1. Process for developing this statement
This statement was developed in consultation with faculty and graduate students in the Master of Architecture program (School of Architecture, College of Design). The student outcomes, program goals, and assessment methods were discussed in a series of meetings held by the Graduate Curriculum Committee (which includes representative faculty, staff, and graduate students). Based on these discussions, a draft statement was written and modified with feedback from some of the faculty. The revised draft was shared at a School of Architecture faculty meeting and disseminated to the Graduate Student Representatives. It should be noted that the current version is still a draft, as more feedback from faculty and students is required. Moreover, the document has not yet been approved by a vote of the governing faculty.

2. Educational Goals and Outcomes
The purpose of the Master of Architecture program at the University of Minnesota is to prepare students for professional careers in architecture. The M.Arch degree is a professionally accredited program reviewed by the National Architectural Accrediting Board (NAAB), and the accreditation criteria are aligned with outcomes we believe are essential to our program. Graduates typically find jobs in private architectural practices, but may also work in corporations, government agencies, community service organizations, or academic institutions. As a professionally accredited degree, the Master of Architecture program must demonstrate that each graduate possesses the knowledge and skills defined by criteria established by NAAB. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice. For the purpose of accreditation, graduating students must demonstrate understanding or ability according to the Student Learning Outcomes defined below—which NAAB labels as Student Performance Criteria (SPC):

Realm A: Critical Thinking and Representation:
Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students’ learning aspirations include:
- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Recognizing the assessment of evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

Realm B: Integrated Building Practices, Technical Skills and Knowledge:
Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and the impact of such decisions on the environment. Students learning aspirations include:
- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.
Realm C: Leadership and Practice:
Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities.
- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.
- Integrating community service into the practice of architecture.

Prior to graduation, students develop a firm grasp of disciplinary core knowledge, the ability to construct and communicate analytical arguments, and competency in implementing research in design. A successful graduate communicates effectively with non-architects as well as architects in graphic, written, and oral communications. Graduates of the program demonstrate strong leadership and professional responsibility skills, and are able to collaborate effectively with diverse individuals and with both interdisciplinary and multidisciplinary teams. Moreover, graduates demonstrate knowledge of the global context of architectural practice.

3. Assessment of Achievement of Student Goals and Outcomes
Master of Architecture students demonstrate proficiency of the architectural design process by successfully completing a capstone endeavor called the Master’s Final Project. This pass/fail Plan C project consists of: 1) a public exam in which students present and defend their oral and graphic arguments to an invited jury, and 2) a written document that articulates the critical premise and incorporates the graphic content of the work. The Master’s Final Project may be produced individually or collaboratively, but in any case must demonstrate the ability to develop an independent research trajectory, synthesize existing literature and precedent knowledge, and make an original design contribution to the discipline. Students propose and develop this project with instructor guidance as a demonstration of architectural knowledge, design-research ability, critical thinking and communication skills. The Master’s Final Project has the following course goals and objectives:

- To measure the student’s knowledge in the field architecture, the ability to conduct research leading to a design proposition, and the ability to think critically and to communicate architecture’s discipline visually and verbally.
- To develop and demonstrate a clearly stated intention and appropriate strategy for investigation
- To develop and demonstrate consistent research and/or design effort
- To develop project ideas conceptually and technically and/or to conclusive research depth
- To develop a project relevant to the discipline of architecture and its future

Curricular preparation for the Master’s Final Project is delivered within a three-year, 90 credit degree composed of required design, building technology, history/theory, and professional practice coursework. A B-grade average, which is required for graduation, provides evidence of a student’s understanding and ability in the required performance criteria realms. Realm A: Critical Thinking and Representation criteria are addressed primarily in Theory (ARCH 5411) and Design Studios I and II (ARCH 8251 and 8253). Realm B: Integrated Building Practices criteria are addressed primarily in Design Studios II and III (ARCH 8253 and 8255), Building Structures, Materials, and Envelopes (ARCH 5561, 5562, and 5563), and Environmental Technology (ARCH 5516). Realm C: Leadership and Practice criteria are addressed primarily in Professional Practice (ARCH 5621). Students combine this directed curriculum with a collection of diverse electives—in particular, spring design modules (e.g., ARCH 5250 and 5750) and Architecture as Catalyst (ARCH 5110)—that address emerging issues and opportunities within the discipline and beyond. Comprehensively, this
hybrid directed/emergent curriculum transforms students into deeply engaged critical thinkers with the necessary knowledge and skills to embark upon challenging architectural careers in a rapidly changing professional arena.