SCHOOL OF ARCHITECTURE

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Mission
The Tulane University School of Architecture is committed to pushing for excellence without reservation in the fields of Architecture, Preservation, and Sustainable Real Estate Development.

We are located in the heart of the Gulf Coast, where all the challenges of human inhabitation of the planet are at stake. Here, we have the opportunity to define the role of architecture in front of climate change, coastal and riparian crisis, the process of urbanization under these circumstances, and the challenges for social and environmental justice.

We believe this is a historic moment in the best possible place on earth to be an architect and an educator.

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, Professor Nathaniel Cortlandt Curtis was appointed head of the newly independent Architecture Department; he was succeeded by Professor John Herndon Thomson and Professor Buford L. Pickens in 1946.

At the conclusion of the Second World War, the faculty and enrollment increased to accommodate returning veterans, and the school continued to grow throughout the next two decades. John Ekin Dinwiddie was appointed dean of the School of Architecture in 1953. He was succeeded by Professor John William Lawrence in 1960. In 1971, the School of Architecture moved into its present facility, Richardson Memorial Hall, and experienced another increase in enrollment that continued throughout the seventies. Professor William Kay Turner became dean in 1972, and in 1975, a small graduate program was initiated, offering a post-professional Master of Architecture II degree. Ronald Coulter Filson became dean in 1980.

In the summer of 1990 the school began a program offering a Master of Architecture as a first professional degree for students with undergraduate degrees in other disciplines. Donna V. Robertson succeeded Dean Filson in 1992. Tulane faculty member Donald F. Gatzke was appointed dean in 1997, just as the school initiated its Master of Preservation Studies program. Also in 1997, a supplemental Certificate in Preservation Studies was offered to undergraduates for the first time. In 2003, the school eliminated the five-year Bachelor of Architecture degree, replacing it with a five-year Master of Architecture as the professional degree. Former Architecture Magazine editor-in-chief Reed Kroloff became dean in October 2004. In 2005, the school initiated the Tulane City Center, now known as the Albert and Tina Small Center for Collaborative Design, its urban research and outreach program, as well as URBANbuild, which helps rehabilitate neighborhoods through urban design and the construction of student-designed and built housing prototypes.

Kenneth Schwartz, FAIA became dean in July 2008, increasing national and international recognition for the work of students, faculty and alumni. In 2011, the school initiated its Master of Sustainable Real Estate Development Program. The school added a Bachelor of Science in Architecture degree
track in 2014 and a real estate summer minor institute in 2015. The school also expanded its degree offerings and international study opportunities, and initiated a drive to fully integrate digital design throughout the curriculum.

Iñaki Alday was appointed as dean in May 2018 and began his term August 1, 2018.

**Academic Policies**

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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. Academic policies and specific requirements for all School of Architecture graduate and undergraduate programs are included in the student handbook for each program. You can find the student handbooks on the school's website here (http://architecture.tulane.edu/current-students/student-information).

**Degree Requirements**

**Undergraduate**

Newcomb-Tulane College Requirements

General Education Curriculum

**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 or ENGL 1011) unless the student is exempt. Students receiving exemption from ENGL 1010/1011 are required to take an approved writing class during their freshman year. At least 1/3 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 1/3 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)

**Foreign Language (0-3 courses)**

The foreign language proficiency is achieved by a passing grade at the 2030 level, or an AP score of 4 or 5, or a Higher-Level IB score of a 5 or higher, or an SAT II achievement test of 640 or higher, or a passing grade in a Tulane administered proficiency test. 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 or 1020).

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

Graduate

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.

Outreach Initiatives
Learning Through Engagement
Public service is central to the mission of Tulane University. It is part of what defines and distinguishes us as a university community. Applying what is taught in the classroom to real life problems not only helps our neighbors in New Orleans and around the globe, it also increases our students’ knowledge and skills while helping them find their place as engaged citizens of the world.

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. We work 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, and the Small Center brings 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.

Our design work, whether a visual narrative or a built structure, is often a small, but critical contribution to advancing the ongoing efforts of our partner organizations. We develop 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 our partner organizations. Our work focuses on equitable process, meaningful outcomes, design excellence and inclusion as critical parts of the design process.

Follow Small Center’s projects, progress, and news on our website: small.tulane.edu

URBANbuild
URBANbuild is an unique urban design and construction program launched by the School of Architecture in 2005. Students engaged in URBANbuild studios are deployed to neighborhoods throughout the city to develop creative and sustainable urban design strategies, innovative designs for new housing, historic property inventories, and proposals for site-specific urban interventions and large-scale mixed use urban environments. As an integral component of the URBANbuild program, students will also design and construct a prototypical house for each of the study neighborhoods in partnership with community non-profit agencies that specialize in affordable housing and neighborhood redevelopment. URBANbuild is a laboratory for city research and design, a real generator for urban transformation and revitalization, and a program which directly engages students in the processes of digital fabrication, materials’ research and advanced construction processes and technologies.

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.

Over the course of the past decade, Tulane’s URBANbuild program has realized a body of work in collaboration with a number of local community partners, vendors and material suppliers. Along this journey the program attempted to develop responsible housing prototypes with reliance upon understanding of the common cultural needs of the local environment, the limits of the regional workforce and a growing awareness of what is considered to be affordable. Throughout the work of recent years, many limitations have been discovered. Even in the face of these limitations, the program has produced habitable structures for families within some of the city’s disadvantaged neighborhoods.

More information about the design-build program can be found at www.URBANbuild.tulane.edu.
Social Innovation/Social Entrepreneurship Minor

Building upon Tulane University’s strengths in civic engagement and service learning, the Social Innovation and Social Entrepreneurship (SISE) minor provides students with skills to create a more just and equitable society. The five main SISE courses introduce students to concepts of social innovation, mindsets of human-centered design, and frameworks for social impact leadership. Social Innovation and Social Entrepreneurship is an interdisciplinary minor for undergraduate students from across the campus. The 17 credit hour minor includes a variety of courses taught by SISE faculty members and Social Entrepreneurship Professors from across the university. The SISE minor is supported by a variety of programming offered at the Phyllis M. Taylor Center for Social Innovation and Design Thinking (http://taylor.tulane.edu).

Summer Career Exploration

Tulane Pre-College offers an engaging introduction to architecture for high school students who have completed at least their sophomore year, as well as younger students who showcase an exceptional ability to thrive. In order to provide students with a fun and rewarding experience, the program forces students to think about the whole world around them and how it was designed.

In addition to classes, students attend walking tours of New Orleans with professional architects. By exposing students to the buildings of New Orleans, students begin to see how architecture blends history and culture. Students leave with a portfolio of work, which will allow them to continue to explore their initial interest in the field at Tulane University or other schools with an architecture focus.

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