

DATE 01.23.18-07:58

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This policy governs the process for students transferring between studio sections in the School of Architecture

1.0 OVERVIEW Studio section transfers should be rare. A student's intellectual and social maturation comes partly from learning to work with faculty members and peers who have different personalities, ideas, and styles of expression. It is not a student's right to pick a section; it is the Studio Coordinator's responsibility to assign students to sections in order to balance workload and optimize learning for all concerned.

1.1 timing Transfers should be considered during the first week, except under criterion 1.2.4 according to which transfer should be made between weeks 2-4.

1.2 criteria Valid reasons for transfer:

1.2.1 student has previously studied with the assigned teacher;

1.2.2 student strongly prefers to study in another section for pedagogical reasons and that section's size is smaller than that of the current assignment;

1.2.3 student has a history of unproductive relations with classmates in the assigned section; or

1.2.4 student and teacher have embarked on an unproductive relationship.

2.0 TRANSFER PROCESS *Throughout the transfer process, faculty members and staff should encourage, coach, require, and empower students to advocate for themselves and to make this a learning opportunity, regardless of outcome.*

2.1 teacher conference The student will confer with the currently assigned instructor about the issues at hand, the criteria for transfer, and the proposed transfer. Together, they will identify the benefits and liabilities of maintaining, and changing, the current assignment. At the conclusion of the meeting, if either the student or the teacher advocate for a transfer, the request may proceed.

2.2 coordinator conference The student and instructor will confer with the studio Coordinator about the criteria for transfer and the issues at hand. At the conclusion of the meeting, only the Coordinator may decide to proceed.

2.3 coordinator/teacher/advisor conference The Coordinator shall confer with the advisor, the existing teacher, and new potential teachers under consideration. The conference shall consider section enrollments, pedagogical benefits and detriments of transfer, workload of catching up the transfer student, disruption to the existing section, and history of transfers by this student. The Coordinator shall make the final determination and notify the student.