SCHOOL OF ARCHITECTURE

Mailing Address
School of Architecture
Tulane University
Richardson Memorial Hall
6823 St. Charles Ave.
New Orleans, LA 70118-5698

Administrative Office
Dean: Iñaki Alday
Associate Dean for Academics: Kentaro Tsubaki
Associate Dean for Research: Richard Campanella
Phone: (504) 865-5389
Web Site: http://architecture.tulane.edu/

Mission, Vision, & Values

Mission
The Tulane School of Architecture generates and applies knowledge that addresses urgent challenges of humankind. We do this by educating committed professionals to creatively manage complexity and transform the world through the practices of architecture, urbanism, and preservation.

Vision
We aim to provide global leadership in New Orleans and around the world through excellence in design, research, and practice in the built environment. Our faculty and students will develop socially conscious and environmentally just models to inhabit the planet.

Values
1: We believe that architecture is a broad field that requires visionary skills to impact buildings and the spaces in between, new and historic buildings and sites, cities and rural communities, and sustainable development strategies.
2: We believe architecture should focus on pressing social, environmental, and economic issues.
3: We believe in the continuous examination of the role architecture plays in society.
4: We believe that architecture, planning, and design foster community empowerment.
5: We combine intellectual development and hands-on practice to educate professionals with the highest standards of excellence and ethics.
6: We address global issues through local activism.
7: We collaborate and learn with a multi-disciplinary perspective in the humanities, sciences, and social sciences, including engineering, law, business, and public health.
8: We use advanced technology at the service of contemporary needs.
9: We equip our students with the agency to approach the design process with confidence and urgency.
10: We are committed to finding design solutions for the most vulnerable areas of the planet threatened by climate change, especially rivers and deltas.
11: We are committed to confronting historical inequities of the built environment and preserving architectural and cultural heritage.

History
The first courses in architecture at Tulane University leading to a degree in architectural engineering were offered in 1894 under the direction of Professor William Woodward. An article published in 1907 noted, “the geographical location of the city of New Orleans, its cosmopolitan character, and the age and variety of its unique building types, make it a fit place in which to develop a school of architecture which would be suited to its environment, maintain a reasonableness of planning and construction, and be recognized as appropriate to the climatic conditions.”

Accordingly, a full four-year professional curriculum in architecture leading to a bachelor’s degree was established in the College of Technology (Engineering) in the 1907-1908 academic year. At that time, Samuel S. Labouisse, Moise H. Goldstein and Allison Owen joined the staff. In 1912,
Academic Policies

Undergraduate Policies

Newcomb-Tulane College Policies

A full description of academic policies for all students in Newcomb-Tulane College (https://catalog.tulane.edu/newcomb-tulane/#academicpolicies) can be found in the college’s section of this catalog. Students should review these policies thoroughly.

School of Architecture Undergraduate Policies

Additional academic policies or specific requirements for the School of Architecture are outlined below. These policies, along with procedures and other student guidelines, are also listed in The School Of Architecture's Undergraduate Student Handbook found in the Materials and Policies (https://architecture.tulane.edu/student-life/materials-policies/) page of the School’s website.

HONOR CODE SYSTEM AND CONDUCT

Regulations regarding student conduct are given in the Code of Academic Conduct, which is available through the Office of Student Affairs. The School of Architecture Honor Code and information on the Honor System are available in the Administration office. Students accused of conduct or Honor Code violations will be given a hearing in accordance with the procedures described in these documents. Penalties range from a reprimand to disciplinary probation, suspension, and expulsion. Suspension occurs for a specified period of time, and the fact is entered in the student’s record and transcript while it is in effect. Expulsion is entered in the student’s record and will appear on all transcripts issued after that time.

COURSE LOADS

General policy guidelines for course load requirements are described in the outline of policies for the Undergraduate College. For the School of Architecture, the normal course load for undergraduate students varies from 15 to 19 credits per semester. The student who completes these credits each semester in the required and elective courses as outlined in Programs of Study will meet the graduation requirements in the customary five years. A lighter load must have the approval of the Newcomb-Tulane dean’s office.

In any given semester and with the permission of their advisers, when registration opens for the next semester, students may register for as many as 19 credits. After the close of a semester, students who have earned a 3.0 or higher grade point average on 18 or more credits during that semester may register for as many as 22 credits in the following semester. After the close of a semester, students who have earned a cumulative grade-point average of 3.5 may register for as many as 25 credits. Any student who does not automatically fulfill these requirements, must request special permission from the Newcomb-Tulane dean’s office to register for more than 19 credits.

ACADEMIC STANDING, EXEMPTION, AND ADVANCED STANDING

Students normally proceed through the architecture studio and platform courses sequentially. The exceptional student who feels his or her design work merits advancement into a higher-level studio course must be sponsored by a member of the faculty in a request for advancement. The faculty sponsor petitions the Dean’s office in writing; the Associate Dean will judge the merit of the faculty sponsor’s proposal and make a recommendation regarding the appropriate level of architectural design instruction for the student.
For architecture courses other than studio, students with superior ability or previous course work in a given subject area may request that the instructor of that subject review their past work, previous relevant syllabi and transcripts. The instructor makes an evaluation to determine whether or not the course in question should be waived or credit given and then makes a recommendation to the Associate Dean who approves all advanced standing petitions.

AUDITING COURSES
Any full-time undergraduate student may audit one course per semester without credit in any school of the University, after completing formal registration and obtaining approval of the instructor for the course. Although credit is not granted for audited courses, such courses are considered part of the student’s semester course load and are recorded on the student’s permanent record. An audit enrollment that results in an overload is not permitted unless the student is qualified for such an overload. An auditor who is absent excessively will be dropped without record. Students who decide to audit a course after initially attending the course as a grade-seeking student must submit the appropriate change form to the registrar following the approval of the Newcomb-Tulane dean’s office. Students in the first year are urged to take all courses for credit rather than to audit or visit them.

CLASS ATTENDANCE
Regular attendance at classes, studio and laboratory periods, and scheduled course conferences is required; it is essential to successful academic progress. All absences must be reported to the course instructor. The only excused absences are those for reasons of health or crisis and must be justified with written documentation. Unexcused absences could reduce a student’s course grade, as will late arrivals or early departures from class. Three consecutive absences or four nonconsecutive absences will, in normal circumstances, mean that the instructor may give a WF grade to the student. Instructors are not authorized to excuse absences which extend holidays. A student who stops attending a course listed on his or her registration form, without formally dropping this course, receives a WF grade if recommended by the instructor on or before the official deadline for authorized drops. Students should officially withdraw from a course if they are no longer attending it. After that date, the student will be assigned an UW as a final grade.

TSA LECTURE SERIES ATTENDANCE
Students are expected to attend all Monday night lectures in the TSA series. Lecture response assignments will be coordinated per lecture. Please note that scheduling conflicts due to evening classes or employment must be brought to the attention of your studio professor in advance. The robust lecture series should be considered an integral part of design education as well as a forum for the prescient issues of current architectural thought.

EXAMINATIONS
Attendance at final exams is required. A student who must be absent from a final examination will be given permission to take a special examination only if he or she presents to the course instructor and the Dean’s office an acceptable excuse and appropriate documentation before or within three days after the examination. A student whose absence from an examination is excused will be given an I (Incomplete) and a makeup examination; a student whose absence is not excused will be given an F in the course. Incomplete grades must be resolved with final grades reported to the dean’s office within thirty days from the end of the semester or the I grade becomes an F. (See Newcomb-Tulane section for further information.)

STUDIO REVIEWS
Studio reviews are a critical part of the design studio curriculum and evaluation process. Attendance at these reviews is mandatory. Policies for midterm and final studio reviews are equivalent to those for examinations in other courses (see above).

GRADES
The School attempts to keep its students informed of their progress at all times. Federal law prohibits the sending of grade information to third parties, including parents and guardians, unless the student provides the Associate Dean of the School of Architecture and the Newcomb-Tulane College dean’s office with written authorization for release of such information. Such a request may be made by the student at any time.

A student who has a complaint regarding grading or academic evaluation has recourse to the grievance procedure developed by the University Senate Committee on Academic Freedom and Responsibility of Students. Copies of the Student Grievance Procedures are available in the Director of Academic Affairs office. The student must first discuss the complaint with the professor; then, if dissatisfied, submit a written complaint to the Associate Dean of the School of Architecture. At the end of each semester, a final course grade is given in each subject. This grade is based on all the student’s work during the semester and is entered on the student’s transcript. The School of Architecture uses the University-wide grading system for courses. A full description of Grades and Grading Policies are outlined in the Newcomb-Tulane section for undergraduate college.

GRADE POINT AVERAGES
Cumulative grade point averages are computed by dividing the total number of quality points by the total number of credits attempted. Credits completed on the S/U basis are not included in this computation.

Semester grade point averages are calculated for architectural design courses (the design average) and for all courses together (cumulative average) by dividing the number of quality points by the number of credits attempted. Credits completed on the S/U basis are not included in this computation.

SATISFACTORY/UNSATISFACTORY OPTION
Qualified second through fifth-year Bachelor of Architecture students who are not on probation may elect to take one course in a standard semester course load on a satisfactory/unsatisfactory basis. No more than 3 satisfactory/unsatisfactory courses may be counted toward graduation. The satisfactory/unsatisfactory option may not be used to satisfy the writing, foreign language, quantitative reasoning, and laboratory components of the
core curriculum. In addition, the S/U option may not be used to satisfy required course work in the School of Architecture or architectural electives. It may be used in non-architectural electives being used to satisfy university distribution requirements. Satisfactory/unsatisfactory grades do not carry quality points and are not included in the computation of grade point averages. A minimum performance level of C is required for the grade of “satisfactory.” The School does not accept satisfactory/unsatisfactory or pass/fail credits earned at other institutions. Students should be aware that satisfactory/unsatisfactory credits might not be acceptable in transfer to other institutions. The satisfactory/unsatisfactory option form must be filed within the prescribed period following registration and no later than the official calendar deadline. Changes to or from satisfactory/unsatisfactory status after the deadline has passed cannot be authorized. There are no exceptions.

GRADE APPEAL PROCESS
Students who are dissatisfied with their grades should, within one month of receiving the grade, make an informal attempt to resolve the grievance by approaching the faculty member. If the student and faculty member cannot arrive at a mutually satisfactory solution, the student should, within seven days, begin the formal grade appeal process outlined below.

Students who wish to appeal a grade should submit a formal letter of appeal to the Director of Student Affairs. The student will be responsible for providing their final work, along with syllabi and project descriptions for the final project. The grading faculty member will provide comparative work at each level (“A”, “B”, “C”, and “D” work) to the Director of Student Affairs. All documents will be made available for review by the faculty members of the Student Affairs Committee. The faculty members will review the work and make grade recommendations. It is possible for the grade to go down as well as up. Once a recommendation has been made, the student is notified and offered a chance to receive feedback on their work from the Student Affairs Committee.

If either the student or the grading faculty member is dissatisfied with the committee’s decision, they may appeal to the Dean of the School of Architecture within seven days of being notified of the decision.

COMMENDATION
Commendation is an honor given to Bachelor of Architecture students in any of the Thesis options whose final projects are designated as exceptional by the thesis directors and who receive an A grade (4.0) in their final project. A student who has received a commendation for their final project will receive a letter of commendation from the Dean and thesis directors upon graduation.

DEAN’S LIST
Students who have earned a distinguished record in all of their courses throughout the semester may be recognized on the Dean’s List of the Undergraduate College and of the School of Architecture. The Dean’s List is prepared after each semester and recognizes excellence and superior academic achievement. First and second-year students are placed on the Dean’s List if their grade point averages are at least 3.5; third, fourth, and fifth-year students are placed on the Dean’s List with grade point averages of 3.667 or higher.

LEAVE OF ABSENCE
Students in good academic standing normally attend the School of Architecture each semester consecutively; however, occasionally it is in the best interest of the student to take a leave of absence from the School for a semester or a year. Students considering a leave of absence should consult their adviser at the Center for Academic Advising (TUCAA).

To obtain a leave of absence, the student must make written application to the Associate Dean stating the reason for the request and the proposed period of absence. Upon written approval by the Associate Dean, the student is guaranteed readmission if all conditions of the request and approval are met. (See Newcomb-Tulane section for further information.)

CHANGES IN REGULATIONS
The School of Architecture and the University reserve the right to deny admission to any applicant or to forbid any student’s continued enrollment without assignment of reason; to change any of its rules, courses, regulations and charges without notice; and to make such changes applicable to students already registered as well as to new students.

VOLUNTARY WITHDRAWAL
From a Course
To drop a course, a student must obtain the approval of the instructor and their adviser at the Center for Academic Advising. Withdrawals from courses are not recorded for the first four weeks of class. After the fourth week of classes and before the last date for drops as reported in the official calendar, a grade of W will be recorded only if withdrawal is officially approved and the instructor reports satisfactory standing in the class at the time of withdrawal. Students considering withdrawal from required courses must consult with their adviser at the Center for Academic Advising (TUCAA); required courses in the School of Architecture must be taken sequentially and withdrawal may result in the extension of the program of study. Students must always carry the full-time minimum course load of 12 credits.

From the School
A student who decides to switch from the School of Architecture to a major in another school must consult his or her adviser at the Center for Academic Advising and complete the appropriate forms.

A student who decides to withdraw or resign from the School of Architecture and Tulane University after the semester begins must discuss withdrawal plans with the Associate Dean and file a written request for permission to withdraw from all classes. This statement should include the student's
Tulane University complies with the provision of the Family Education Rights and Privacy Act of 1974 (Buckley Amendment), which was enacted to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the proper handling of these records. Students have certain responsibilities regarding work that forms the basis for the evaluation of their academic achievement. Any student behavior that has the effect of interfering with the education, pursuit of knowledge, and/or a fair evaluation of the student's performance are considered a violation of the proscribed academic conduct, as set forth in the Unified Code of Graduate Student Academic Conduct. The Code also outlines procedures to be followed if there is a suspected violation. Students are expected to be familiar with the Code. Principles and activities not covered by the Code may fall under the purview of university or departmental research and/or ethics committees. Questions concerning jurisdiction should be addressed to the dean of the School of Architecture.

GRADUATE POLICIES

Graduate School Policies
A full description of academic policies for all students in Graduate Programs (https://catalog.tulane.edu/graduate-degrees-professional-programs/graduate-postdoctoral-studies/policies/) can be found in the Office of Graduate and Postdoctoral Studies section of this catalog. Students should review these policies thoroughly.

School of Architecture Graduate Policies
Additional academic policies relevant to graduate students and specific requirements for the School of Architecture are outlined below. These policies, along with procedures and other student guidelines, are also listed in The School of Architecture’s Graduate Student Handbook found in the Materials and Policies (https://architecture.tulane.edu/student-life/materials-policies/) page of the School’s website.

ACADEMIC INTEGRITY
Tulane University expects students to conduct their academic endeavors with honesty and integrity. As part of the University community, graduate students have certain responsibilities regarding work that forms the basis for the evaluation of their academic achievement. Any student behavior that has the effect of interfering with the education, pursuit of knowledge, and/or a fair evaluation of the student’s performance are considered a violation of the proscribed academic conduct, as set forth in the Unified Code of Graduate Student Academic Conduct. The Code also outlines procedures to be followed if there is a suspected violation. Students are expected to be familiar with the Code. Principles and activities not covered by the Code may fall under the purview of university or departmental research and/or ethics committees. Questions concerning jurisdiction should be addressed to the dean of the School of Architecture.

STUDENT RECORD POLICY
Tulane University complies with the provision of the Family Education Rights and Privacy Act of 1974 (Buckley Amendment), which was enacted to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for
the correction of inaccurate or misleading data. The Family Educational Rights and Privacy Act (FERPA) afford students certain rights with respect to their education records. Read more about your rights under FERPA on the Student Affairs website.

RESEARCH OVERSIGHT
Intellectual Property Policy—Under the Tulane Intellectual Property Policy and Procedures document, all full or part-time faculty and staff, graduate students, residents, and fellows, and any other person who is aided by University facilities or staff or by funds administered through the University are required to disclose any patentable and/or copyrightable inventions to the University. As a condition of their employment or affiliation with Tulane, all such covered individuals must execute an Assignment of right, title and interest to any intellectual property to Tulane University. This policy is managed by the Office of Technology Transfer & Intellectual Property Development. Consult with your faculty advisor if you have questions about intellectual property issues.

AMERICANS WITH DISABILITIES ACT
It is the policy and practice of Tulane University to comply with the Americans with Disabilities Act (Pub. L. No. 101-336), Section 504 of the Rehabilitation Act of 1973 (Pub. L. No. 93-112, § 504, as amended), and state and local requirements regarding individuals with disabilities. Under these laws, no qualified individual with a disability shall be denied access to or participation in services, programs, and activities of Tulane. The Office of Disability Services (ODS) is committed to providing equal access and a friendly environment for all who study and work at Tulane. Through collaboration and exploration, modifications to the academic or work environment – accommodations – can be offered to students and employees with registered disabilities.

STUDENT CONDUCT
The university reserves all of its students' behavior compatible with its high standards of scholarship and conduct. By accepting admission to Tulane University, a student accepts its regulations, including the Code of Student Conduct, and acknowledges the right of the university to take conduct action, including suspension or expulsion, for conduct judged unsatisfactory or disruptive. The Vice President for Student Affairs is responsible for formulating appropriate procedures and, as set forth in the Code of Student Conduct, regulations concerning student behavior and for the resolution of conduct cases.

EQUAL OPPORTUNITY, HARASSMENT, AND ANTI-DISCRIMINATION
Tulane’s Office of Institutional Equity is responsible for the implementation of the University’s Equal Opportunity, Harassment, and Anti-Discrimination Policy and Procedure. All faculty, administrators, staff, students, and individuals affiliated with Tulane University by contract (including non-employees, such as vendors and independent contractors) are bound by this policy, which includes the University's statements of equal opportunity and anti-discrimination, the harassment policy, and complaint procedures.

COURSE LOADS
For the School of Architecture, the normal course load for graduate students varies from 15 to 18 credits per semester. Students who completes these credits each semester in the required and elective courses as outlined in Programs of Study will meet the graduation requirements in the customary timeframe. A lighter load must have the approval of the Graduate Program Director. Typically, 12 credit hours is considered the minimum for full-time status, and anything below that number may create issues for and jeopardize scholarships and other financial aid arrangements.

In any given semester and with the permission of the Graduate Program Director, when registration opens for the next semester, students may register for as many as 19 credits. In special circumstances, graduate students who have earned a 3.0 or higher grade point average on 18 or more credits during a semester may register for as many as 22 credits with the Graduate Program Director’s approval.

OPTING OUT OF REQUIRED COURSE
Students with superior ability an with previous course work in a given subject area may request a course substitution based on their past work, relevant syllabi and transcripts. The Graduate Program Director makes an evaluation to determine whether or not a course at a prior institution is equivalent to the course in question. If equivalency is determined, the course in question can be replaced with an advanced elective in the subject area.

AUDITING COURSES
Any full-time graduate student may audit one course per semester without credit in any school of the University, after completing formal registration and obtaining approval of the instructor for the course. Although credit is not granted for audited courses, such courses are considered part of the student’s semester course load and are recorded on the student's permanent record. An audit enrollment that results in an overload is not permitted unless the student is qualified for such an overload. An auditor who is absent excessively will be dropped without record. Students who decide to audit a course after initially attending the course as a grade-seeking student must submit the appropriate change form to the Registrar following the approval of the Graduate Program Director.

CLASS ATTENDANCE
Regular attendance at classes, studio and laboratory periods, and scheduled course conferences is essential to successful academic progress and is required. All absences must be reported to the course instructor; the only excused absences are those for reasons of health or crisis, and must be reported to the instructor prior to the beginning of the class. Unexcused absences could reduce a student's course grade, as willlarrivals or early departures from class. Three consecutive absences or four nonconsecutive absences will, in normal circumstances, lead to a WF (Withdrawn Failing) grade for the course. Instructors are not authorized to excuse absences that extend holidays. Students should withdraw from a course prior to the drop without record deadline if they no longer intend to attend. A student who stops attending a course listed on his or her registration form without
Load of 12 credits.

Voluntary withdrawal from a course

To drop a course, a student must obtain the approval of the instructor and the Graduate Program Director. Withdrawals from courses are not recorded for the first four weeks of class. After the fourth week of classes and before the last date for drops as reported in the official calendar, a grade of W will be recorded only if withdrawal is officially approved and the instructor reports satisfactory standing in the class at the time of withdrawal. Students considering withdrawal from required courses must consult with the Graduate Program Director required courses in the School of Architecture must be taken sequentially and withdrawal may result in the extension of the program of study. Students must always carry the full-time minimum course load of 12 credits.
VOLUNTARY WITHDRAWAL FROM THE SCHOOL

A student who decides to withdraw or resign from the School of Architecture and Tulane University after the semester begins must discuss withdrawal plans with the Graduate Program Director and file a written request for permission to withdraw from all classes. This statement should include the student's reason for requesting to withdraw. Withdrawal forms may be obtained from the Graduate Program Director. The authorized date for withdrawal generally is the date that the formal withdrawal request is received. This date is important in determining eligibility for refund or account adjustment and grading status. Requests for retroactive medical withdrawals cannot be approved after a student has completed his or her final examinations and the semester has ended.

PARTIAL MEDICAL WITHDRAWAL

To withdraw from a course for medical reasons after the last day to drop a class, or if the reduction in course load will result in part-time status; the student must petition the Graduate Program Director via the School of Architecture – Graduate Programs Medical Withdrawal form. The form will be reviewed by the program Director and the Medical Withdrawal Committee. Submission of this petition may result in referral to the student Health Center (for physical health issues) or Dr. Randall Graf (for mental health issues). If referral is recommended, approval of withdrawal will be pending of medical recommendation.

QUALITY OF WORK REQUIREMENTS

The School of Architecture is not obligated to give individual warnings to graduate students in danger of probation or exclusion. Each student is responsible for his or her academic performance and its consequences.

PROMOTION

School of Architecture students are expected to follow the appropriate curriculum outlined in Programs of Study. Students are classified within a given year according to the number of credits earned. A student may be excluded from the School of Architecture for lack of sufficient academic progress toward fulfilling degree requirements. Failure to meet stated degree requirements within a reasonable period of time may result in exclusion. Sufficient academic progress is also measured by minimum credit and grade point requirements. Graduate students in Architecture must maintain the academic standards of the School to meet their degree requirements.

Graduate students who meet the minimum semester requirement of 12 passed credits, maintain at least a 3.0 cumulative GPA, and also earn the required number of credits to advance from one semester to the next are considered to be making progress toward their architectural degree. Failure to meet stated degree requirements within a reasonable period of time may result in exclusion. Sufficient academic progress is also measured by minimum credit and grade point requirements. Graduate students in Architecture must maintain the academic standards of the School to meet their degree requirements.

PROBATION AND EXCLUSION

At the end of the academic year a graduate student must have a minimum of 12 hours of B average work. Students who do not meet these minimum requirements will be placed on probation. B average work is defined as courses whose quality point average is at least 3.0.

Graduate students in the School of Architecture are also placed on probation in the following instances:

• A graduate student, whose cumulative academic grade point average falls below 3.0 in any given academic semester, as calculated at the end of that semester, is placed on academic probation for the subsequent semester. If the student's cumulative average has not risen to 3.0 by the end of the probationary period, the student is not permitted to remain in the School.

STUDENT WORK

Any work performed for credit by students may be retained by the School for record or other uses. Students may, as an alternative, provide suitable reproductions.

Thesis students are required to provide complete documentation of the thesis to the School for the Architecture Library. Although some student work may be retained for a period of time in order to document it, the School is not responsible for any student work (or equipment) left in Richardson Memorial Hall after the end of the term in which it is executed.

The instructor may retain all examinations and assigned written work for academic and record keeping purposes.

STUDIO WORK PORTFOLIO REQUIREMENTS

Each student in the School of Architecture maintains a portfolio, in 8.5” x 11” and digital formats, recording comprehensively the design studio work undertaken in the School each term. For students in the 3 ½ Year M.Arch I Graduate Program, this portfolio is collected and evaluated by design faculty during the spring semester of the first year. At this time a student may be asked to meet with a group of faculty for discussion of the work and his or her status, progress, strengths, and weaknesses. Although the portfolio review is advisory, the portfolio is a part of design studio evaluation. Maintaining a portfolio is an important and integral part of the student’s curricular program, providing a valuable opportunity for a student to see the work from a broader perspective than a single semester’s evaluation affords.

Submission of the portfolio is required for application to many of the School's special programs and academic opportunities as well as consideration for awards offered by the School. This portfolio also forms the basis of the professional portfolio each student assembles to seek summer and long-term employment.

REPEATED COURSES
For graduate students, a course completed with a grade of D-, D, or D+ must be repeated. When a course is repeated both grades, the original grade and the grade resulting from repeating the class, are included in the GPA. The first completed credit with a passing grade is counted toward graduation. The repeated effort is recorded on the permanent record, but does not count as credit earned. If an F or WF graded course is repeated, both the original F or WF and the grade for the repeated effort are recorded. F and WF are counted in the cumulative average. In order to repeat a course, students must be enrolled in a minimum of 12 new credits in addition to the repeated class. No more than one course may be repeated in any semester.

COMMENCEMENT POLICIES AND PROCEDURES
A candidate for graduation must complete the total number of credits and all courses required for his or her program of study, must have a cumulative grade point average in all academic courses of at least 3.0 and must receive certification for graduation by the faculty of the School of Architecture.

A graduate student expecting to receive a degree in May must register as a candidate for graduation with the Graduate Program Director by October 1 of the previous year. The commencement ceremony is held only in May. A student who is one course shy to meet the degree requirement at the end of spring semester may “walk” at the commencement ceremony. Unless excused by the Associate Dean, candidates are required to attend commencement. Requests for an excused absence must be submitted in writing at least two weeks prior to the ceremony.

Degree Requirements
Undergraduate
Newcomb-Tulane College Requirements
Newcomb-Tulane College General Education Curriculum
Newcomb-Tulane College Core Curriculum allows students to explore a wide-range of disciplines and embodies the mission and values of the College by allowing students to have flexibility in their core curriculum courses while exploring a full-range of courses.

The core curriculum—which is composed of a minimum of 30 credits—is divided into two parts: proficiency requirements and a distribution of knowledge. To ensure that students experience the breadth of knowledge at the collegiate level, AP and IB courses can be used to satisfy proficiency requirements only in Formal Reasoning and Foreign Language.

Courses will be designated as satisfying the distribution requirements according to the content and methodology rather than the departmental affiliation of the course.

The new core curriculum general education requirements will go into effect with the entering class of 2018.

Courses proposed to satisfy core requirements will be ratified by the Newcomb-Tulane Curriculum Committee and the Newcomb-Tulane College faculty.

Proficiency Requirements
Writing Skills (2 courses and 6 credits)

Tulane undergraduates should be able to communicate effectively. Students completing this requirement will produce coherent texts that combine analysis, argument, and research.

• Tier 1: Freshman writing (ENGL 1010 Writing (4 c.h.) or ENGL 1011 Writing for Academic Purposes (4 c.h.)) unless the student is exempt. Students receiving exemption from ENGL 1010 Writing (4 c.h.)/ENGL 1011 Writing for Academic Purposes (4 c.h.) are required to take an approved writing class during their freshman year. At least 1/3rd of the grade based upon writing (excluding in class exams), but no revision required.

• Tier 2: One additional writing course at the 2000 level or above taken from an approved list. At least 1/3rd of the grade based upon writing (excluding in class exams), to include revision and re-evaluation by the instructor.

Note: creative writing courses cannot be used to satisfy the writing proficiency requirement.

Formal Reasoning (1 course and 3 credits)

One course in mathematics or symbolic logic (PHIL 1210 Elementary Symbolic Logic (3 c.h.))

Foreign Language (0-3 courses)

The foreign language proficiency requirement is achieved in any of the following ways:

• Passing grade in a course at the 2030 level (3rd semester of Tulane 4-credit hour Foreign Language coursework) or higher in accordance with assigned placement level

• Passing grade on a Tulane-administered proficiency exam for students with assigned placements above the 2030 level. Students who do not successfully pass the proficiency exam will be automatically placed and must successfully complete a course at the 2030 level.

• Passing grade in a course at the level of placement above 2030
• Advanced Placement score of 4 or 5 in a foreign language test as noted in the AP/IB chart
• Higher-Level IB score of 5 or higher in a foreign language test as noted in the AP/IB chart
• Cambridge A-Level score decided by each department.
• SAT II achievement test of 640 or higher in a foreign language.

This requirement is waived for students in B.S.E. programs.

**Distribution Areas**

(A course can satisfy only one of the distribution areas.)

**Mathematics and the Natural Sciences (2 courses including 1 lab science course and 7 credits)**

Tulane undergraduates should understand the methods of scientific inquiry. The mathematics and natural sciences requirement will equip students to understand and assess scientific issues that affect the world today. (Those completing the B.F.A. degree need only complete 1 course with lab.)

**Social and Behavioral Sciences (2 courses and 6 credits)**

Tulane undergraduates should think critically about human cultures, societies, and behaviors. This requirement acquaints students with the methods of research and inquiry in the social science disciplines.

**Textual and Historical Perspectives (2 courses and 6 credits)**

Tulane undergraduates should evaluate literary, philosophical, and historical texts. This area of the curriculum introduces exposes students to the methods used to examine and interpret fundamental issues of human experience.

**Aesthetics and the Creative Arts (3 credits)**

Tulane undergraduate students should be able to understand and appreciate the creative process and various forms of artistic expression.

**Additional Core Requirements**

**The First Year Seminar**

This requirement can be satisfied by a Tulane Interdisciplinary Seminar (TIDES) course or an Honors Colloquium course (COLQ 1010 Freshmen Colloquium Seminar (1-3 c.h.) or COLQ 1020 Freshman Colloquium (1-3 c.h.)).

**Public Service**

All students will complete public service that is satisfied by service learning courses, an approved internship, or research experience. These courses can also be used to satisfy other areas of general education. The nature of the requirement is to be determined by the NTC faculty. Currently this is a two-tiered experience.

**Race and Inclusion**

One course that focuses on race and inclusion in the United States, to be completed by end of the sophomore year. Courses that fulfill this requirement will focus at least 60% of their content on race and inclusion in the United States. These courses may also be used to satisfy other general education curriculum requirements.

**Global Perspectives**

One course that focuses on a global-international context from a perspective outside of the U.S., with at least 60% of content with stated objectives to develop historical, cultural, and societal knowledge of an area beyond the U.S. This requirement should be completed by end of the sophomore year. These courses can also be used to satisfy other areas of general education.

**Bachelor of Architecture, B.Arch**

The five-year Bachelor of Architecture (https://catalog.tulane.edu/architecture/architecture/architecture-barch/) program is structured with required courses and electives that provide thorough professional preparation and opportunities for study in the liberal arts and advanced study in architecture. This degree is accredited by the National Architectural Accrediting Board. (http://architecture.tulane.edu/programs/naab-accreditation/)
Bachelor of Science in Architecture, BSA
The Bachelor of Science in Architecture (https://catalog.tulane.edu/architecture/architecture/architecture-bsa/) degree is a 4-year-long undergraduate course of study. This program offers an integrated curriculum in the liberal arts and architecture designed to promote an understanding of design as a cultural expression while providing a strong preparation for graduate professional study in architecture or an array of other potential career paths.

Bachelor of Science in Real Estate, BSRE
The Bachelor of Science in Real Estate (BSRE) (https://catalog.tulane.edu/architecture/real-estate-development/real-estate-major/) degree is a 4-year-long undergraduate course of study. It is a comprehensive program that teaches the traditional core concepts of real estate including real estate finance and project management, while integrating unique offerings including design and related environmental concerns.

Bachelor of Arts in Design, BADes
The Bachelor of Arts in Design BADes (https://catalog.tulane.edu/architecture/design/design-ba/) degree is a 4-year-long undergraduate course of study. It educates students to apply design thinking across diverse fields in humanities, business, and sciences. The program invites change-minded students to learn principles of design and methods of creative process to be effective in a range of applications. The major is intended for students interested in an interdisciplinary path through innovative approaches and collaborative projects. Beyond the basic design education, the program also offers options to pursue a concentration in Design with Preservation (https://catalog.tulane.edu/architecture/design/design-preservation-ba/) or in Design with Social Innovation (https://catalog.tulane.edu/architecture/design/design-social-innovation-ba/).

Graduate
General Graduate School Requirements
A full description of Master's Degree requirements (https://catalog.tulane.edu/graduate-degrees-professional-programs/graduate-postdoctoral-studies/masters-programs-requirements/) for all students can be found in the Office of Graduate and Postdoctoral Studies section of this catalog. Students should review these policies thoroughly.

Master of Architecture, M.Arch I
The first professional Master of Architecture (https://catalog.tulane.edu/architecture/architecture/architecture-march/) degree program is accredited by the National Architectural Accrediting Board (NAAB) (http://architecture.tulane.edu/programs/naab-accreditation/) and is open to students with a baccalaureate degree in any field from an accredited college or university.

Master of Science in Architectural Research and Design, M.S.Arc
Our post-professional Master of Science in Architectural Research and Design (https://catalog.tulane.edu/architecture/architecture/architecture-research-design/) degree is a one-year program intended for individuals with an accredited professional architecture degree interested in teaching and research as a career in the field of architecture.

Master of Preservation Studies, MPS
In just two semesters of full-time coursework, plus a practicum or thesis that can be completed anywhere in the world, the Master of Preservation Studies (https://catalog.tulane.edu/architecture/preservation/preservation-studies-mps/) program prepares students to become leaders in the field of preservation.

Master of Sustainable Real Estate Development, MSRED
The Master of Sustainable Real Estate Development (https://catalog.tulane.edu/architecture/real-estate-development/sustainable-real-estate-development-msr/) degree is an interdisciplinary one-year graduate program that prepares students from diverse backgrounds to become effective and influential participants in the fields of real estate finance, design and development.

Programs
Undergraduate
- Architecture, B.Arch (https://catalog.tulane.edu/architecture/architecture/architecture-barch/)
- Architecture, BSA (https://catalog.tulane.edu/architecture/architecture/architecture-bsa/)
- Design, BA (https://catalog.tulane.edu/architecture/design/design-ba/)
- Design/Preservation, BA (https://catalog.tulane.edu/architecture/design/design-preservation-ba/)
- Design/Social Innovation, BA (https://catalog.tulane.edu/architecture/design/design-social-innovation-ba/)
- Real Estate, BS (https://catalog.tulane.edu/architecture/real-estate-development/real-estate-major/)

Minor
- Architecture Minor (https://catalog.tulane.edu/architecture/architecture/architecture-minor/)
- Design Minor (https://catalog.tulane.edu/architecture/design/design-minor/)
- Preservation Minor (https://catalog.tulane.edu/architecture/preservation/preservation-minor/)
- Real Estate Minor (https://catalog.tulane.edu/architecture/real-estate-development/real-estate-minor/)
Graduate

- Architectural Research and Design, M.S. (https://catalog.tulane.edu/architecture/architecture/architecture-research-design/)
- Architecture, M.Arch (https://catalog.tulane.edu/architecture/architecture/architecture-march/)
- Preservation Studies, MPS (https://catalog.tulane.edu/architecture/preservation/preservation-studies-mps/)
- Sustainable Real Estate Development, MSR (https://catalog.tulane.edu/architecture/real-estate-development/sustainable-real-estate-development-msr/)

Certificate

- Preservation Studies Certificate (Graduate) (https://catalog.tulane.edu/architecture/preservation/preservation-studies-cer/)
- Sustainable Real Estate Development Certificate (Graduate) (https://catalog.tulane.edu/architecture/real-estate-development/sustainable-real-estate-development-cer/)

Outreach Initiatives

Research and Learning Through Engagement

Tulane University is the only top research university located in a region that deals with the most pressing social, environmental, economic challenges. Solving these urgent problems — housing people, working with communities to bring them back, developing new scenarios to inhabit our rivers and deltas — are deeply rooted in Tulane’s identity. Our university is committed to work that brings innovation by crossing disciplinary boundaries.

Tulane School of Architecture has a long history of commitment to addressing real issues and generating new knowledge, especially after Hurricane Katrina and our leadership in helping our communities rebuild. And as architects, educated to lead complex teams to deal with complex issues, our work is fundamentally interdisciplinary and inventive.

Research and innovation at Tulane School of Architecture is focused in two main areas: 1) Empowerment of Communities through Architecture and 2) River and Delta Urbanism, which are accomplished through professional design excellence and leadership in design education.

The school’s Albert and Tina Small Center for Collaborative Design and URBANbuild are two nationally and internationally recognized programs that provide students and faculty the opportunity to work on local community-based projects through internships, studio and class projects, and design-build opportunities. The Yamuna River Project is an interdisciplinary research program whose objective is to revitalize the ecology of the Yamuna River in New Delhi, thus reconnecting India’s capital city back to the water.

Albert and Tina Small Center for Collaborative Design

The Albert and Tina Small Center for Collaborative Design is the community design center of the Tulane School of Architecture. Small Center works with community-based organizations to provide design services for constituencies who are underserved by the architecture and design professions. Staff, students, and faculty collaborate with the leadership and constituents of partnering nonprofit organizations throughout New Orleans. Partner organizations bring their project ideas to Small Center, and Small Center brings its design expertise to bear in collaboration, supporting New Orleans residents in imagining and pursuing projects that strengthen neighborhoods and contribute to a city shaped by its citizens.

The center’s design work, whether a visual narrative or a built structure, is often a small, but critical contribution to advancing the ongoing efforts of partner organizations. Small Center develops projects in collaboration with faculty designers and professional consultants to create designs that strive for beauty, social justice and true sustainability, while working with other experts to build capacity in partner organizations. This work focuses on equitable process, meaningful outcomes, design excellence, and inclusion as critical parts of the design process.

Follow Small Center’s projects, events, and news on our website: small.tulane.edu (http://small.tulane.edu)

URBANbuild

URBANbuild is a design/build program in which teams of students take on the design and construction of prototypical homes for New Orleans’ neighborhoods. URBANbuild’s partners in the development of these homes have been a number of non-profit community partners such as Neighborhood Housing Services of New Orleans (NHS), the Make It Right Organization of New Orleans (MIR), and Harmony Neighborhood development. Work with these organizations has exposed the School to the needs of the city’s underprivileged families as well as to what is required for the revitalization of New Orleans’ urban fabric and neighborhoods.
The program is an educational collaboration of individuals, organizations, and businesses committed to revitalizing New Orleans’ rich cultural and architectural heritage. Neighborhoods are strengthened by the rebuilding of homes; allied professionals and educators come together for a common cause, and students develop as designers with a deep understanding and commitment to the urban environment.

More information about the design-build program can be found at www.URBANbuild.tulane.edu (http://www.urbanbuild.tulane.edu).

Career Explorations (Pre-College)

Career Explorations offers high school students a short, intensive and engaging introduction to architecture in two, two-week sessions held during the summer. As high schoolers consider careers, they may not yet have been exposed to the unique blend of visual orientation, creative process, academic investigation and professional training that forms an architectural education. Students can participate in one or both sessions exploring the ideas, methods, and issues of architecture with Tulane professors and local practicing architects. Lectures, studio time, digital workshops, field trips, discussions, and critiques will be supplemented by regular design exercises to be completed outside class time.

More information about the Career Explorations summer program can be found here (https://summer.tulane.edu/areas-of-study/architecture/).