STUDENT HANDBOOK

School of Architecture
College of Architecture + Planning
University of Utah

Updated: July 21, 2022

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1. Architecture Welcome

Welcome to the School of Architecture at the University of Utah.

Our goal is to educate future architects, designers, and creators of the built environment how to be innovative and imaginative, but respectful of the history, cultures, places, and people as they embark into their design explorations and professional careers. Our goal is also to provide foundations that will enable designers of tomorrow to understand intricate complexities of architectural design, building technologies, construction methods, and contemporary professional practice. We focus on environmentally-conscious design, and ways to positively impact our society. We strive to enable students to explore their personal interests in design and architecture, to learn how to work collaboratively, and to embrace innovation.

Our school is quite unique. We have a rich history, yet we are always looking towards the future. We are located in a vibrant urban setting, surrounded by beautiful nature. We are a tight-knit community, yet we have regional, national, and global reach. Our faculty, staff and students are diverse, and we are working towards making architectural education and profession inclusive and equitable. We engage in community-based projects. Our faculty conduct cutting-edge research in various architectural areas, practice professionally, and design award-winning work. We employ an integrated curriculum model, which fosters the students' ability to think holistically, design and build with intention. Our extensive alumni network is an essential component of our school, and we are dedicated to having an active role in professional organizations. We value interdisciplinary collaborations.

I invite you to visit http://soa.cap.utah.edu/ us and learn more about our community.

Ajla Akšamija, PhD
Professor and Chair

1A. School of Architecture Mission

The School of Architecture at the University of Utah is committed to the belief that architectural education must take as its object the production of thoughtful and humane architects capable of thinking as creatively about their representations of the world as they think about building technology and design. The School of Architecture approaches teaching and practice with a rigor that holds us, and others, accountable to high standards, without losing a sense of adventure, risk taking and discovery. We are dedicated to mentoring students to help them discover where their passions lie.

Four core beliefs underpin the Utah School of Architecture:

• Architects must take **Responsibility** for the impact of their work on society.

Architects are important civic actors because whether they know it or not, their work is a form of political discourse. Their work should provide an empathetic response to all of their audiences, especially those culturally, socially, economically, physically, and mentally vulnerable. Only then can they foster community and environmental health.

• Architects must be focused on social, economic, and environmental **Resiliency**.

Architects can only become relevant to the burning problems of the planet if they learn the power of context and the potency of local methods in relation to social, economic, and environmental sustainability. A systems-thinking approach to place enables new perspectives, resilience and opportunities to emerge.

• Architects must **Respect and Respond** to the communities in which they work.

The School of Architecture has a deep tradition of community engagement. Our students and faculty enable communities and clients to connect their values with making and the production of the built environment. An Architect should be a dedicated team player who seeks to elevate everyone in the community through collaboration. They should be constantly curious, learning and expanding their understanding of culture and the impact of architecture on communities.

- Architects must be committed to **Design Excellence** and ecology.

Architects should know how to combine theoretical concerns with practical knowledge of making things and buildings. The School of Architecture teaches a process driven approach to architecture. It begins with research and discovery, moves to development and illustration of the conceptual grounding for a project, and ends with a clearly articulated building, product, or experience. Our work focuses on both contemporary as well as traditional forms of construction with an emphasis on connecting people, program and physical setting in innovative ways.

We are committed to instituting justice, equity, diversity and inclusion within architectural education and profession. This is our overarching goal. We strive to educate our students to be a transformative force that, through inclusive leadership, fundamentally changes our profession.

1B. M.Arch Degree Goals

Master of Architecture

The Master of Architecture (M.Arch) is an accredited professional degree that provides students with a comprehensive education, leading to the practice of architecture. It is designed to provide students with opportunities to prepare for specialization in the areas of architectural design and representation, architectural technologies and building performance, digital fabrication, architectural history, and society and culture. In addition, the School of Architecture and the College of Architecture + Planning offer several dual-degrees and certificate programs, which may set students apart in a competitive employment market.

In the United States, most registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit 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, three-year, or two-year term of accreditation, depending on the extent of its conformance with established educational standards.

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

The School of Architecture at the University of Utah offers the following NAAB-accredited degree programs:

M. Arch. 2-year (preprofessional degree + 59 graduate credits)
M. Arch. 3+ (non-preprofessional degree + 101 credits)
Next accreditation visit for all programs: 2023 - 2024

M. Arch. 2-year Program Requirements

The School of Architecture curriculum is focused on integration and the process of design, research, and thinking. The curriculum makes meaningful connections between the different areas of instruction: design, history/theory/criticism, technology, design communications, and professional practice through a sequence of integrated courses

taught collaboratively to illustrate the connections between areas of instruction and the importance of each area for the ethical practice of architecture. At the heart of the curriculum is the recognition that architectural practice is inherently value-laden and, therefore, that recognition of the values underlying our processes and products is essential in our research and teaching.

The program is organized to allow students to choose an area of focus after the first year, which consists of a foundational sequence focused on the design process and research. The second year allows the student to choose an immersive experience as well as develop a self-authored masters project. There are two immersive programs, DesignBuildUTAH@Bluff and DesignUTAH@Salt Lake City.

A current course map for the 2-year M.Arch program can be found here: http://soa.cap.utah.edu/index.php/2021/11/19/graduate-march-2yr/

Application information can be found here:
http://soa.cap.utah.edu/index.php/2022/01/07/graduate-admission/

M. Arch. 3+ Program Requirements

The 3+ M.Arch program is designed for students who do not have an undergraduate degree in architecture. The program can be completed by students in just over three years of study and prepares students for professional practice as an architect.

The first semester of study for all 3+ students is a summer semester. Students in the 3+ program spend their first summer of study in an intensive studio program, followed by a year of courses focusing on architectural design (studio classes), theory, design communications, building technology and structures courses. These three terms of study are designed to provide the essential tools and background required to complete a master's degree in architecture. Upon completion of the summer intensive program plus one year, 3+ students then begin to take courses in the regular 2-year M.Arch sequence.

A current course map for the M.Arch 3+ program can be found here: http://soa.cap.utah.edu/index.php/2021/11/19/graduate-march-3/

Application information can be found here:
http://soa.cap.utah.edu/index.php/2022/01/07/graduate-admission/

1C. MSAS Degree Goals

The Master of Science in Architectural Studies (MSAS) program is a post-professional graduate degree designed for students seeking education in a specialty area of architectural research. The program can be completed by students in approximately two years of study and prepares students for research or professional practice in a specialty area of architecture. This degree is not accredited to gain licensure for practice as an architect.

The MSAS program is a 36 credit hour (3-4 semesters) program of study. The program is characterized by choice and flexibility. The student assembles a program tailored to their individual interests. The program includes an introductory seminar, research methods, area cognates, electives and a Master's thesis.

Students must work with a primary advisor, who oversees student's research, provides mentorship and supervises student's thesis progress. At least two additional committee members are required to form a thesis committee. Students must submit a final written thesis document and complete final defense in order to complete the degree.

More information about the program can be found here:
http://soa.cap.utah.edu/index.php/2021/11/19/graduate-m-s-post-professional/

Application information can be found here:
http://soa.cap.utah.edu/index.php/2022/01/07/graduate-admission/

1D. BS in Architecture Degree Goals

Bachelor of Science in Architectural Studies

The Bachelor of Science in Architectural Studies (BSAS) is an undergraduate, pre-professional degree in architecture that provides a well-rounded academic foundation from which an individual might develop pre-professional competency for entry-level employment in the building industry. For those seeking work at the graduate level, it provides a thorough preparation for a professional, accredited Master of Architecture program, or studies in related environmental design fields. The program requires a year of liberal arts education during which students take a number of pre-architecture requirements and general education classes. Once admitted into the major in the sophomore year, students take a number of required courses which provide a broad introduction to the field of architecture and a solid foundation for the development of individualized programs at the graduate level.

Students who wish to major in architectural studies should first meet with the departmental undergraduate adviser to receive an orientation to the major. Any student interested in the Architectural Studies major may request to be classified as Pre-Architecture.

During the freshman year, the pre-architecture student explores a variety of subject areas and methodologies of critical inquiry while strengthening quantitative and writing skills. Be aware that pre-architecture coursework fulfills only a portion of the University and General Education requirements. Additional coursework within the University is required to provide the student with a broad education in preparation for the Architectural Studies major. This process provides the foundation study required for the architecture curriculum.

A current course map for the BSAS program, including the pre-architecture requirements, can be found here: http://soa.cap.utah.edu/index.php/2022/01/07/b-s-in-architectural-studies/

Application information can be found here:
http://soa.cap.utah.edu/index.php/2022/01/07/undergraduate-admission/

Additional Programs for Undergraduate Students

Both the School of Architecture and the University of Utah offer additional programs to enhance your educational experience:

LEAP Program (https://leap.utah.edu/index.php)
Honors College (https://www.honors.utah.edu/)
Undergraduate Research (https://our.utah.edu/)
My Utah Signature Experience (MUSE) (https://muse.utah.edu/)

Note: Students seeking to pursue a second bachelor's degree in architecture are not eligible to apply to the Bachelor of Science in Architectural Studies Major. We strongly encourage these students to apply to the Master of Architecture 3+ program (http://soa.cap.utah.edu/index.php/2021/11/19/graduate-march-3/).

2. SoA Academic Policies

2A. Academic Policies

Grades

In major undergraduate courses, a grade of B or better indicates that the work is appropriate as a foundation for graduate work in the architecture program. Grades of C+, C, and C- indicate that the work meets a standard acceptable for undergraduate work, but is not acceptable as a foundation for continuation at the graduate level. Admission to the graduate programs in the School of Architecture requires a minimum GPA of 3.0.

In the graduate program, students must achieve a minimum letter grade of B- in studio courses (ARCH 6010, 6011, 6012, 6014, 6015, 6016, 6018, and 6971) and a C- in all other courses for a course to count toward graduate degree requirements. Courses with lower grades or with a credit/no-credit grading option will not be counted. Students achieving less than a B- in studio courses will not be permitted to enroll in the subsequent studio course, nor its integrated course.

Each professor will include a grade scale as part of their syllabus, in addition to a statement of the work required for the course. In accordance with the University of Utah grade scale (https://catalog.utah.edu/#/policy/B12v3LX0G?bc=true&bcCurrent=Grading%20Policies&bcGroup=Grade%20Information&bcItemType=policies), a grade of C+, C, or C- indicates "standard performance and achievement." In order to receive a B- or higher, students must show "good performance" and "substantial achievement" or better.

Minimum Grade Point Regulations

Graduate students must maintain a minimum cumulative GPA of 3.0. Students whose GPAs fall below a 3.0 or who accumulate more than 3 incompletes will be placed on probation. Probation may carry specific requirements that the student must meet in order for probation to be removed. Students who are on probation may not take the Final Studio. Students on probation for two consecutive terms will be asked to withdraw from the program.

Undergraduate students must maintain a cumulative minimum GPA of 2.0 to remain in academic good standing. Students whose cumulative GPA falls below a 2.0 will receive an academic warning from both the School of Architecture and the University, and will be placed on academic probation. Students may find information regarding University academic standards here: https://advising.utah.edu/academic-standards/faq.php.

Students may retake courses up to a total of three times in an attempt to raise their grades. At the point of entry of the first grade, a student's transcript will note that the course has been repeated. The new grade is shown in the semester in which the course is retaken. The student's GPA is recalculated to eliminate the effect of the first grade and to recognize only the new grade.

Incompletes and Work-in-Progress Grades

Occasionally, a student needs to discontinue work in a particular course before the semester is finished because of circumstances beyond the student's control. In this case, a student may receive an incomplete grade "I". University's policy regarding incomplete grades can be found here: https://regulations.utah.edu/academics/6-100.php. The grade of "I" should be used only for a student who is passing the course and who needs to complete 20% or less of the course.

If a student has not finished incomplete work within one calendar year after the "I" was given, the "I" will be automatically changed to an "E" (failing grade). If the student graduates within one calendar year after receiving the "I," but before completing the work, the "I" will remain in the record, but will not contribute to credit toward graduation or the grade point average. An instructor may override the automatic change from an "I" to an "E" by submitting a grade change form.

Sometimes a "T" grade is used instead of an "I" for courses, such the professional project course, where students are engaged in independent research. Students can check the status of their grades by visiting the Campus Information System (CIS), found here https://portal.app.utah.edu.

2B. Studio Culture Policy

Architectural Design Learning and Teaching Culture Statement

The Architectural Design Studio is a public academic space at the University of Utah. A unique aspect to studio culture is that the physical, psychological, and intellectual environment should result in the productive generation and investigation of ideas. Students and faculty recognize the strength of studio culture depends upon the level of engagement of each participant, and commit to contributing to a positive learning atmosphere that fosters healthy collaboration. Activities which challenge this environment undermine the academic mission of the School of Architecture.

Through pedagogy and engagement, faculty encourage and sustain intensity and commitment while fostering inquiry and experimentation that respond to a diversity of views and positions.

Faculty have the right to expect that students will:

• Come to the studio with the desire to learn from others, assist others with their learning needs, and work toward a robust shared experience where thoughts, ideas, and concerns are advanced.
• Be willing to take risks in the design process in seeking ideas that create new knowledge.
• Value and benefit from the diversity of each individual in the class, and respect each person's cultural history, educational background, ideas, beliefs, and experiences.
• Promote a sense of optimism, and value the efforts and contributions of colleagues.
• During Architectural Design Studio hours, be fully engaged in the tasks at hand, and be prepared for studio activities (pin-ups, desk crits, reviews, field trips, etc.).
• Endeavor to meet the course expectations and specific assignments in a timely and efficient manner.

Students have the right to expect that the faculty will:

• Regard each student as a unique individual deserving of concern and attention, and value each student's contributions to the studio.
• Come with the best interests of each student, and treat each student fairly and in a respectful, consistent and supportive manner.
• Share their knowledge, and assist students to find other resources (faculty, professionals, literature, examples etc.) that will aid student understanding and enrichment.

•   Provide evaluation criteria in the syllabus, and provide timely and detailed feedback of their work to support their growth and development.
•   Provide expectations for documentation and collection of work.
•   Value the time of students by establishing and adhering to fair and reasonable schedules for class time activities and by assignments that are directed toward learning and knowledge acquisition as well as product.

Students have the right to expect that other students will:

•   Come to the studio with the desire to learn from others, assist others with their learning needs, and work toward a robust shared experience where thoughts, ideas, and concerns are advanced.
•   Regard each other as unique individuals deserving of concern and attention, and value each student's contributions to the Architectural Design Studio.
•   Value and benefit from the diversity of each individual in the class, and respect each person's cultural history, educational background, ideas, beliefs, and experiences.
•   Promote a sense of optimism, and value the efforts and contributions of other class-mates.
•   Respect the personal work space of their peers, and the public space of the Archi-tectural Design Studio.

Students and faculty are responsible for reading and abiding by the Student Code (https://regulations.utah.edu/academics/6-400.php), written and maintained by the University of Utah.

Studio Activities

The Architectural Design Studio employs a variety of means and formats to review the ideas and work of students and is an essential element of the culture of the Architectural Design Studio. Reviews are simultaneously an opportunity to facilitate discussion of greater issues and relationships such as those between theory and practice, idea and realization, and ethics and responsibilities, as well as the occasion to consider differing viewpoints and possibilities.

For formal reviews, students and faculty are expected to arrive on time and stay engaged as active participants throughout the review process. In advance of the reviews, faculty are responsible for informing invited guests and reviewers about the project intentions and background, as well the expectation that the review will reflect the School's commitment to a culture of respect, engagement, diversity and professionalism. Students are expected to be prepared to discuss their work, as well as to participate in the discussions of their peers' work.

Students and faculty are expected to use shared resources in a courteous and respectful manner. This includes responsible use of studio spaces, meeting areas, pin up

spaces, shop facilities, and printing alcoves. Students are highly encouraged to utilize the variety of Student Services (https://www.utah.edu/students/services.php) provided by the University that are available to help support academic success and wellness.

Work-Life Balance and Health

The architectural program requires a time-intensive commitment within the studio setting, which reflects the intensive engagement of architects in their professional lives. To support a healthy life–work balance for its students and faculty, the School of Architecture asks both students and faculty to examine the critical aspect of good time management. A well-organized schedule that incorporates short as well as longer-term goals, events and deadlines within each semester is the essence towards a well-adjusted life-work balance.

Students should talk to their instructors about expectations and strategies that ensure an intelligent and efficient time management, which, if done right, does not require 'all-nighters', which are usually evidence of rather poor time planning. Do not plan to work on assignments or towards deadlines 'last- minute,' since such strategy results in a considerably higher stress level, and in lower-quality outcomes, or, in the worst case, in missing a deadline entirely. Since the work needs to be done at some point anyway, make sure to finish assignments one or two days before the actual deadline, and finish your review assignments and work towards reviews in the same manner. This allows you to be more relaxed, get appropriate sleep before juried reviews, thus allowing you to perform much better and concentrated at the moment where you present the work of up to an entire semester to the jury.

Values

A Place of Synthesis: In the School of Architecture, we believe in the importance of the Architectural Design Studio as an essential point of engagement, convergence, and integration for the educational and personal experiences of our students. A positive, strong, respectful and shared Architectural Design Studio Culture supports the School's endeavor towards a well-educated, diverse, socially just, environmentally conscious and innovative student body. This culture encourages **optimism, mutual respect, the idea of sharing and engagement, and innovation** within the work and activities that happen in the Architectural Design Studio and beyond.

Studio culture encourages **integrative experiences that synthesize coursework, research, and observations into creative work through processes of critical thinking, engaged action, and understanding**. The Architectural Design Studio model is critical and central to the educational mission of the School of Architecture, for it is intended to foster the exchange of ideas, the cultivation of critical thought, and the development of a variety of skills needed to prepare the next generation of design profession-

als for changing professional roles and responsibilities within the context of increasing cultural diversity.

Studio culture recognizes a common set of values that align with the core beliefs outlined in the School of Architecture's Mission (http://soa.cap.utah.edu/index.php/2021/12/03/mission-values/).

Iterative Nature of Design: Architectural design is a creative and intellectual process, simultaneously intuitive and reasoned, aesthetic and utilitarian, as well as experimental. Design ideas are subject to formal, functional, physical, historical, and cultural principles and knowledge. Design ideas are continually assessed and reassessed through an intensive and critically self-evaluated thinking and making progression. Such critical inquiry and self-examination processes are fundamental for growth and development for students and faculty. Design is therefore iterative and requires a simultaneous objective and subjective learning and evaluation process within the Architectural Design Studio.

Social Contribution and Collaboration: Architectural design is ultimately an activity intended for the improvement of environments, societies, and individuals. Design is an activity enhanced by the opportunity for dialogue, reflection, and experimentation, which should occur freely. The design process is accentuated by collaboration between students, faculty, guests, and reviewers, and is supported by working resources (field trips, fabrication shops, computer labs, the library, review space, etc.) that enhance dimensions of social contribution through design.

Sustainability and Resiliency: The School of Architecture recognizes that design must inherently be relevant and responsible to the environmental issues that challenge social, ecological, and economic sustainability. Systems thinking approaches to design, building performance, and adaption support a holistic view of built and natural environments. Studio investigations embrace the responsibility that designers have to mitigate climate change and to protect the health, safety, and welfare of both the planet and its people.

Diversity, Equity and Inclusion: Studio culture fosters and supports a diverse student, faculty, guest, and reviewer body. As such, the Architectural Design Studio environment should be centered on sharing, engagement, innovation, collaboration, and respect among all participants. Through such approach, the Architectural Design Studio is a space that deepens a student's understanding of diverse cultural and social contexts, which help the students to translate that understanding into a built environment that supports and includes people of different cultures, backgrounds, resources, and abilities. Studio culture recognizes that engagement is fueled by individual ideas and experiences, as well as collective interests and interpretations which add richness to the Architectural Design Studio process.

Implementation

Ultimately, the goal of a highly positive Architectural Design Learning and Teaching Culture can be achieved only through all stakeholders' appreciation of the benefits of this shared interest, as well as a long-term commitment to its attainment. With that in mind, the School's chair shall periodically review and update this policy as a collaborative process that engages students, faculty and staff. Revisions to the Architectural Design Learning and Teaching Culture Statement shall be part of the ongoing Assessment and Curricular Development Plan.

Annual responsibilities of the School of Architecture to support this Architectural Design Learning and Teaching Culture Statement include:
1.   To ensure that all students and faculty teaching design studio receive and review this document at the start of each semester.
2.   To advise students or faculty who believe that the policy rules may have been violated.
3.   To respond to concerns or questions that may arise around this document in a timely and collaborative manner.
4.   To ensure the School of Architecture will have an Architectural Design Learning and Teaching Culture Statement link on its web site that will house the document and include links to other sites and information as appropriate.

The School of Architecture as well as the College will have a Studio Culture link on its web site that will house the policy and include links to other sites and information as appropriate.

2C. University of Utah Student Code

University of Utah Student Code Rights and Responsibilities

The University of Utah is a world-class research and teaching institution built on a legacy of innovation, collaboration, community engagement, and service. This roadmap provides a shared vision for the future of the U. It identifies mission, values, strengths, and strategies for the continued excellence and the long-term success of our students and programs. The University of Utah fosters student success by preparing students from diverse backgrounds for lives of impact as leaders and citizens. We generate and share new knowledge, discoveries, and innovations, and we engage local and global communities to promote education, health, and quality of life. These contributions, in addition to responsible stewardship of our intellectual, physical, and financial resources, ensure the long-term success and viability of the institution (https://president.utah.edu/universitystrategy/).

As students of the University of Utah, you are afforded rights and are accountable to act in a way that is in keeping with specific expectations. All of the details of your rights and expectations are outlined in the Code of Student Rights and Responsibilities, Regulations Library Policy 6-400, also known as the "Student Code".

The purposes of the Student Code are to set forth the specific authority and responsibility of the University to maintain social discipline, to establish guidelines that facilitate a just and civil campus community, and to outline the educational process for determining student and student organization responsibility for alleged violations of University regulations. University policies have been designed to protect individuals and the campus community and create an environment conducive to achieving the academic mission of the institution (https://deanofstudents.utah.edu/accountability/studentcode.php).

Students are expected to be familiar with the contents of these provisions: http://www.regulations.utah.edu/academics/6-400.html.

Reasonable Accommodation

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in a class, reasonable prior notice needs to be given to the Center for Disability & Access, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information for courses can be made available in alternative format with prior notification to the Center for Disability Services. More information can be found here: https://disability.utah.edu/index.php.

2D. Misconduct

Students are expected to uphold the Code of Student Rights and Responsibilities, Regulations Library Policy 6-400, also known as the Student Code, while attending the University of Utah.

Academic Misconduct: includes cheating, plagiarizing, research misconduct, misrepresenting one's work, and inappropriately collaborating. Definitions of these and other terms can be found in the Student Code at https://regulations.utah.edu/academics/6-400.php . The Student Code (at section 6-400(V)) also specifies the required procedures that must be followed when disciplinary actions are taken in response to instances of academic misconduct. Possible sanctions for academic misconduct include "a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student's degree or certificate. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing" (6- 400(V)(B)). Pursuant to college policy, upon a student's second occurrence of academic misconduct within the department, the department will follow the process outlined in the Student Code to seek the student's dismissal from the student's current academic program.

Sexual Misconduct: Title IX of the Federal Education Amendments of 1972 states, in part: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." Under this law, violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status, or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity, Affirmative Action and Title IX, 383 South University Street, Level 1 OEO Suite, 801- 581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 330 Student Services Building, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Grievance & Disciplinary Procedures

The University encourages informal resolution of problems, and students are urged to discuss their concerns with involved faculty members, the SoA Chair, the SoA Associate Chair, the SoA Policy and Grievance Committee, the Dean of the College, or the Dean of Students. Informal resolution of problems by mutual consent of all parties is highly desired and is appropriate at any time. (see The School of Architecture Grievance Policy below)

In cases where a more formal resolution of problems is needed, such as a grade appeal, distinct administrative procedures and timelines have been established in the Student Code for proceedings under the Standards of Academic Performance and Standards of Behavior. In special circumstances, the appropriate University administrator may extend these timelines in the interest of fairness to parties or to avoid injury to one of the parties or to a member of the University community.

The Student Code can be found here: https://regulations.utah.edu/academics/6-400.php.

2E. SoA Grievance Policy

Section I: General Provisions and Definitions

A. General Provisions

The School of Architecture Grievances policy is intended to create a structure for the informal resolution of grievances within the School. The Committee may receive a complaint directly from a member of the academic community and attempt to resolve the matter informally in accordance with the following policies. If the Committee is unable to resolve the matter, or If grievances are reported which fall under the jurisdiction of university policy then the Committee should explain further options for appeal to the claimant or refer the individual filing the complaint to the appropriate committee and process. Grievances which involve violations of Policy 6-316: Code of Faculty Rights and Responsibilities, shall be governed by and handled in accordance with the provisions of Policy 6-316 section 6 procedures. Grievances which involve violations of Policy 6-400: Code of Student Rights and Responsibilities (this includes grade appeals), shall be governed by and handled in accordance with the provisions of Policy 6-400 section IV. Any grievances involving misconduct in sponsored research shall be governed by and handled in accordance with the provisions of Policy 7-001: Policy for Research Misconduct, and violations involving discrimination or sexual harassment shall be governed by and handled in accordance with the provisions of Policy 1-020: Required Professional Boundaries in Relationships and Policy 1-012: University Non-discrimination Policy consistent with Policy 6-002: The Academic Senate and Senate Committees: Structure, Functions, Procedures.

A complaint that is frivolous, or that is not timely, may be dismissed by the P&G committee following initial review. A person who knowingly and intentionally files a false complaint may be referred to the appropriate committee or office within the University for possible disciplinary action as described in Policy 5-111 (staff), Policy 6-316 (faculty) or Policy 6-400 (students). The Complainant may choose to pursue the matter according to University Policy above.

As a public institution, the university, including its faculty, is open to comments and criticisms from students, faculty, staff, administrators, and other interested citizens. Such comments and criticisms should be directed to appropriate university officials. The official will respond to such comments in a timely and appropriate fashion.

The University encourages informal resolution of problems and affected persons are urged to discuss their concerns with the involved faculty member, with the relevant

Chair and Dean (unless either is the complainant or respondent). Informal resolution of concerns by mutual consent of all parties is highly desired and is appropriate at any time. Use of a qualified mediator should also be considered.

B. Definitions
1. "Arbitrary and capricious" means that there was no principled basis for the academic action or sanction.
2. "Business day" is every day that the University is open for business, excluding weekends and University-recognized holidays. The official calendar is maintained by the University registrar's office.
3. "School" Means the School of Architecture and all of its undergraduate, graduate and professional divisions and programs.
4. "College" means the College of Architecture + Planning and all of its undergraduate, graduate and professional schools, divisions and programs.
5. "University" means the University of Utah and all of its undergraduate, graduate and professional schools, divisions and programs.

Section II: Procedures

A. Confidentiality

From the outset, the School, the Policy & Grievance (P&G) Committee, and all participants shall take reasonable steps to protect the rights and, to the extent appropriate, the confidentiality of all parties involved, including individuals who in good faith report perceived misconduct.

B. Initial Oral or Written Complaint

Any person may submit an oral or written complaint to the P&G Committee or Chair of the School. If the complaint references a particular act or action, then the initial complaint should be made within forty-five (45) business days of the date of discovery of the alleged action. If the complaint refers to School policy or practices, then the complaint may be filed at any time. Complaints may be referred to the P&G Committee or to the appropriate University committee or procedure.

When a complaint is submitted, the P&G Committee member will log the date and content of the complaint and any actions taken toward resolving the complaint. These records will be kept in a file on the server accessible only to the P&G Committee. If a complaint is resolved informally, these records will be expunged after an appropriate time frame.

C. Initial Inquiry and Informal Resolution

1. After an oral or written complaint has been submitted, the P&G Committee shall,

within ten (10) business days, give written notice of the allegations of the complaint and the procedures to resolve the issue to anyone involved.

2.   Within twenty (20) business days of receipt of a complaint pertaining to a particular action, the P&G Committee or designee, shall begin an initial inquiry to determine whether there is a reasonable basis for action. P&G Committee, or designee, shall interview the complaining party, the responding student and any other persons believed to have pertinent factual knowledge of the allegations. P&G Committee, or designee, may also review any other relevant evidence, including documentary material.

3.   At the conclusion of the initial inquiry the P&G Committee, or designee, shall determine whether there is a reasonable basis for action. They shall determine whether the complaint merits a hearing by the entire committee or whether efforts at informal resolution are appropriate and, if so, shall take whatever steps are useful to that end. Efforts to informally resolve the dispute shall occur within ten (10) business days of the conclusion of the initial inquiry or within thirty days (30) business days of receipt of the initial complaint (whichever is later). If an informal resolution is reached and all parties comply with the terms and conditions, if any, of the resolution, no further action is required and the matter will be closed, and records will be expunged after an appropriate time.

4.   Within twenty (20) business days of receipt of a complaint pertaining to a particular School policy or practice, the P&G Committee or designee, shall begin an initial inquiry to determine whether there is a reasonable basis for action. P&G Committee or designee, shall interview the complaining party, the responding student and any other persons believed to have pertinent factual knowledge of the allegations. P&G Committee, or designee, may also review any other relevant evidence, including documentary material. The complaint will then be included on the next available P&G Committee meeting agenda for a hearing and discussion. All interested parties will be informed of the date of the meeting. During this meeting the P&G committee will determine whether to recommend a policy change to the School. If this does not resolve the issues to the satisfaction of the Complaining party, they may elect to pursue their complaint with the appropriate university committee.

D. Formal Written Complaint and Referral to University Committee or Official

1.   If informal resolution or policy discussion is inappropriate, or if efforts at informal resolution or policy discussion are not successful within the allowed time period, P&G Committee, or designee, shall determine whether the initial written complaint is sufficiently detailed to submit to the appropriate university committee or official. If the initial complaint was oral, or was not sufficiently detailed, the P&G Committee, or designee, shall instruct the complaining party to prepare and submit, within five (5) business days of this instruction, a detailed formal written complaint of the circumstances giving rise to the complaint. For complaints resolved within the school see section III on instructions on preparing a formal written complaint. For complaints referred to university committees the appropriate forms should be used: Policy 6-316.6 Appendix: Instructions for Filing Complaint for Violation of Faculty Code.

2.   If a complaining party elects not to pursue a matter P&G Committee, or designee, or another University official, may submit a formal written complaint and pursue the matter

before the appropriate university committee or official.

3. The P&G Committee, or designee, shall provide all parties a copy of the formal written complaint.

4. Within five (5) business days of receiving the formal written complaint, all parties involved may submit a written response to the P&G Committee, or designee.

5. The P&G Committee, or designee, shall refer the formal written complaint and any written response to the appropriate university committee or official.

Section III: Written and Oral Complaint

A. Information

Every Complaint, including oral complaints, should include the following information:

1. Party Making Complaint: This should include full name and contact information as well as the standing of the party: student, staff, faculty, etc.

2. Information about the party against whom the complaint is made, including full name and contact information. If the complaint is made against a policy or practice, then a description of current practice or copy of the current policy, as well as parties impacted by the policy to the best knowledge of the complainant.

3. Factual Basis for the Complaint: Briefly state the circumstances which lead to the complaint be they actions or policies.

4. Procedures Followed to Resolve the Complaint: Describe any attempts to remedy the situation. State any faculty member, staff member, student, committee, office or administrator approached about this matter. State what that individual has been told, and any actions that individual has taken to attempt to resolve the complaint.

5. Harm: Briefly describe the harm or negative effects of the action or policy in question.

6. Remedy: State what remedy is requested if appropriate and explain why.

7. Attach copies of any document relevant to the matter, relied upon, or referred to.

3. Student Representation and Responsibilities

3A. Student Advisory Committee

One of the primary opportunities for student governance at the University of Utah is the Student Advisory Committee (SAC). The purposes of the SAC are to promote and organize departmental activities, to promote communication between the student body and faculty, to coordinate with and promote other student organizations, to communicate activities specific to the department's discipline, to participate in the faculty retention, promotion and tenure process, to coordinate course evaluations, and to play an active role in community outreach and service projects.

The SAC encourages student participation, works to develop activities in which students can participate, and assists with organizing and facilitating programs which foster departmental interaction. The SAC representatives serve as liaisons between the various groups within the department and the students and are responsible for making the department administration aware of student issues.

SAC representatives are elected by the students on an annual basis. At the beginning of every academic year, studio instructors will solicit nominations for each cohort. Every cohort should have at least one student represented on the SAC. SAC representatives will participate on both the RPT committee, and the SoA Leadership Team. There are many additional opportunities for students to participate in the governance of the SoA and potentially have a strong impact on our community.

3B. Required Forms

Students are required to read, sign and submit these following forms:

•   Signed Studio Culture Policy
•   Disclosures Agreement
•   Request for After Hours Access to the Architecture Building (this form must be submitted at the beginning of every semester)
•   Shop Use Policy and Waiver Form
•   Copyright Form
•   Event Liability Waiver
•   Driver Training Program.

These forms will be provided by studio instructors and should be signed and returned to studio instructors or Linda Bastyr, Administrative Officer.

4. School Facilities and Equipment

4A. Facilities

Building Access

Each student will have access via key card to the architecture building after hours (9:00 pm – 12:00 am). Students will not be allowed to access the building between 12:00 am and 6:00 am. Students must complete the appropriate forms at the beginning of each semester to be granted after hours access.

Desk and Workspace

Each student will be assigned a desk within their studio. Take care not to cut on or otherwise damage your desk. Purchase a cutting mat, and use scrap materials to guard against glue spills. Be respectful of others in the studio, and keep your area clean and organized. Refrigerators and microwaves are provided in each studio by the school. Individual appliances are not allowed.

The Shop

Shop hours are Monday through Saturday, 9:00 am to 6:00 pm beginning the first day of classes and ending by Reading Day of the semester. Shop hours may be extended during the last couple of weeks of the semester to accommodate final projects.

Students are not allowed to use the shop until after they have completed the Shop Use Policy and Waiver Form and had an orientation with the shop manager. Training on each of the tools will be given on an as-needed basis, as the complexity of the machines and the use for your particular project varies greatly. A shop tech will always be available to help with any needed training. The laser cutter is not to be used until your class has received specific orientation and training.

It is very important to use the right tool for the right job and to use the tools correctly. The shop technicians are there to help if you have any questions. Please do not assume anything. If you don't know, just ask. Even if you only think you know, ask anyway. For deadlines you know about in advance, coordinate with your studio instructor to request to have shop hours extended.

All of the machines in the shop are available for your use. It will be to your advantage to get to know what all of the tools are and what they are capable of. There are some tools that, due to their nature, are best kept locked up. Ask the shop tech about specialty tools that are locked in the storage room.

SHOP MANAGER
Vince Johnson
vince.bigbeard.johnson@utah.edu

EMERGENCY NUMBER FOR ACCIDENTS
If someone has been injured, call 911.

ADDITIONAL CONTACTS
The shop techs are trained to contact campus security (801-581-8669), the shop manager, or the SoA administration as appropriate for non-emergency situations.

LASER CUTTING GUIDE
The shop includes a laser cutter. The laser cutter bed is 24 in. x 48 in. in size. Most boards are sold in nominal sizes and require trimming.

APPROVED MATERIALS MAX THICKNESS
Wood (1/4 in.)
MDF (LDF, HDF) (1/4 in.)
Plywood (1/8 in.) Acrylic (3/8 in.) Rowmark (1/16 in.) Mat board (3/16 in)
Corrugated Cardboard (1/2 in.)

RECOMMENDED FILE TYPES
From Adobe Illustrator: .AI or .DXF (2007) From AutoCAD: .DXF (2007)

BEST PRACTICES/TIPS
-Use "OVERKILL" command in AutoCAD to remove duplicate lines.
-Pieces should have touching edges, saving time and material.
-Remember to use "Hairline" thickness in CorelDraw.
-Always focus your cut.
-Always re-focus when you change material thickness.
-Never remove flash drive during cut.

CUTTING
-Turn on the laser cutter and extractor system (black "START" button).
-Open CorelDraw.
-Set workspace dimensions to 24 in. x 48 in.
-Import your drawing (Ctrl-I). Remember to choose the correct projection (usually "top").
-When you're ready: File > Print (Ctrl-P) Choose: ILS12.150D.
-Click Preferences and then Load. Go to the desktop and open the "Laser Cutter Settings" folder.

-Choose the correct material. Click "OK", then "OK" to send the job.
-Focus the lens.
-Pressing ">" will begin the cut. Pressing " " will pause the cut.
While paused, " " resumes the cut and ">" restarts the cut from the beginning.

LINE COLORS
Cyan — Cut Magenta — Cut First
Red — Engrave (vector) Black — Engrave (raster)
Hierarchy of Cut Order: Black > Red > Magenta > Cyan

Plotters

Plotters are setup on the network so that you can print from your computer. You should be trained on how to load and unload paper before using. Don Burris can help you with this. Do not drop the spindles, and make sure that you lock the roll in place.

Plotting from Microsoft applications differs from Adobe and Autodesk applications. Paper type, paper size, rotation, scaling, etc. are all important to getting the right output for your final product. Take the time to learn how to plot properly from each application. This will save you time, paper, and frustration in the long run.

During normal hours, write your name on the chalkboard after you load paper in a plotter. This will prevent other students from removing your paper. During review time, the plotter room is busy and hectic. Use the chalkboard to sign-up for the next available plotter. Do not sign up for the plotter until you are ready to plot.

Spray Booth

The spray booth is located inside the shop. There is a light switch (lever style) just inside the door to the right. The fan switch is to the left of the light switch. Make sure you turn the fan on for proper ventilation before spraying any materials, and turn the fan off when finished. All spraying (paint, adhesives, etc.) must be done in the spray booth where there is proper ventilation. Do not spray anything in the studios, hallways, stairs, or shop.

The Bailey Gallery

The Bailey Gallery is a gallery, exhibition space, and the main location for reviews for the entire College. Student groups may sign out the Bailey only if they have a faculty advisor. Keep the Bailey clean and well organized, and always return the chairs and jacks to their proper storage locations.

Bailey Use Policy

The Bailey Gallery must be reserved by a faculty member or college staff member. The person reserving the Bailey is responsible for its use. By reserving and using the Bailey, you are agreeing to the terms in this use policy. Misuse or abuse of the Bailey will result in loss of privileges.

Reservations for the Bailey are made through Jennifer Browning in the CA+P office, 1-8254 or college@arch.utah.edu or in person in room 235. Reservations are on a first come, first served basis.

• The Bailey may be used by reservation only. Informal use is discouraged; student groups must have a faculty sponsor.

• Faculty are responsible for same-day set-up and take down of projects. Materials must be removed immediately after use of the Bailey. Extended display periods must be arranged at the time of reservation.

• All chairs must be stacked and returned to the rolling carts after use.

• All jacks must be neatly stacked on the carts and returned to the south closet after use.

• Any garbage must be disposed of.

• If the Bailey is in a less than desirable condition after use, the faculty or staff member who reserved it will receive notice, and the problem must be addressed in a timely manner. Failure to comply will result in loss of Bailey privileges.

• The Bailey Calendar is listed in the Red Book in the main College office (see Jennifer). This calendar is for faculty and staff information and convenience.

• The Bailey must always be reserved prior to use.

• If your name is not on the calendar, you may not use it, even if the day is blank.

• Same day reservations are fine, as long as you reserve it before use.

Marriott Library Fine Arts + Architecture Library

The Katherine W. Dumke Fine Arts & Architecture Library is located on the second floor of the Marriott Library, east of the main stairs. Here you'll find the collected works of classical and modern composers, a selection of reference books spanning the performing and visual arts, computers and peripherals (keyboards, editing stations, scanners, etc.) for working on multimedia projects.

The focal point of our facility is the Fine Arts Showcase Collection, comprised of unique, rare, and fragile materials (books, primarily) of interest to all arts patrons. We have artists books, international architecture magazines, boxed sets of Asian art books, oversized tomes on the history of costume design, catalog raisonnes for visual artists, graphic novels, turn-of-the-20th-century sheet music, and much more. We allow anyone to view Showcase items within the library. And some materials can be checkout for seven days.

If you need something related to technology, the library has Mac, Windows, and Linux machines all fully loaded with the specialized software you will be using while a stu-

dent at the U. The library also owns useful hardware like scanners, laptops that can be checked out, 3D printers and scanners.

If you need information for your projects and research, the Fine Arts and Architecture Library, located on level 2 of the Marriott, contains current and historical magazines, books, and drawings and plans all related to architecture and urban planning. Our thousands of electronic databases will provide you access to millions of electronic articles and books on every subject.

If you need to know how to find and use everything the Marriott has to offer, the librarians and staff in the library are always ready to assist you with any questions or problems you're having related to your academics and/or technology.

The Fine Arts space is available for use anytime the Library is open.

ART + ARCHITECTURE LIBRARIAN
Luke Leither luke.leither@utah.edu

http://lib.utah.edu/collections/fine-arts.php
http://campusguides.lib.utah.edu/architecture

Architecture Center Cafe

Brio Coffee is located on the first floor, adjacent to the first floor studio and offers coffee, pastries, soda, juice, fruit, yogurt, and other snacks.

HOURS: Monday - Monday – Friday 7:30 am – 2:00 pm

4B. Computer Requirement

Hardware

Laptops are required for all architecture undergraduate and graduate students. The laptop should meet the following minimum specifications:

Machine: PC or Apple

CPU: Intel Core i7 (11th generation or newer) or better, AMD Ryzen 7 or better, or M1 (and above) Apple

RAM: 32GB minimum

Storage: 512GB minimum (solid state drive or flash storage)

Graphics: CAD optimized workstation-class (minimum: AMD Radeon RX or NVIDIA RTX [4GB min.] – Apple graphic standards will work in most cases)

Display: 1080p (1920×1080) resolution minimum

Software

- Windows 10 Education (macOS can run Windows via Bootcamp or Parallels)
- Microsoft Office (access included in tuition)
- Adobe Creative Cloud (access included in tuition)
- SketchUp
- Autodesk AutoCAD Architecture, Revit, Fusion, 3D Studio Max (free for students)
- ArcGIS (dependent on specific courses, free for students)
- Rhino3D (dependent on specific courses, free for students)

Optional

- Additional storage can be accessed by using external (USB) hard drives
- An external monitor is useful for extending the operating system desktop
- Bluetooth or wireless mice are easier to use than trackpads
- Dongles may be needed to provide HDMI or VGA video output and wired network connections.

4C. Resources

On Campus Digital Fabrication Resources

U OF U MECHANICAL ENGINEERING - ADVANCED MACHINE SHOP
Waterjet cutting of carbon steel 1" thick - 2' x 2' bed size, variety of 3D printing capabilities, CNC milling (metal)
Training modules must be completed to obtain access (shop.mech.utah.edu/trainingaccess)

Tom Slowik 801-585-5360
slowik@mech.utah.edu
1221 Merrill Engineering Building

U OF U LIBRARY - KNOWLEDGE COMMONS
3D printing and scanning
801-581-6273
Marriott Library, Level 2http://www.lib.utah.edu/services/-/3d-printing.php

Outside Digital Fabrication Resources

Always mention that you are a student at the university - firms may offer academic discounts for services.

ATMOSPHERE STUDIOS
Branding firm that also provides CNC routing services
801-747-0007
326 W 700 S
www.atmospherestudios.com

F WEIXLER CO
Fine woodworking and 5-axis CNC router capabilities
Jerry Weixler
801-521-6469
info@fweixlerco.com
132 E Street
www.fweixlerco.com

PLASTIK BANANA DIGITAL DESIGN WERKSHOP
The Plastik Banana Design Werkshop maintains in-house plasma and laser cutting,

multi-axis CNC, and 3D printing technology capable of producing highly accurate physical components from prototype to final product..

Contact: Bradeson Brinton 4730 Riverside Drive, Suite C
(801) 261-9393
bradeson@plastikbanana.com plastikbanana.com

WASATCH LASER PROCESSING
Laser cutting: carbon steel up to 1" thick, stainless steel up to 1/2", and aluminum up to 3/8".

801-972-3500
3270 Directors Row
info@wasatchaser.com
www.wasatchlaser.com

Materials + Supplies

You will need materials and supplies for analog projects, model building, plotting, and an array of other activities that you may be involved in during the school year. This is not an exhaustive list nor does it endorse any company. If you find alternative sources, get them added to the guide so other students can benefit.

Be careful with scrap products. Make sure that the pieces you use are quality materials and that you don't make excuses to use them just because they are free. Found materials may have metal (nails or staples) that prevent them from being used with the table saw or planer.

Other architecture students often have supplies at their desks they are never going to use. It is worth checking with them especially if you are in a bind. The recycle bins on campus have cardboard that can be used for rip and tear models. University Print and Mail Services will often throw out foam core that you can get from the dumpsters out back.

One of the fundamental ethics of the School of Architecture is a responsibility toward the natural and built environment. As such, consider the re-usability and recyclability of the materials you purchase/use and always try to make the most sustainable choice possible.

Art Supply Stores
Art supply stores carry many tools and materials that will make for a better project. They often carry scale lumber, small sheets of wood, and great paper products for building models with. Other art supplies you may need including markers, hand drawing supplies, rulers, squares, etc.

Blick Art Supplies
1025 E 2100 S
(801) 832-0400
http://www.dickblick.com

Craft Supply Stores
Craft supply stores have an impressive collection of glues and also carry small craft-size pieces of wood in sheets and dowels (typically bass or balsa wood). They also carry some floral products that can be used as model trees.

Michaels
Sugarhouse Center
2236 S 1300 E, Suite D-2
801 485 7799

Clever Octopus
2250 W Temple
801-441-0866

Tandy Leather
1107 S. State St
801 531 7625

Home Improvement Stores
Home improvement stores carry bigger sheets of wood and heavy duty lumber products, varying thicknesses of MDF in large sheets, or any typical sheet building material. Hardware of all types can be found at these stores. The right hardware can make or break a project. An array of other materials that may be useful, including tapes and glues, are available at home improvement stores

Acrylic
The sheets in blue wrapping from home improvement stores will not work because they cause problems in the shop. Both the suppliers listed here have a scrap pile with reduced pricing. Let them know you are an architecture student and you may receive a discount or free material.

Delvies Plastics
133 W Haven Ave
(801) 467-1548
www.delviesplastics.com

Regional Supply
4517 W 1730 E, Suite 6451
(801) 262-6451
www.regionalsupply.com

Wood
Wood typically comes in thin sheets or as dowels, scale lumber pieces, solid wood, or plywood. Types of wood that are commonly used are balsa, bass, MDF (medium density fiberboard), and lumber products. Consider the grain and color of the wood and if it will be distracting to your model. Many wood products are available at home improvement, art supply, and craft supply stores.

MacBeath Hardwood 1576 S 300 W
(801) 484-7616
www.macbeath.com

Metals
Sheet and extrusion metal is available at a variety of locations in town as well as perforated metal and screening material.

Wasatch Steel 243 W 3300 S
(801) 486-4463
www.wasatchsteel.com

Metal Supermarkets
537 Pickett Cir #800
(801) 972-5911
www.metalsupermarkets.com

Card Board
There is a surprisingly diverse range of cardboards available. Cardboard is fantastic for rip and tear models and if well-crafted, can work in a final model. Also, if you remove one side of the cardboard face, it makes a textured surface. You can find free cardboard from the recycle cages on campus. You can also purchase sheets at art supply, craft supply, shipping, or home improvement stores.

PAK-N-WRAP
9330 S State Street (801) 441-1424
www.paknwrap.com

XPEDX
1635 South 5070 West
(801) 972-2661
http://www.xpedx.com/
Note - this is not a retail store - call in advance to place an order and arrange pickup.

Plotter Paper
Plotter paper comes in an array of qualities and sizes. The plotters at school will take up to a 42" wide role. Typical widths are 24", 36", and 42". Typical paper weights are 20 lb. and 36 lb. and come in 100 ft. lengths. Typical practice among students is to purchase

two 36" or 42" roles of paper, one that is 20 lb. for test prints and pin ups and one 36 lb. roll for presentations. Ask for student discounts and check out the bargain bins.

Monsen Engineering
4879 W 2100 S
(800) 969-2250
monsenengineering.com

University Bookstore

The bookstore on campus is a great resource for model building and project supplies. However, it can be more expensive. If you can plan ahead, they can order in materials for you.

Academic Health & Wellness/Useful Resources

CENTER FOR STUDENT WELLNESS - http://wellness.utah.edu/

WRITING CENTER - http://writingcenter.utah.edu/

ASSOCIATED STUDENTS OF THE UNIVERSITY OF UTAH (ASUU) - http://asuu.utah.edu/

INTERNATIONAL STUDENT CENTER - http://ic.utah.edu/

LGBT RESOURCE CENTER – lgbt.utah.edu

WOMEN'S RESOURCE CENTER - womenscenter.utah.edu

CENTER FOR DISABILITY SERVICES - http://disability.utah.edu/

STUDENT ACADEMIC POLICIES - http://regulations.utah.edu/academics/guides/students/

FINANCIAL AID AND SCHOLARSHIPS - http://financialaid.utah.edu/scholarships/
scholarship@sa.utah.edu
801-581-6211
201 S 1460 E, Rm 105

U OF U STUDENT HANDBOOK - http://registrar.utah.edu/handbook/index.php

EXPERIENCE THE U - http://experience.utah.edu/

SECURITY + EMERGENCIES
CAMPUS SECURITY - (801) 581-8669
CAMPUS POLICE - (801) 585-2677
UNIVERSITY DEPARTMENT OF PUBLIC SAFETY - http://dps.utah.edu/

SLC Design Community

AMERICAN INSTITUTE OF ARCHITECTS, UTAH CHAPTER - https://www.aia.org/utah
Michael Smith, Executive Director, msmith@aiautah.org
801-532-1727
280 S 400 W Suite 150, Salt Lake City, Utah 84101

NATIONAL ORGANIZATION OF MINORTIY ARCHITECTS, UTAH CHAPTER - https://instagram.com/nomautah

YOUNG ARCHITECTS FORUM - https://www.facebook.com/pages/AIA-Utah-Young-Architects-Forum-AIA- Utah-YAF/203575369653064

CENTER FOR ARCHITECTURE - http://utahcfa.org/

UTAH FILM CENTER - http://www.utahfilmcenter.org/

SALT LAKE FILM SOCIETY - http://saltlakefilmsociety.org/

UTAH HERITAGE FOUNDATION - http://www.utahheritagefoundation.com/

AIGA - http://saltlakecity.aiga.org/

SLC DESIGN WEEK - http://sldesignweek.org/

WOMEN IN ARCHITECTURE SLC - https://www.facebook.com/WIA.SLC

SUNDANCE FILM FESTIVAL - http://www.sundance.org/festival/

THE LEONARDO - http://www.theleonardo.org/

UMOCA - http://www.utahmoca.org/