Appendix I, f).

Personal Property

Care must be taken by each student to have safe storage for valuables; neither the school nor Cattle Track Arts Compound shall be liable for a student's lost or stolen property. Each student, and spouse if applicable, is encouraged to purchase renters' insurance for his/her valuables: computer, tools, and other personal items.

Seniority (Student)

Seniority is determined at the beginning of each season for the incoming student class. Housing and studio desks are subject to approval and/or adjustment by the Student Services Coordinator. Students absent from the school for one year or more will begin with a new seniority status based upon the new entry date in relation to desk space.

Fraternization and Amorous Relationships

School policy prohibits amorous relationships between students and faculty or staff members. TSOA is committed to fostering a professional work environment where all students are treated fairly and impartially by faculty and staff. Accordingly, faculty and staff are not allowed to date students under any circumstances. Students are prohibited from pursuing relationships with faculty or staff. Personal relationships lead to conflict-of-interest problems, including but not limited to lack of objectivity toward the subordinate's performance, the perception of favoritism by other members of the school (whether justified or not), and potential sexual harassment complaints. If a personal relationship develops between a student and an employee, it must be disclosed to school administration so that a resolution to the conflict can be sought.

Student Satisfaction System

This is a system for resolving School- and work-related problems through a progressively upward series of steps. It allows direct problem-solving communication between the student and others with emphasis placed on solving the problem. To initiate the Student Satisfaction System, please make your request in writing and submit it to the Director of Admissions.

Within 24 hours of the submittal, you will meet with the Director of Admissions and discuss the matter and it will proceed as follows:

- Advisor or Faculty Mentor– You should discuss the issue with your advisor and express clearly what you would like to happen. Your advisor/mentor will try to resolve the issue and respond to you with a decision, including its justification, within a reasonable period of time. If you are not satisfied with the decision, tell your advisor/mentor and ask for an appointment with the Dean.
- Dean – You have the option to meet with the Dean alone or with your advisor. At this meeting you should tell the Dean what you discussed with your advisor, why you do not agree with that decision and what you feel would be a good resolution. The Dean is to respond to you within a reasonable period of time. If you are not satisfied with the Dean's decision, you should tell him or her, and they will schedule an appointment for you with the appropriate person: the President for School-related issues or Human Resources if the matter involves a Cattle Track employee.
- Human Resources (for issues involving non-School-affiliated parties) – You should review the discussions that occurred with your advisor and Dean, and why you do not agree with their decisions. HR is to respond to you within a reasonable period of time. If you are not satisfied with the decision of HR, continue to the next step in the grievance process.
- President – You have the option to meet with the President alone or with the Dean. At this meeting you should tell the President what you discussed with the Dean, why you do not agree with that decision and what you feel would be a good resolution. The President is to respond to you within a reasonable period of time. If you are not satisfied with the President's decision, you should tell him or her, and they will schedule an appointment for you with the appropriate person: the School Board Chairperson for School-related issues or Human Resources if the matter involves a school employee.

- School Board Chairperson – If you are not satisfied with the decision of the President or HR you may discuss the problem with the Chairperson of the School Board. This person will review the problem with you, your advisor, the President, the Dean, and HR if applicable. The School Board Chairperson may take the matter to the full School Board if warranted. The Chairperson will then respond with a recommendation and justification to both you and the others within a reasonable period of time. Within a reasonable period of time, the School Board Chairperson will inform you, the advisor, the President, and HR when applicable of the final decision and the rationale behind it.
- Per A.R.S. § 32-3052, If the student complaint cannot be resolved after exhausting the school's grievance procedure, you may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The State Board address is: 1740 W. Adams, Ste. 3008 Phoenix, AZ 85007 Phone: 602/542-5709 Website: Arizona State Board for Private Postsecondary Education.

External Paid Employment

External paid employment during enrollment in the M. Arch degree program is defined as any outside activity complementary to the learning programs at the school, undertaken for compensation by students. Please note: Students are not permitted to pursue or accept outside employment while enrolled in the school, with the exception of permissible activities described in this policy.

Examples of eligible employment:
- Compensation offered to students while engaged in professional practice projects (internships).
- Compensation offered to students by "clients" for work done on behalf of the school.
- Compensation offered to students as temporary employees of the School or on appropriate professional practice projects such as building maintenance, renovation, or tour related activities.
- An Independent Study/External Paid Employment form is used to obtain permission for architectural activities such as internships, and non-architectural activities. Following Core Faculty approval, the Education Office must grant final approval before any compensatory commitments are accepted.

Approval forms must be submitted four weeks prior to commencement of any proposed compensatory activity.

Participation in any compensatory activity is contingent upon the student remaining in Good Standing within his/her degree program; failure to remain in Good Standing will result in immediate cessation of employment authorization until Good Standing resumes. For information on Work/Study opportunities (other than external paid employment) please see the Director of Admissions and Student Services.

Note: International students must discuss any form of proposed employment while enrolled at the School with the Director of Admissions.

External Paid Employment Procedure
Students in Good Standing, having satisfactorily completed their first Learning Portfolio review, may ask to be considered for external paid employment.

Approval Process
Using the Independent Study Form, the student checks the "External Paid Employment" box, completes the information describing the activity, and obtains permission from the supervisor of the activity.
•   The student submits the Independent Study Form to their advisor for Core Faculty approval. If the student does not obtain approval from the Core Faculty, the process stops here.
•   The student submits the approved form to the Student Services Coordinator.
•   For approved employment activities outside of the School, the student is responsible for compliance with hiring practices of the external employer.
Students must maintain Good Standing to be eligible for any form of External Paid Employment.

Weapons
Where applicable under state and local law, the possession, storage or use of firearms, explosives of any type (including fireworks), chemicals, or weapons of any sort are not permitted any place on campus. This includes hunting bows and arrows and hunting knives. Refusal to adhere to this policy is grounds for Suspension and/or Termination of Enrollment from the School.

Facilities
TSOA is located at Cattle Track/Cattle Track Arts and Preservation, a campus with significant national and local historic designations and with historical ties to Frank Lloyd Wright. The mission of CTAP is to recognize and celebrate Scottsdale's cultural heritage by providing opportunities for artists, craftsmen, and students, visual and performing, individually and collectively, and to encourage and enhance their art forms.

At this campus, students work within an expansive studio environment, with access to shared woodshop, gallery, and event spaces at Cattle Track, sharing a culture of experimental building with its vibrant community of artists in residence. The arts compound was founded by George Ellis, an engineer and builder who was renowned for his innovative and resourceful use of local materials, and constructed Frank Lloyd Wright's Rose Pauson house in Phoenix.

Studio Culture Policy
"The Fellowship aims, first, to develop a well-correlated, creative human being with a wide horizon but capable of effective concentration of his faculties upon the circumstances in which he lives." – Taliesin Fellowship Prospectus, 1932

Since its founding, much has changed within the Fellowship and the School, but the ideals of a respectful learning environment within studios that support the creative and productive work of the student remain central to the culture of the school. The Studio Culture Policy of the School of Architecture supports this long tradition with the following propositions:

Each student will be provided with their own workspace, including a desk and material storage. The workspace will be equipped with adequate lighting for focused work and study. Students are encouraged to create their ideal work environment with respect to the architectural integrity of the historic spaces and those around them. Students, faculty, staff, and visiting professionals will respect the individuality and privacy of each other.

The workplace will be clean, professional, and creative in nature, with appropriate noise and behavior levels to respect the concentration of others – quiet conversations, music only when approved by all others in the studio, and productive activity.

Students will receive training to tailor the climate of each studio to maximize energy efficiency by manipulating natural ventilation, shading, and lighting. It is understood that the studios have climatic limitations due to their historic nature. A trained fire steward must be present to oversee the safe use of fire in fireplaces on campus.

The studios will be equipped with high-speed Internet, distributed via wire and wireless. A working laser printer, large-format plotter, copy machine, 3D printer and laser cutter will be provided in each studio for student use. Required equipment training will be provided. All studios are architecturally expressive spaces that celebrate the quality of natural light and the nature of materials, and will simultaneously be accessible to all students, faculty, and staff.

While the School is a live/work environment, the consumption of food and non-alcoholic beverages are only permitted within a class, presentation, or critique forum by faculty consent. Food and non-alcoholic beverages may be consumed in the studio; however, all storage of food is permitted only in kitchen areas. Adequate food storage will be provided in kitchen areas.

Shop Rules and Shop Safety
Shop Rules will be discussed during Orientation at the beginning of each season and will be posted in the shop area. A separate document will be provided for review and receipt at orientation outlining Shop policies. Disregarding shop rules may result in suspension of shop use privileges. Direct shop questions to the School's Shop Steward.

Technology Policy & IT Support
Students are expected to use computers in a wide variety of ways, including computer-aided design. Each student is expected to provide their own notebook computer and required software (see Prior to Arrival Section for requirements).

Additionally, the School may provide certain computers and peripheral equipment, such as printers, plotters, projectors, and others, for use by students. In addition to respecting the

ownership of this equipment and treating it with respect, the school requires each student to abide by the following policies.

Technology Support
Internet support services are provided to students at no cost. IT Staff are available to assist as needed. Contact Scott McEwen smcewen@tsoa.edu if you experience issues with technology or internet access.

Hardware
In the event that a student willfully or carelessly damages School-owned equipment, he/she may be required to cover the cost or replacement of the damaged hardware. The School, its subsidiaries, and various associated organizations such as independent architectural practices own computers that students may use for various projects. Students may only use School-owned computers for School-related work.

Software Copyrights
By law, most software packages may not be copied for use on multiple personal computers. It is the policy of the school to abide by all federal copyright laws with regard to computer software. The law is clear. Reproducing protected computer software without authorization violates the U.S. Copyright Law. It may be a federal offense (Title 17 U.S. Code).

Internet Usage
The school provides Internet access (including e-mail) to students to facilitate their education. All materials, information, and software created, transmitted, downloaded, or stored on the institution's servers are the property of the school and may be accessed by authorized personnel.
Inappropriate Internet use includes, but is not limited to:
- Use of the Internet connection to perform any act considered obscene, harassing, offensive, sexually explicit, racially offensive, discriminatory, or unprofessional materials or messages.
- Transmitting any confidential or proprietary information, including customer data, trade secrets, or other materials belonging to the school.

To ensure the best overall network performance, the school reserves the right to monitor network traffic. If, in the course of monitoring network traffic, information that may have adverse legal implications for the school is discovered, it will be reported. The school will make all efforts to ensure security of email communications, acknowledging that the Internet is not an absolutely secure domain.

No representation: Only authorized individuals may communicate on the Internet on behalf of the school. Students may not express opinions or personal views that could be misconstrued as those of the school. Students may not identify themselves on the Internet as representatives of the school unless required as part of their assigned duties.

Violation of IT policy
Students are expected to notify IT Staff or School administration, as appropriate, of intentional or unintentional breaches in access and data security of which they become aware (including malicious tampering, virus infection, spyware, phishing, or "hacking").
Students who violate the policy shall be subject to disciplinary action including written warnings, On Notice, Probation, Suspension, or Termination of Enrollment.
In addition, if a student's conduct violates federal or state laws, the student may be subject to prosecution under such laws.
The school reserves the right to investigate suspected violations using all means available.

TSOA Faculty Qualifications 2025-26

RANK	Name	Highest Degree	Institution	Certifications, specialties related to discipline
FullTime Faculty	Chris Lasch, President	M.Arch 1999	Columbia	ACADIA; WEES Renewable Energy Network Research
	Stephanie Lin, Dean	M.Arch 2012	Harvard	AIA;ArtTable;Assn for Women in Arch + Design
	Matthew Trzebiatowski	M.Arch 1997	U of Wisconsin	LEED, Reg.Arch AZ & Wisconsin
Adjunct Faculty	Trevor Barger	MS Planning	U of Arizona	Fellow, AIA Cert.Planners, Certified Urban Designer
	Elena Bouton	M.Arch 2021	UC Berkeley	Campi Art in Architecture Award 2021
	Greg Brickey	D.Arch	Stanford	RegProf Engineer;Reg Struc EngAZ;StrucEngAssn;AmConcI nst;ASCE;AIA;AISC
	Jaime Garrido	MBA2000 B.Arch 1986	U of Phoenix	Dom.Rep.AIA, LEED, APPA,SCUP;CertEdFac;CSI;Re g Arch AZ
	Ron Geren	B.Arch 1984	U of Arizona	AIA;CSI;SCIP;CDT;CCS;CCCA
	Andrew Gonzales	M.Arch	UCLA	Minor in Forestry; FireLand/FireCity, CA
	Ryan Hughes	M.Arch 2019	Yale	AIA MN Honor Award 2023;AIA MN Affordable Housing Design Award 2022
	Liz Lonetti	B.Arch		
	Nick Mancusi	M.Arch 2011	FLWSOA	Lic Arch: AZ, NH, TX, IL; Lic Gen.Contractor AZ NCARB, AIA
	Lloyd Natof	Jazz Studies	DePaul	Lect:Art Inst.Chicago,Chicago ASIDFurnDes Assoc.
	Marc Neveu	D.Arch 2005	McGill	CoDir CoBI at ASU;Past ExecEd of Journal Arch Educ
	Zoe Toledo	AB Arch; M.Arch	Princeton, Yale	Cofounded Harvard Indigenous Des.Collective. Avery Review
	Chris Winters	BL Arch	U of Arizona	Arizona RLA

BOARD MEMBER QUALIFICATIONS

William Bast, Board Member

Mr. Bast is a Principal and Regional Director at SOCOTEC Engineering, Inc. with 40 years of structural engineering experience. His areas of expertise include structural engineering of buildings and other structures, forensic engineering, building envelope evaluation and repair, peer reviews, and expert witness testimony. Prior to joining SEI, Bill was a Principal in the Chicago office of Thornton Tomasetti for almost 22 years. His other work experience includes Skidmore, Owings & Merrill, his own firm William D. Bast & Associates, Rubinos & Mesia Engineers, Schal Bovis (now Lendlease), and Central Building & Preservation. He is a Past President of the National Council of Structural Engineer Associations (NCSEA), a Past President of the Structural Engineers Association of Illinois (SEAOI), a former member of the AISC Committee on Specifications, a Life Member of the American Society of Civil Engineers (ASCE), and is a Certified Peer Reviewer for the City of Chicago. He served as an Adjunct Professor at the School of Architecture at Taliesin from 2017 through 2019.

Jason Donofrio, Board Chair

Jason Donofrio is a Phoenix native with a decade of experience fundraising, organizing and coordinating public campaigns. After graduating college Jason went on to work for public advocacy and environmental organizations in Arizona, Maryland, Vermont and Colorado, leading teams as large as sixty on crucial campaigns affecting environmental conservation, civic engagement, consumer protection and higher education affordability. As a director of various development departments, he has helped oversee multi-million dollar fundraising campaigns, develop and advocate public policy and has experience cultivating donors to support organizational programs.

Jason holds a BA in Cultural Anthropology from Arizona State University and is passionate about making a positive difference in our society. He spends his free time enjoying the outdoors and volunteering in the community. In 2008 he embarked on a life-changing experience, spending the summer working on a sustainable farm in the village of Have, Ghana, where he developed a profound appreciation for environmental conservation.

Chris Evanoff, Board Member

Chris Evanoff is a Senior Associate in the Chicago office of Seyfarth, Shaw LLP. Chris' practice focuses on real estate development, including acquisition, disposition, and leasing for a wide variety of clients. Prior to joining Seyfarth Shaw LLP, Chris clerked for three federal district court judges in Detroit, Michigan and Phoenix, Arizona, and later represented the Bureau of Reclamation as a Solicitor for the United States Department of the Interior. Chris resides in Scottsdale, Arizona with his wife, Lindsay, and his five year old son, James.
Outside of the office, he spends most of his time with his family cheering on his son's mini mite ice hockey team, as well as hiking, watching the Seattle Mariners and Michigan State Spartans, and occasionally playing golf.

Chris Gonya, Board Member

Chris is the youngest of three brothers born in Fremont, Ohio to a bi-lingual family of North and South American ancestry. His multicultural home and family have instilled a boundless curiosity for the world around us and the diverse people that make it go.

In 1997 Chris graduated from Cranbrook Schools in Bloomfield Hills, Michigan, where he studied Architecture. While at Cranbrook, Chris began an internship that became a full time position at Tod Williams, Billie Tsien Architects in New York City. A career in Design began shortly after with a brief hiatus as a fashion model in New York and Europe. In 2003, Chris began working on his own, designing and constructing small residential and commercial projects. This experience in entrepreneurship proved to be pivotal and informed Chris's decision to move from Design into Real Estate Development.

Having spent over a decade living and working in NYC, Chris and his wife moved to her native Las Vegas, NV in 2009 to raise a family and be a part of the young city's growth. Since then, Chris has developed single family, multi-family and commercial projects throughout Las Vegas and received the Mayor's Urban Design Award for his achievements. Although primarily focused on business, Chris stays in touch with the Design world by helping teach and collaborate with Architecture schools such as University of Nevada Las Vegas, Columbia University, University of Michigan, University of Colorado Denver, Woodbury College, The Cooper Union and Taliesin School of Architecture. Chris proudly sits on the Board for the Black Mountain Institute, a literary hub and think-tank at UNLV and is also a founding board member of Aliana, a Houston based development company.

Chris and his wife Katie, along with their two precocious daughters, love art, travel, the outdoors, summer/winter sports and are always down for an impromptu dance party.

Eddie Jones, Board Member, FAIA   Founder, Jones Studio

"I imagine if I didn't own Jones Studio, I would really hope they would hire me. It is a wonderful, close-knit family of exceptional people. "

For more than 40 years, Eddie Jones has led Jones Studio with a persistent optimism that is fueled by his enduring commitment to sustainability and his intrepid spirit for innovative design. Eddie works closely with clients to craft a shared vision and lead all aspects of design from concept through construction. Under Eddie's design vision and leadership, Jones Studio has received 228 design awards, including a National AIA Award and a GSA Design Excellence Honor for the Mariposa Land Port of Entry in Nogales, Arizona.

In 2021, Eddie was elevated to The College of Fellows of the American Institute of Architects for his work to promote the aesthetic, scientific, and practical efficiency of the profession. In 2018, he won the AIA Arizona's Architects Medal, the highest honor an individual practitioner of architecture can receive in the state. He is the 2004 recipient of the Melvin R. Lohmann Medal (for career achievement in architecture) from his alma mater, Oklahoma State University—the highest honor bestowed on a graduate of the College of Engineering, Architecture, and Technology (CEAT)—and is an inductee of the CEAT Hall of Fame. In 1999, the University of Oklahoma College of Architecture named him the Bruce Goff Chair.

Eddie was appointed a Founding Governor for The School of Architecture (formerly at The School of Architecture at Taliesin) and has served on numerous civic and academic boards and committees designed to advance the quality of architecture in the community.

Eddie has lectured widely throughout North America, Europe, and Asia and is active in numerous civic and academic committees with a focus on design excellence, education, community impact, and sustainability. He has published two books, one titled Jones Studio Houses: Sensual Modernism and the other titled STRIVE: Jones Studio Adventures in Architecture.

Qingyun Ma, Board Member
Qingyun Ma was born in 1965 in Xi'an, China. He obtained his Bachelor of Architecture degree from Tsinghua University and his Master of Architecture degree from University of Pennsylvania. He has served as a visiting professor and critic at renowned institutions such as Harvard University, Columbia University, and University of Pennsylvania in the United States; and ETH Zurich, Berlage Institute, and Berlin Technical in Europe. From 2004-2006, he was awarded titles including Architecture Vanguard and New Trends Representative of Architecture in Europe and Asia. In 2006, Ma was appointed as Dean of School of Architecture at University of Southern California, becoming the first Chinese dean of a foreign university. He founded the American Academy of China, which received high political and economic attention in 2007. He was invited by the Shenzhen government to be the chief curator of the 2007 Shenzhen and Hong Kong Bi-city Biennale on Urbanism and Architecture. Since 2009, Ma has been working as the architecture design consultant for urban development for the city of Los Angeles, and in 2010 was invited by Disney Headquarters in California to be a consultant for Shanghai Disney Project. In 2010, Ma was named one of the World's Most Influential Designers together with master architects such as Rem Koolhaas and Zaha Hadid. In 2010, he was also invited as a member of the Awards Committee of Official Exhibitors for the 2010 Shanghai Expo. For business practices, he started his own architectural firm, MADA s.p.a.m. in New York in 1996, and moved the main office to China in 1999. In the past decades, he has led the design team to yield substantial design results and complete a vast range of projects making MADA s.p.a.m. a global architecture firm, exemplifying Chinese contemporary design and practical ability. The company's works have been successfully exhibited in the Venice Biennale in 200, Pompidou Art Center in 2003, European Art Year in 2004 and 2005, and Greece Petro in 2006, among others. MADA s.p.am. has entered in many international competitions and has won many special honors.

Pablo Moncayo, Board Member
Pablo joined the Board of Governors at The School of Architecture in July 2019. He is originally from Chihuahua, Mexico and moved to Arizona in 2000. In 2015, he graduated from Taliesin-The Frank Lloyd Wright School of Architecture, now The School of Architecture with his M. Arch degree. Pablo also serves on the Taliesin Fellows board and is a liaison with the newly formed TSOA Alumni Association.

He currently works at Candelaria Design Associates, a 20 year old luxury residential firm in Scottsdale, AZ. He has experience designing and documenting projects in the higher education market, sports facilities, custom housing, etc. Pablo is passionate about 3D modeling, making videos, dancing, cooking, working out, and enjoys the hands-on approach to design.

Sandra Riggs, Board Member

Sandra L. Riggs (Sandi) is a graduate of Northwestern University and worked as a public school speech therapist for a number of years in Waukegan, Illinois. For the last 20+ years, she has been a volunteer in Lake Forest and at Northwestern. From 2007-2009, she chaired the Lake Forest-Lake Bluff Community Associates of The Art Institute of Chicago and currently serves on the Advisory Board for the Deer Path Art League in Lake Forest. At Northwestern, she handled the membership program at The Block Museum of Art for several years and was Co-Chair of the Friends Board there. She currently serves on the Block Museum Board of Advisors, the Alumnae of Northwestern Board of Directors and the NU Libraries Board of Governors. She was a co-chair of the Gift Planning Committee during the last capital campaign at NU and has served on all of her recent Reunion Committees. She enjoys collecting art and antiques, loves to travel, and spends winter in Scottsdale, Arizona and part of summer in Harbor Springs, Michigan.

John Sather, Board Member, 1st Vice President

John Sather is the Managing Partner of Swaback Architects + Planners and has been involved in virtually all of its award-winning Community Design and Architectural projects for over 40 years. He is a skilled Strategist, Manager, Land Planner and Architect.
His land planning involvements include some of the most environmentally sensitive projects in the western United States, Hawaii and Mexico. He has been involved in community design for both the public and private sectors. As such, he brings a perspective to planning projects that is extremely helpful in visioning, creating value, analyzing demand, creating markets, and entitlement strategies. He has been the principal community designer for large and small-scale projects throughout the United States, Mexico, Asia, Russia and Saudi Arabia.

Victor Sidy, Board Member, Secretary

Victor Sidy, AIA LEED AP, is an architect, educational leader, and advocate for quality in the built environment. He received his architectural training from the Frank Lloyd Wright School of Architecture after receiving the Flinn Foundation Scholarship and Robert C. Byrd Scholarship. He has worked with artists, architects, and planners in Russia, the Netherlands, France, Vietnam, and throughout the United States. Mr. Sidy hosted a television series on architecture for EMG Satellite Television that aired from 1996 to 1998 and was the youngest member of Architecture Magazine's 1999 feature "Young Americans." Mr. Sidy has been managing principal of the architectural firm Victory Sidy Inc./Victor Sidy Architect since 2000 and is professor of practice for the Master of Real Estate Development program at the W.P. Carey School of Business at Arizona State University. Mr. Sidy served as Head of School and Dean of the Frank Lloyd Wright School of Architecture in Scottsdale, Arizona and Spring Green, Wisconsin from 2005 to 2015.

Nader Tehrani, Board Member

For his contributions to architecture as an art, Nader Tehrani is the recipient of the 2020 Arnold W. Brunner Memorial Prize from The American Academy of Arts and Letters, to which he was also elected as a Member in 2021, the highest form of recognition of artistic merit in The United States. Nader Tehrani is the Dean of The Irwin S. Chanin School of Architecture at The Cooper Union in New York. He was previously a professor of architecture at MIT, where he served as the Head of the Department from 2010-2014. He is also Principal of NADAAA, a practice dedicated to the advancement of design innovation, interdisciplinary collaboration, and an intensive dialogue with the construction industry. Tehrani received a B.F.A. and a B.Arch from The Rhode Island School of Design in 1985 and 1986 respectively. He continued his studies at The Architectural Association, where he attended the Post-Graduate program in History and Theory. Upon his return to The United States, Tehrani received his M.A.U.D from The Harvard Graduate School of Design in 1991.Tehrani has taught at The Harvard Graduate School of Design, Rhode Island School of Design, The Georgia Institute of Technology, where he served as the Thomas W. Ventulett III Distinguished Chair in Architectural Design, and The University of Toronto's Department of Architecture where he served as the Frank O. Gehry International Visiting Chair in Architectural Design, Landscape and Design. He also recently served as the William A. Bernoudy Architect in Residence at The American Academy in Rome and the inaugural Paul Helmle Fellow at California State Polytechnic University, Pomona. Tehrani has lectured widely at institutions including the Guggenheim Museum in New York, Harvard University, Princeton University and the Architectural Association. The works of Nader Tehrani have been widely exhibited at MOMA, LA MOCA and ICA Boston. His work is also part of the permanent collection of the Canadian Center for Architecture and the Nasher Sculpture Center. His work has been published in a variety of journals internationally which reflect his research on materiality, fabrication and tectonics. Tehrani's work has been exhibited at institutions including the Museum of Modern Art, the Boston Institute of Contemporary Art, LA MoCA, and is part of the permanent exhibit at the Nasher and the Canadian Centre for Architecture. Tehrani's work has been recognized with notable awards, including eighteen Progressive Architecture Awards, a finalist for the 2017 Moriyama RAIC International Prize, and a nominee for the 2017 Marcus Prize for Architecture. Other honors include: a 2014 Holcim Foundation Sustainability Award, the 2007 Cooper-Hewitt National Design Award in Architecture, the 2007 United States Artists Award, USA Target Fellows AD award, and two Harleston Parker Medals. Over the past seven years, NADAAA has consistently ranked as a top design firm in Architect Magazine's Top 50 U.S. Firms List, ranking as First three of those years.

Dr. Bing Wang, Board Member

Dr. Bing Wang, Associate Professor in Practice of Real Estate and the Built Environment, teaches design and real estate courses at the Graduate School of Design, Harvard University. She is Area Head for Master of Design Real Estate and the Built Environment concentration at the GSD. She is also a faculty co-chair for Real Estate Management: Design, Finance and Leadership program, a joint program between the Harvard GSD and Harvard Business School, and a faculty co-chair for the Advanced Real Estate Development program at the GSD. She has been a visiting faculty member at the University of Cambridge in the United Kingdom and lectures frequently at top-tier universities worldwide, including Tsinghua University in China and University of Ulster in the UK.

Tim Wright, Board Member

Tim Wright is a teacher, curriculum designer, documentary filmmaker, writer and occasional lecturer. He studied at Columbia University (BA), the University of Chicago (MA) and was a Prize Fellow at Harvard University (ABD). He has recently retired from teaching, lives in Chicago and is restoring prairie with his corporate consultant wife on 113 acres of land they own near the Taliesin estate. His relationship to the current School of Architecture goes back to the nineteen fifties where he spent three summers as a non-architectural apprentice while Frank Lloyd Wright was still alive. His documentary film Conservation of Matter, on the recycling of the Boston Elevated Subway won the New England Film Festival in 1997; he taught both Film and Architecture and Visual Literacy to Taliesin architectural students from 2006 to 2017 and developed an illustrated lecture on Wright and his Family Clients for the Lancaster Historical Society. He has subsequently helped fund the school and has lectured on Wright's life and work for events sponsored by Taliesin Preservation Inc.

Gary Zimmer, Board Member, Treasurer

Gary is a Wisconsin businessman and educator with worldwide clients. Gary is the retired CEO of a highly successful agribusiness firm, Midwestern BioAg, has taught at technical colleges, and owns multiple farms in the Spring Green, Wisconsin area. An avid supporter of environmental and sustainability issues, Gary has a deep appreciation of the relationship of architecture to its setting and place. Gary has authored three highly successful books on organic/mineralized farming, and multiple technical reports.

SCHOOL LEADERSHIP

Chris Lasch, President of The School of Architecture

Chris Lasch is the immediate former Dean and is currently the President of TSOA. Lasch is a teacher, practitioner, and researcher dedicated to experimental architecture and design.

In 2003, with Benjamin Aranda, Lasch established Aranda\Lasch, a Tucson and New York City based design practice. Recognition includes the United States Artists Award, Young Architects + Designers Award, Design Vanguard Award, AD Innovators, and the Architectural League Emerging Voices Award. Their early projects are the subject of the best-selling architecture book, Pamphlet Architecture 27: Tooling and the more recent publication, Trace Elements.

Aranda\Lasch has exhibited internationally in galleries, museums, and design fairs, including the 2015 and 2017 Chicago Architecture Biennials. Their work is part of the permanent collection of the MoMA in New York and the Heard Museum in Phoenix.

Stephanie Lin, Dean

Stephanie Lin is the Dean of The School of Architecture.

She is a designer and educator, and the founder of Present Forms, a practice that combines artistic and architectural modes of thinking, ranging in scale from environments to objects. Lin is a founding member of Office III, a design collective with Sean Canty and Ryan Golenberg. In 2017 the three were finalists in the MoMA PS1 Young Architects Program and completed the Governors Island Welcome Center in New York, NY that same year.

Present Forms' work has been exhibited at The Museum of Modern Art (New York, NY), Storefront for Art and Architecture (New York, NY), The Elizabeth Foundation for the Arts (New York, NY), A+D Architecture and Design Museum (Los Angeles, CA), cneai= (Paris, France), citygroup (New York, NY), and a number of universities.

4 Year Academic Calendar

2024-25

<u>**Fall 2024**</u>

M.Arch Start	Sept. 3
Last day to drop classes	Sept. 13
Classes end	Dec. 20
Winter Break	Dec.21-Jan.17

<u>**Spring 2025**</u>

M.Arch Start	Jan. 21
Last day to drop classes	Jan. 27
Spring Break	Mar. 15-23
Classes end	May 16
Graduation	May 18

<u>**Summer 2025**</u>

M.Arch Start	June 9
Last day to drop classes	June 16
Classes end	Aug. 15

2025-2026

<u>**Fall 2025**</u>

M.Arch Start	Sept. 2
Last day to drop classes	Sept. 12
Classes end	Dec. 19
Winter Break	Dec. 22-Jan. 19

<u>**Spring 2026**</u>

M.Arch Start	Jan. 20
Last day to drop classes	Feb. 4
Spring Break	Mar. 16-20
Classes end	May 15
Graduation	May 17

<u>**Summer 2026**</u>

M.Arch Start	June 8
Last day to drop classes	June 16
Classes end	Aug. 14

2026-27

<u>**Fall 2026**</u>

M.Arch Start	Sept. 1
Last day to drop classes	Sept. 12
Classes end	Dec. 20
Graduation	Dec. 21
Winter Break	Dec. 21-Jan. 17

<u>**Spring 2027**</u>

M.Arch Start	Jan. 21
Last day to drop classes	Jan. 27
Spring Break	Mar.15-23
Classes End	May 16
Graduation	May 17

<u>**Summer 2027**</u>

M.Arch Start	June 5
Last day to drop classes	June 12
Classes end	Aug. 8

2027-2028

<u>**Fall 2027**</u>

M.Arch Start	Sept. 2
Last day to drop classes	Sept.12
Classes end	Dec. 19
Graduation	Dec. 20
Winter Break	Dec. 22-Jan.19

<u>**Spring 2028**</u>

M.Arch Start	Jan. 20
Last day to drop classes	Feb. 4
Spring Break	Mar. 16-20
Classes End	May 15
Graduation	May 17

<u>**Summer 2028**</u>

M.Arch Start	June 4
Last day to drop classes	June 11
Classes end	Aug. 7

APPENDICES

Appendix I - Institutional Policies

A. [Independent Study Guidelines & Practice Policy for Internships](#)
B. [School Vehicle Policy](#), [Car Sign Out Form](#)
C. [Satisfactory Academic Progress Policy](#)
D. [School Vehicle Usage Policy](#)
E. [Student Satisfaction System Policy](#)
F. [TSOA Withdrawal Return of Title IV Federal Student Aid Policy](#)

Appendix II - Program Curricula

A. [Undergraduate degree 120 credit minimum](#)
B. M.Arch II PreRequisites, [Curriculum](#)
C. M.Arch III PreRequisites, [Curriculum](#)
D. MS. Arch PreRequisites, [Curriculum](#)

Appendix III - [Assessment Guide](#)

Appendix IV - [Boot Camp](#)

Appendix V - [Community Life Syllabus and Evaluation](#)

Appendix VI - [Usonia 21](#)

Appendix VII - [Cattle Track Arts Compound Legend](#)