

ARCH 500A: THESIS STUDIO PROJECT

In Workflow

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Approval Path

1. 2026-05-15T23:28:54Z
Emily Potts (emily.potts): Approved for DOD Committee Chair
2. 2026-05-16T20:57:06Z
Richard Pratt (rpratt): Approved for DOD Chair
3. 2026-09-16T18:18:48Z
Rebeccakah Mulholland (rebeccakah.mulholland): Approved for ALS College Committee Chair
4. 2026-09-16T21:23:40Z
Gladys Francis (gladys.francis): Approved for ALS Dean

New Course Proposal

Date Submitted: 2026-05-15T02:17:19Z

Viewing: ARCH 500A : Thesis Studio Project

Last edit: 2026-05-15T02:17:18Z

Changes proposed by: Mahtab Orooji (223030210)

Contact(s):

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Catalog Title:

Thesis Studio Project

Class Schedule Title:

Thesis Studio Project

Academic Group: (College)

ALS - Arts & Letters

Academic Organization: (Department)

Design

Will this course be offered through the College of Continuing Education (CCE)?

Yes

Please specify:

CCE Only

Catalog Year Effective:

Fall 2027 (2027/2028 Catalog)

Subject Area: (prefix)

ARCH - Architecture

Catalog Number: (course number)

500A

Course ID: (For administrative use only.)

TBD

Units:

6

Is the ONLY purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?

No

In what term(s) will this course typically be offered?

Spring term only

Does this course require a room for its final exam?

No, final exam does not require a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

ARCH 500A is a new course proposal that serves as the culminating experience for the M.Arch program, in which students independently develop, manage, and complete an original multi-phase design project. Unlike earlier studio courses that operate around a shared assignment and common deliverables, this course is primarily student-driven: each student defines their own project topic, establishes their own deadlines and workflows, selects their presentation format — whether a designed exhibition, publication, defense review, community engagement session, or other approved format — and takes direct responsibility for the quality and trajectory of their work. This structure reflects a deliberate curricular choice to shift the locus of authority from instructor to student at the capstone stage, preparing graduates for the self-directed professional and research environments they will enter upon completion of their degree.

Course Description: (Not to exceed 90 words and language should conform to catalog copy.)

Studio-based thesis-level graduate course. Students will independently develop, manage, and complete a multi-phase design project or thesis. Students will work with a committee of instructors, collaborators, and reviewers to solicit feedback and present an original project. Emphasis on student-driven determination of deadlines, design process, deliverables, and presentation strategies.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

Yes

Prerequisite:

ARCH 400

Prerequisites Enforced at Registration?

Yes

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

Department Approval

Course Component(s) and Classification(s):

Laboratory

Lecture

Laboratory Classification

CS#07 - Fine Arts and Science Activity (K-factor=1.3 WTU per unit)

Laboratory Units

3

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Synthesize spatial, programmatic, environmental, and contextual factors across multiple scales in a unique design project.	Assessment #1 – Work Plan Assessment #2 – Draft Mid-Review Assessment #3 – Final Deliverable
2	Apply qualitative, quantitative, and design-based research methods to develop a solution to an original and complex design problem.	Assessment #1 – Work Plan Assessment #2 – Draft Mid-Review Assessment #3 – Final Deliverable
3	Demonstrate technically sound and buildable architectural solutions in response to a complex design problem.	Assessment #1 – Work Plan Assessment #2 – Draft Mid-Review Assessment #3 – Final Deliverable
4	Integrate appropriate environmental and performance-based design strategies to solve complex architectural problems that advance ecological sustainability.	Assessment #1 – Work Plan Assessment #2 – Draft Mid-Review Assessment #3 – Final Deliverable
5	Employ effective computational design methods, simulation tools and modeling technologies using a wide range of media and methods.	Assessment #1 – Work Plan Assessment #2 – Draft Mid-Review Assessment #3 – Final Deliverable

6	Formulate design solutions that measurably advance equity, inclusivity, positive societal outcomes.	Assessment #1 – Work Plan Assessment #2 – Draft Mid-Review Assessment #3 – Final Deliverable
7	Incorporate the knowledge of codes, standards, and principles of professional practice into a successful project delivery process.	Assessment #1 – Work Plan Assessment #2 – Draft Mid-Review Assessment #3 – Final Deliverable

Attach a list of the required/recommended course readings and activities:

ARCH500A-ThesisProjectStudio.pdf

For whom is this course being developed?

Majors in the Dept

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Graduate (Masters) Learning Goals:

Disciplinary knowledge
Communication
Critical thinking/analysis
Information literacy
Professionalism
Research (optional)

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

Is this a Graduate Writing Intensive (GWI) course?

No

Key: 15571