Taliesin, the Frank Lloyd Wright School of Architecture offers an accredited graduate-level professional Master of Architecture Degree (M.Arch). The Taliesin pedagogy is an alternative approach to architectural education. Our experiential program is based on learning-by-doing, in which students demonstrate learning through documented projects and reflection. The program comprises a rich curriculum of Core offerings supported by electives, and complimented with independent study initiatives, thereby providing students with a vibrant learning experience that is both creative and comprehensive. Welcome to this dynamic and experimental learning environment!

This Handbook outlines the M. Arch Program and the rules and procedures of life at the School. Because the nature of architectural practice is ever evolving, this Handbook is subject to change throughout the school year.

The School is accredited by the Higher Learning Commission (HLC), a commission of the North Central Association. The Master of Architecture degree program is also accredited by the National Architectural Accrediting Board (NAAB). The School is licensed by the Arizona Private Post-Secondary Education Association, and is a member of the Association of Collegiate Schools of Architecture (ACSA). Our students are a select group of individuals of exceptional promise who have entered a unique program of full-immersion learning. This Handbook serves as a guide for students but it is not intended to address all issues and all situations. Each student is expected to take personal responsibility for her/his actions while enrolled in the School. Each student is held to very high standards of personal integrity and is expected to apply careful judgment and sensitivity to everything she or he does while enrolled in the School.

The materials presented in this handbook are integral to your success as a student. Please READ THIS HANDBOOK and refer to it frequently throughout your term of enrollment.

THE SCHOOL’S MISSION STATEMENT

Evolving from Frank Lloyd Wright’s precepts of organic architecture, our design process unfolds out of existing cultural and physical conditions, materials, and landscapes into well-crafted frameworks for human activities.

THE SCHOOL’S VISION STATEMENT

Live Architecture.

We teach architecture as collective design experimentation that makes the human-made environment sustainable, open, and beautiful.
Hillside complex at Taliesin (photo Aris Georges).

Taliesin West, Studio (photo Judith Bromley).
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ARRIVAL, PLANNING, AND LOGISTICS

ARRIVAL AT TALIESIN OR TALIESIN WEST

Upon arrival, each new student checks in with the Residence Life Manager (RLM). The RLM will see that each new student is shown to the sleeping space assigned and made aware of upcoming events and orientation.

ARRIVING AT TALIESIN—WISCONSIN

Students arriving via their own vehicles should arrive prior to noon on the day confirmed for their arrival to allow ample time to get settled. Taliesin is 40 miles from the nearest airport – making a trip to pick up new students requires ample planning. Students arriving at Madison/Dane County Airport (MSN) must arrange for pickup at least 7 days in advance. Please contact the RLM and confirm your arrival arrangements 24 hours in advance.

The nearest Amtrak station is Wisconsin Dells (WDL), approximately 40 miles from the Taliesin Campus. Students need to arrange their own transportation between campus and bus or train.

ARRIVING AT TALIESIN WEST—ARIZONA

Students arriving via their own vehicles should be at Taliesin West no later than the date and time confirmed for their arrival. Punctual arrival allows ample time for unpacking and settling into housing, locker rooms, and studios. Items may be shipped ahead of arrival. Please check with School administration prior to shipping. Arrival must be coordinated with the RLM.

Students arriving at the Phoenix/Sky Harbor Airport (PHX) can reserve the Super Shuttle for transportation to Taliesin West. The driver will ask the zip code to assess the fare. The Taliesin West street zip code is 85259 (you may also try 85261 depending on the GPS service). The GPS is: 12345 Taliesin Drive. The Super Shuttle may make several stops to drop passengers prior to delivering you to Taliesin West. Students arriving any later than 6:00 PM will encounter a closed and locked gate and the Shuttle will not be able to drive further. Please make sure to request the gate code from the RLM prior to arrival.

Students will find public transportation in Scottsdale and Phoenix, however, the closest bus stop is two miles away. Bicycles, motor scooters, motorcycles, and automobiles or trucks are the preferred mode of transport. The School encourages each student to provide his or her own method of transportation.

WHAT TO BRING

Students at Taliesin will experience a wide variety of environmental and working conditions – winters in Arizona can be cold, windy, and intermittently wet; the spring months are generally quite warm. Summers in Wisconsin vary from cold (mid-May and mid-September to mid-October) to hot and humid (June, July, August & early September).

CLOTHING: Regardless of whether you are in Arizona or Wisconsin, warm clothing is a must. A coat and a sweater (or two) are advised. Dressing in layers is best – mornings are cool, days are warm, and evenings are cold at times. In addition, work clothes such as jeans and sweatshirts, including gloves will be useful on construction projects. While casual clothes are fine for most school activities, formalwear (summer weight tuxedo, dark business suit, evening dress, or cocktail attire) is required for Taliesin Evenings, and business attire (sport jacket and tie or suit for men, pantsuits or dresses for women) is appropriate for presentations and meetings with architects, clients, builders, etc. No ‘cut-off’ shorts, minimal, or inappropriate clothing is allowed in the studios or dining room. Swimwear and sporting equipment is useful. Bring at least three pairs of shoes: one for construction and maintenance with steel reinforced toes, one for every-day work in studio and community, and dress shoes for more formal occasions. Shoes must be worn at all times in common or public areas. Pack lightly at first – ascertain how much is needed as adjusting to Taliesin life. Less is definitely more as each student is responsible for his/her belongings and their transport between campuses.

Basic laundry facilities are available at no cost at both campuses. A laundromat is also located in Spring Green for larger loads. Dry cleaning service is approximately 20 miles from Spring Green. Dry cleaning services exist in abundance in Scottsdale.

LINENS / SLEEPING BAGS: All accommodations, including tents and shelters, have mattresses. Students are provided with a standard single mattress. Students should bring simple linens, pillows, and a bedspread or sleeping bag to make the Arizona shelters and Wisconsin dormitory rooms more comfortable. A
sleeping bag is a must (winter nights are COLD in the desert). Do not bring small decorative objects (local wildlife like shiny objects and take them). Remember- everything must be packed for migration between Arizona and Wisconsin. Bring only what you need.

**COMPUTER EQUIPMENT:** Each student is required to provide his or her own laptop. If assistance is required in selecting a computer, please contact the Information Systems Director.

**Minimum computer hardware/software recommendations:**

- **PC / Workstation or Laptop:**
  - Intel i5 processor, 8GB RAM, 7200 RPM hard drive (SSD hard drive recommended), 17” screen/monitor, 3button mouse.

- **Macintosh:**
  - MacBook Pro (recent models recommended)

**Required Software:**

- Microsoft Office Suite
- Adobe Creative Suite (Photoshop, Illustrator, In-Design & Acrobat)
- CAD/BIM (AutoCAD, Sketch Up, Revit, Archicad, etc.)
- AVG virus scan for PCs (available free from AVG.com)

**DRAFTING EQUIPMENT:** Each student is required to have the following;

- Medium and Small 45° Triangles
- Medium and Small 30°/60° Triangles
- Adjustable Triangle
- Architects Triangular Scale
- Engineers Triangular Scale
- 18” Aluminum Straightedge
- “Exacto” Style Knife/blades
- Cutting Mat
- Compass
- 3 Drafting Pencil Lead Holders - Soft, Medium & Hard Leads
- Lead Pointer
- Pink Pearl Eraser, Gum Rubber Eraser and Eraser Shield
- Small and Medium French Curves, Adjustable Curve
- Any other pens, pencils, inks, watercolors, you may wish to use

**HAND TOOLS:** Each student may consider purchasing the following tools:

- One Hammer - General purpose
- 25” Metal Tape Measure - Retractable
- Screwdriver Set
- Pliers - Standard & Water-Pump/Channel-Lock (Vice-grip type optional)
- Power Screwdriver and Hand Drill - Reversible
- Carpenters Pencils & Pocket Knife
- A Flashlight

It is advisable to wait to purchase these items until on campus, as all are available locally. As a suggestion, label all tools with your name.

**ENTERTAINMENT:** Space is limited in the corridor rooms at Hillside in Wisconsin. Tents and shelters do not feature electricity, nor are they secure. Most students find having a smartphone and headphones to be the most portable and least bothersome to store. A footlocker with padlock to secure possessions in tents/shelters is strongly advised.
ORIENTATION

ORIENTATION SESSIONS

The goal of Orientation is to introduce new students to every aspect of Taliesin and Taliesin West: the environment, the campus and its natural open spaces, faculty and student resources, support facilities, the activities of the Frank Lloyd Wright Foundation, and the components of the learning programs at the School. During Orientation students will meet with School faculty and staff to detail the skills, capabilities, knowledge, and interests of the student. Orientation sessions are organized by the Education Office. A School staff member ensures that all students participate in orientation sessions, and he or she serves as a resource in relation to campus way-finding, the learning programs, and community activities. He or she provides general academic information, and will refer you to the appropriate faculty or staff member most able to address specific questions related to the academic programs.

Specifically, the orientation sessions cover the curriculum and assessment components of the learning program including a portfolio workshop; community involvement, and related responsibilities; interaction with the Archives and other departments of the Foundation; an overview of the library and Taliesin Architects’ archives; shop safety; desert safety and awareness; tours of the campus buildings and property; and tour-guiding instructions. School Policies are also addressed during orientation. The program of study is explained during orientation with Core Faculty. Students are provided with an overview of the three phase curriculum (Foundation, Exploration, and Synthesis), and the various components of the programs- Design Studios, Architectural Practice, Construction, Core and Support Core offerings, Independent Studies, General Education, and Community-and how these components relate to the map. The Learning Portfolio is described at this time and discussed in depth at a separate portfolio workshop that includes the purpose of the portfolio, possible ways to approach compilation of the portfolio, and the necessary documentation to be included in the portfolio. (Please refer to the portfolio checklist for each phase.) Assessment of the portfolio is discussed in the workshop as well as the role of self-assessment and reflection in the learning program.

HOUSING AND DESK ASSIGNMENTS

Tents and shelters are available for all first-year students, and are encouraged specifically for the unique opportunity to intimately experience the remarkable desert landscape and experience the essence of shelter firsthand. Shelters are assigned by seniority. Small rooms in the Carousel at Taliesin West are also available. Clothing and personal items of shelter dwellers are stored in the men’s and women’s locker rooms. Each locker room contains showers and toilets dedicated solely to student use. Locker space in the locker rooms is assigned by seniority. Students are urged to pack light and keep their wardrobe to a minimum. Common storage space is very limited and shared with others.

At Taliesin in Wisconsin, first year students are housed in the corridors on either side of the Hillside Drafting Studio. There is room for clothing and a limited amount of personal items at Hillside. There are shared restrooms at the end of each corridor. Rooms are available in the Tower and West Wing at Taliesin for senior students, also providing storage for clothing and personal items, and a shared restroom.

There is limited housing for students with spouses or partners at both campuses. This is based on availability and subject to administrative pre-approval and an additional monthly fee. Please see the Spouse/Partner Housing Procedures in the Policies and Procedures section of the Handbook. Couples housing is assigned by the RLM.

Housing and desk preference and/or assignments take into account a student’s seniority, overall personal contribution and attitude, and academic progress. While seniority preferences are accommodated whenever possible, dwelling and workspaces provided must be appropriate to the student’s demonstrated abilities to be a productive, creative, and non-disruptive individual. Choice of housing and workspace is a privilege, and in all cases, students are expected to maintain ideal personal environments with respect to the architectural integrity of the historic spaces and those around them, keeping in mind that their space will be visible to visitors on tours. Reassignment of housing and desk space is at the discretion of the RLM.

COMMUNITY MAINTENANCE ASSIGNMENTS

All students are assigned to weekly maintenance tasks (known as the Joylist) shortly after arrival. Assignments are made on a rotational basis and include Kitchen Assistant, Dishwasher, Evening Cleanup of the kitchen, Dining Room, and Saturday Chef. For Taliesin Evenings, a team is assigned to handle the design and execution of the evening—including table set up, programs, cocktail service, serving dinner, and clean
up. Seasonal maintenance assignments are made as well, and are generally assigned based upon student seniority. Seasonal maintenance tasks are usually completed on Saturday mornings and relate to larger areas of the campus. Please see the Community Maintenance section of the Handbook for more information.

MEALS

Meals are served in the Dining Room buffet-style. Lunch is at 12:30 PM and dinner at 6:30 PM, Monday through Saturday. The bell is rung to announce meals. No meals are served on Sunday. Students have limited use of the kitchen on Sundays, and may reheat leftovers, or prepare food they have purchased. Students and community members are expected to clean up the kitchen after personal use at all times. Breakfast is self-serve from 6:30 AM to 8:30 AM. Students alternate assisting the Chef in the kitchens. Students may remain in residence during School breaks through prior arrangement with the RLM. Students taking meals while in residence during breaks are expected to contribute to community activities and maintenance. Occasionally students may wish to take vacation days but remain on campus; the same policy applies: they must request permission beforehand and participate in the weekly work list if they intend to take meals during that time. Partners, spouses and guests will be charged a small fee for meals.

COMMUNICATIONS:
MAIL, SHIPPING, TELEPHONE, FAX, E-MAIL

Students are provided individual mailboxes in the Annex at Taliesin West and individual mailboxes at Hillside in Wisconsin.

Mailing addresses are:

**TALIESIN**
5481 County Road C
Spring Green, WI 53588 USA

Email: taliesin.edu email addresses are provided to each student.

Fax: Taliesin West: 1-800-500-3096 (faxes will be placed in your mailbox; please alert the Office Manager if you are expecting a time-sensitive document).

Long Distance Telephone: Upon request to the Taliesin West Office Manager, a student may establish a long distance account at the School, usable at both campuses. The student will be billed monthly for charges. Note: telephone bills are invoiced monthly; all bills must be paid prior to departure or graduation.

**ACADEMIC PLAN**

The initial Academic Plan, or selection and enrollment in courses and studios, is established with the Education Office prior to student arrival on campus. Subsequent changes to the Academic Plan are determined at the Initial Review with student advisors; and in portfolio reviews utilizing the recommendations generated in the reviews. Core, or required offerings, and electives are added to the learning path, and explained in the initial advisory meeting and at portfolio reviews. Students may add a class or studio not previously selected, with permission of the instructor, and upon informing the Education Office by completing and submitting an Add/Drop form. Students are always encouraged to voice questions or concerns with your advisor or Education Office staff. Following a satisfactory Initial Review, students are eligible to propose Independent Study projects determined by merit.

**INITIAL REVIEW**

Faculty, staff, and student advisors observe students, particularly in the first semester, to ensure adjustment to the program, participation in academic and community offerings and responsibilities, and satisfactory academic progress. After a student has been in the program between 60 and 90 days, she or he will meet with his or her advisor and another faculty or staff member, to determine the student is demonstrating the ability to benefit from, and has the interest to continue in the program. If concerns arise, they will be discussed with the student and generally remedied within a short period. In some cases, a meeting may be scheduled prior to the Initial Review to address more serious concerns. If problems persist, the procedures explained in the “Satisfactory Academic Progress” policy are followed. (see: Initial Review Policy). School staff, faculty, and student advisors are available to students on a regular basis, and provide feedback and guidance as requested, or as necessary.
TUITION

TUITION DEPOSIT & EXPENSES

Annual Tuition for the 2016/2017 school year:
$40,500.00
$34,500 is for Tuition
$6,000 is Room and Board
Fees (student accident insurance + activity fee):
$300.00
Total: $40,800.00

Nonrefundable fees:
$1000.00 first year tuition
$300.00 ($100 insurance + $200 activity fee)
$50.00 application fee

REFUND POLICY

Tuition paid shall be refunded according to the following schedule:
Up to matriculation or continuation date: 100%
Within the 90 day Probationary period: 75%
Thereafter pro-rata less 10%

Please note that Federal Student Aid guidelines require that a student complete 60% of a term or more to retain 100% of their aid for that term. Students who withdraw prior to that date must return a portion of their aid, calculated as follows:

Percentage of term completed = the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula:

Aid to be returned = (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or term.

Aid will be returned in the reverse preference of the Packaging Philosophy:
1. GradPLUS
2. Unsubsidized Direct Loans

Scholarships shall also be prorated against earned amount.

Any Tuition and Fee obligations remaining shall be the responsibility of the student to pay to the school. Terms of repayment will be established via the Financial Aid Office.

TUITION PAYMENT INFORMATION FOR ENTERING FIRST YEAR STUDENTS

A letter of acceptance will be emailed to each person accepted for entry into the School.

Accepted students must confirm their intention to enter the School by the acceptance deadline stated in the letter.

Upon receipt of confirmation, U.S. citizens will receive an Entry Packet. The packet contains information regarding the William D. Ford Direct Loan Program, and deadlines for submission of required materials.

International students must submit, with their confirmation, evidence of their ability to fully fund their term of enrollment via a bank certification or official documentation relating to their source of funding (scholarships, etc.).

All payment tuition arrangements must be in place 10 days prior to the start of the entering term. This includes Federal Student Aid, Full Cash Payment, and Quarterly Payment Plans.

Tuition must be paid via: check, money order, cashier’s check, credit card, or bank transfer.

TUITION PAYMENT INFORMATION FOR CONTINUING STUDENTS

A tuition invoice will be issued to each continuing student 60 days in advance of the tuition due date. Payment arrangements must be made prior to the tuition due date.

All PLUS Direct Loan applications must be certified and set to disburse no later than the start of next term.

Tuition may also be paid via: check, money order, cashier’s check, credit card, or bank transfer.

SCHOLARSHIPS

Students eligible for consideration to receive a named scholarship will be considered on the following criteria: demonstration of excellence in academic program as well as overall community support and leadership. Candidates must demonstrate evidence of going above and beyond what is expected of them in terms of student performance.
Scholarships are awarded annually based on merit (academic and community performance).

Failure to maintain Good Standing will cause the scholarship to be withdrawn during an academic year.

**WORK/STUDY**

Students in good standing may ask to be considered for participation in the work/study program. Work/study is not available for credit of year-one tuition. Work/study during year one credits tuition owed for year two; work done in year two credits work for year three. Please see Work/study Procedures in the Policy and Procedures section of this Handbook.

**FINANCIAL AID**

Financial aid is available in the form of:

**LOANS**

Loans are borrowed funds that must be repaid with interest. Students are automatically considered for federal loan funds by completing the FAFSA. All Stafford Loans and Plus Loans are now handled via the William D. Ford Direct Loan Program by the U.S. Department of Education.

**Federal Direct Loan**

Stafford loans are the most common source of student loan funds made available to students seeking a degree or certificate. Federal Direct Loans must be repaid with interest. Direct Loans offer deferments of principal payments while a student is in school and allow a six-month grace period after leaving school, before repayment begins. Depending on a student’s need as calculated by U.S. Department of Education, a Stafford Loan may be offered as a subsidized or unsubsidized loan, or as a combination of the two.

**Unsubsidized**

All qualified students, regardless of their income or assets, may take out Unsubsidized Stafford loans. Students must meet all of the same requirements as those for subsidized loans, except they do not need to demonstrate financial need. With an Unsubsidized Stafford Loan the student is responsible for interest that accrues throughout the life of the loan. A student may elect to defer interest payments while in school; however, this interest will be added to the principal balance of the loan upon repayment. Therefore, the School strongly recommends that students pay interest on a quarterly basis to keep their loan debt under control. Please see the Director of Student Services for current rates.

**Federal Graduate PLUS Loan**

The Graduate PLUS loan is a loan program for graduate students. Borrowers must pass a credit check and may borrow the full “cost of attendance” minus other forms of financial aid received. Please see the Director of Student Services for the current Interest Rate. Students may apply for deferments while enrolled. Once students have completed their Bachelor’s degree, only unsubsidized funds are available.

**Private/Alternative Loans**

After considering all federal loan options, students may also be interested in applying for a private/alternative loan known as an Alternative Educational Loan. Taliesin does not maintain a preferred lenders list. A private/alternative loan is a credit based educational loan. Each individual lender sets terms and conditions, so students should shop wisely for their lender. Students unable to qualify on their own may need to obtain a co-borrower/co-signer. Students may borrow up to their Cost of Attendance budget, less any other financial aid funds and resources received.

**VA FUNDING**

Frank Lloyd Wright School of Architecture degree programs are approved for VA benefits. Interested students should contact the Education Office regarding application requirements. General information on VA benefits can also be obtained directly from the VA website or by calling (888) 442-4551. Visit their website at http://www.GIBILL.va.gov

**SCHOOL-SPONSORED TUITION AWARDS**

Students entering their second or third years of attendance are automatically eligible for consideration for additional partial tuition scholarships. The amounts are directly deducted from tuition. Students must maintain Good Standing status at all times to be eligible for this program. Students accepted for entry into the degree programs may be awarded partial scholarships, based upon need and merit as demonstrated by the admissions materials. Continuance of these scholarships is contingent upon maintaining Good Standing. Scholarships are awarded annually.

**FINANCIAL AID ELIGIBILITY**
Some award programs have limited funding, therefore, students are encouraged to apply for financial aid as early as possible prior to their tuition due date. While the School still receives and processes financial aid applications after the posted due date, students are expected to pay tuition in full by the tuition due date and any financial aid award accepted will serve as reimbursement.

HOW ELIGIBILITY IS DETERMINED

The Free Application for Federal Student Aid (FAFSA) allows us to determine eligibility for all federal, state, and campus-based grant and loan programs available at the School. The purpose of the FAFSA is to collect pertinent information about the student’s household, income and assets. Once the data is collected, it is computed by a congressional formula to determine the student’s Expected Family Contribution (EFC) figure. The EFC represents the student’s family’s financial strength as well as the amount of discretionary income a family should be able to contribute towards education. The EFC, along with a student’s degree program, academic grade level and aid history, are all factored into a formula to determine the types and amounts of aid the School offers based on funds availability. The School will offer the maximum possible award for each aid program for which a student may qualify. Because some funds are limited, students are encouraged to apply as early as possible each academic year.

Special Circumstances

The FAFSA collects data and evaluates the student’s family’s financial strength based on the prior year’s income information. For extenuating circumstances (loss of employment, death, divorce, etc.), which will affect the student’s family’s current income information, please contact the Education Office. In some cases, a change may result in a lower EFC but may not affect the student’s overall award package. After the student answers a few questions, the Education Office will determine if it is worthwhile to pursue a professional judgment and will advise the student of the supporting documentation required for the student’s unique situation.

FEDERAL ELIGIBILITY REQUIREMENTS

Students must meet all of the following requirements to be eligible for federal aid:

1. Enrolled as a regular, degree-seeking student—cannot be simultaneously enrolled in elementary or secondary school and beyond the age of compulsory school attendance in the state in which the student resides;
2. Earned a High school diploma, GED or equivalent (Home Schooling is acceptable if learning was completed within a state that recognizes home schooling); Confirmed Associate Degree;
3. Maintain Satisfactory Academic Progress;
4. Enrolled at least half-time (Taliesin does not accept part-time students, thus all students of the School are eligible.);
5. Does not have a disqualifying federal or state drug conviction;
6. Has a U.S. Citizenship or Eligible Non-Citizen Status, U.S. Citizen or National, U.S. permanent resident, Citizen of the Freely Associated States: Federated States of Micronesia, Republic of Palau, Marshall Islands; Other eligible non-citizens for the following INS/DHS Statuses: Refugee, Granted Asylum, Conditional entrants, Paroled into the U.S. for at least one year, Cuban-Haitian entrants (Not Eligible: family unity, temporary resident, nonimmigrant visas);
7. Not in default on a federal education loan. A federal education loan included in a bankruptcy may affect eligibility; Total & Permanent Disability cancellation of a federal education loan may affect eligibility;
8. Does not owe on a federal grant or subsidized loan overpayment;
9. Provide correct name, date of birth, and social security number (confirmed with the Social Security Administration);
10. Males born after 1959 must be registered with Selective Service.

SATISFACTORY ACADEMIC PROGRESS AND DEGREE COMPLETION

Federal regulations require that the School define the minimum standards of Satisfactory Academic Progress to determine eligibility for financial aid. The standards apply to all federal, state, and institutional financial aid programs.

Students receiving federal, state, and/or institutional aid must be certified as making satisfactory progress by the Review Committee following each portfolio review. Students placed On Notice risk losing eligibility. Students placed on Probation lose eligibility until Probation is lifted.

Withdrawal from School

When a student receives financial aid funds to attend school, the U.S. Department of Education assumes the student will complete the enrollment period for which they have received funding. If a student officially withdraws or unofficially withdraws (stops attending without formally notifying the school) they are subject to the U.S. Department of Education’s “Return to Title IV Policy” (R2T4).

The School is required by federal regulation to calculate the amount of funding the student received compared to what the student actually “earned” based on the portion of the
enrollment period the student completed. This calculation may result in a financial obligation for the student. Such financial obligations may include immediate repayment of student loan funds to their lender/bank, a balance owed to the School, and/or a debt owed to the U.S. Department of Education.

Students who may consider withdrawing from school should consult their academic advisor and are strongly urged to contact the Education office to discuss potential financial ramifications. Upon a student’s withdrawal, the School will complete the necessary calculations and notify the student in writing of any obligations within 45 days. The R2T4 policy is mandated by Federal regulation and cannot be appealed.

**HOW TO GO ABOUT IT:**

**TITLE IV FUNDING FOR TALIESIN TUITION**

Here are the steps involved in filing for Title IV financial aid:

1. Submit the FAFSA as soon as income taxes have been filed. [http://fafsa.ed.gov](http://fafsa.ed.gov)
2. Alert the Education Office of your request for Federal Student Aid. Book an appointment with the Director of Admissions & Student Services to discuss your financial needs.
3. Begin the loan process:
   a. Visit the Direct Loans website: [https://studentloans.gov](https://studentloans.gov)
   b. Follow the directions – register for access to the site; a tutorial/entrance counseling session is provided and MUST be completed.
   c. Complete the Master Promissory Note (MPN).
   d. Request funds.

Once the online application for loan(s) has been completed, the School will be notified when the application is ready for certification.

When the funds arrive, the Finance Office will be notified. If funds were requested over and above those to cover tuition (a PLUS Loan), they will be transferred to the student’s checking account or a check will be written to the student (as specified by the student with necessary checking account authorization provided). Funds are available within 3 days of receipt by the School.

**INSURANCE**

**STUDENT ACCIDENT INSURANCE**

All students are required to participate in the Student Accident Insurance Program. The current annual premium is $100.00. This premium is subject to change annually. You will be informed of any changes during the invoicing for your annual tuition payments. Student Accident Insurance covers students for injuries sustained during the course of school activities. It does NOT provide coverage for illnesses, inoculations or physical examinations and does not cover sports-related injuries.

**PERSONAL HEALTH INSURANCE**

The School encourages all students to carry their own health insurance, or participate in their parents’ coverage if eligible.

**PERSONAL PROPERTY [RENTERS] INSURANCE**

The School is not responsible for any personal property belonging to students. Protection against theft or damage of any and all personal possessions is the sole responsibility of each student. The School encourages all students to insure their belongings prior to arrival and throughout their education at Taliesin.
STUDENT LIFE

LIVING AS EDUCATION

The Wrights and the first apprentices began their experiment in integrated living and learning during the Great Depression of the 1930s. The continuation and evolution of the expression of their ideas in the School and the Taliesin community over the past eight decades demonstrates the strength of their ideas of learning and living. In the early 21st Century, the School embraces the continual change that Mr. Wright expressed in his constant search for insight, relies on nature as the primary source for that insight, and integrates notions of quality, sustainability, and beauty as essential to the development of the creative architect and human being.

The learning program at the School is not limited to experiences in classrooms or studios. All facets of life are integrated into the School program, explicitly and implicitly. The campuses extend beyond the walls of the buildings and include the tracts of preserved land surrounding the buildings that provide a rich ground for understanding the complex natural environment in which the buildings we design must reside.

MIGRATION: TWO CAMPUSES, TWO LEARNING ENVIRONMENTS

Continuing a tradition begun in 1937, the School operates seasonally at two locations. From mid-October through mid-May, the School is in session at Taliesin West in Scottsdale, Arizona. Mid-May through mid-October is spent at Taliesin in Spring Green, Wisconsin. The Fall term begins in August in Wisconsin and ends in December in Arizona. The Spring term begins in January and ends in May in Arizona. The Summer term begins in June and ends in early August in Wisconsin.

At the end of each season, the student body assembles to prepare to leave one campus and migrate to the other. The Residence Life Manager may select a student to assist with the coordination of migration. Sleeping spaces must be emptied and cleaned, and necessary repairs reported to the Residence Life Manager. In addition, students are expected to prepare all School-used spaces for out-of-season use and document any necessary repairs. School staff must sign off on the condition of accommodations prior to student departure. Students are expected to assist with packing and unpacking the migration truck, and transporting themselves to the other campus for arrival at a date specified by the Education Office. Failure to arrive on time is grounds for disciplinary action. Upon arrival, students are expected to move into assigned sleeping locations, and assist others in unpacking and preparing for their academic work.

THE ART OF LIVING

Students have the responsibility of caring for and maintaining their living and work spaces, and are encouraged to exhibit creativity in their interior design while respecting the historic nature of the spaces. Students are checked into and out of residential rooms by the Residence Life Manager. Each student is responsible for the contents of the room. While students are expected to be conscientious in their treatment of living and work spaces on both campuses, this is particularly important in Arizona, as tents and shelters are viewed by the public as part of the student-led Desert Shelter Tour that occurs most Saturdays throughout the season. Living spaces should be orderly, clean, free of food and debris, and ‘tour ready.’ Students are allowed and expected to make minor repairs to living spaces on both campuses, as capabilities permit, after consultation with the Residence Life Manager. Rooms may not be painted without prior approval. Installation of electronic equipment or heating/air conditioning equipment of any kind is prohibited. More significant repair requirements should be reported immediately to the Residence Life Manager. Students may be assigned to work with a Facilities department employee to make the repair. Students and residents are stewards of the entirety of desert open space at Taliesin West, and the grounds of Taliesin. Everyone should internalize the sense of responsibility and assist in the preservation of these extraordinary landscapes. The degree to which students take seriously the opportunities to shape and maintain their own spaces and care for the environment communicates her/his ability to benefit from campus life.

LIFE IN THE WISCONSIN HILLS-TALIESIN

From mid-May until mid-October, the School conducts operations at Taliesin, located on the banks of the Wisconsin River, some 40 miles west of Madison, Wisconsin. The experience at Taliesin is a counterpoint to that at Taliesin West. Where Scottsdale, Arizona is part of the fourth largest metropolitan area in the United States, Spring Green, Wisconsin is in the rural heartland of America. The town of Spring Green is home to 1700 residents. Nearby communities’ populations range from just 700 to 4000 people. Frank Lloyd Wright spent boyhood summers on his uncles’ farms surrounding Taliesin. He returned to the valley in 1911 to establish his own home and farm.

The area is geologically significant because it escaped the transformative scouring of the last glacial age. The glacier stopped its descent from Canada at the Baraboo Hills to the north. A corner of Southwestern Wisconsin and bit of upper Iowa and Illinois were left untouched. The landscape in this
Birthday celebration at Taliesin West (photo Aris Georges)

Studio field trip in Phoenix (photo Aris Georges)
unglaciated, drift less area is therefore more mature, more weathered, and of a unique character. Wright said that nothing “picks you up in its arms and so gently, almost lovingly, cradles you as do these southwestern Wisconsin hills.”

The National Landmark Taliesin estate comprises about 100,000 square feet of buildings on over 650 acres of rolling hills. The Frank Lloyd Wright Foundation property includes the adjacent farm to the west of the historic estate.

Accommodations at Taliesin are more traditional than at Taliesin West. Students sleep in fully enclosed rooms in several buildings. Included in these are two corridors of 8 rooms each, one corridor for men and one for women, on each side of the Drafting Room at Hillside. A common bath is found at the end of each corridor. The same number of student couples or families can be accommodated in Wisconsin as in Arizona. Please see the Spouse/Partner Housing Procedures in the Policies and Procedures section of the Handbook.

Students may be greeted with cold temperatures, particularly as not all of the buildings are heated. Temperatures rise to 100 degrees Fahrenheit in late summer before dropping to freezing in October. Rainfall is plentiful during the summer. Tornadoes also occur in the area. Proper rain gear is recommended. Recreational facilities are abundant in the area, with canoeing, golf, hiking, and fishing easily accessed within minutes from Taliesin. Swimming in the Wisconsin River, however, is dangerous. Strong currents, drop-offs, and sudden course changes make the river popular with rafters but dangerous for swimmers. Each year, several people die as a result of underestimating the power of the river and its currents. The School strongly advises students against swimming in the river. The school also advises students that they boat on the river at their own risk. The school assumes no responsibility for personal loss or injury as a result of swimming in, or boating on, the river.

The nationally known American Players Theater (APT) offers outdoor Shakespeare and other classic playwrights, from June through October nearby, and concerts at Unity Chapel during the months of July and August provide an opportunity to meet local residents. Taliesin’s chorus hosts one of these concerts each year. There are a host of activities in and around Spring Green during the summer. See local publications for more information.

There is no public transportation in Spring Green. An automobile, bike, or motorcycle is useful. Tours and preservation programs are also offered at Taliesin, with opportunities for student interaction and involvement.

Students are encouraged to spend time in the historic spaces on both campuses for enjoyment, reflection, and study. This is a unique part of the experience of living and learning in Frank Lloyd Wright’s masterpieces. At the same time, all must be cognizant of others’ use of the spaces such as tours, meetings, or receptions. The public areas of the properties are occasionally rented out for private events, and unless specifically invited by the School, students should not attend these parties or consume food or beverages provided by caterers or others.

Student organized activities (functions, meetings, parties, etc.) in any of the public and/or historic spaces in both Arizona and Wisconsin must be approved by the Residence Life Manager in advance, and are subject to building use guidelines. The Living Room and Pavilion at Taliesin West and the primary residence at Taliesin (Wisconsin) are available for student functions with the written approval of the Residence Life Manager. A student representative will be assigned to ensure proper use, care, and clean-up of student activities in these areas to minimize misuse, neglect, or damage to historic spaces. Please take stewardship of the properties seriously. Not doing so will result in reduction of student use privileges, and may require reimbursement of repair or replacement costs, and/or disciplinary action.

**LIFE IN THE SONORAN DESERT - TALIESIN WEST**

When Frank Lloyd Wright first encountered the Sonoran Desert of Arizona, he was instantly enthralled. He said, “The desert has a cathartic effect.” What could be more architectural than the lessons of the desert? Wright was immediately aware of the desert as the connecting link between land and sea and he commented on the similarity of the life forms of the coral reef and desert bajada. Wright saw the Sonoran Desert as an opportunity to introduce students to natural processes as the basis of design. The desert is devoid of design theories. The plants and creatures of the desert have only one agenda—survival—and their solutions are essential, simple, and beautiful. Wright saw the desert as the ideal environment in which to observe nature’s working, and Taliesin West is testament to his vision.

When the Taliesin Fellowship arrived at the foothills of the McDowell Mountains, they found a landscape empty of current human habitation and the amenities of urban life. First pitching tents on the mesa, the Fellowship, under Mr. Wright’s direction, began construction of work and living spaces, which all referred to as “camp.” Taliesin West retains the major features of a winter encampment. Its buildings are basic structures, constructed of the desert itself. In recent times, air conditioning and year-round occupancy has required the enclosure of some spaces originally protected from the elements only by canvas and wood. Students today are provided with the continuous opportunity to experience, with
Taliesin West, Studio (photo Aris Georges).

Study abroad trip to Greece, 2012 (photo Aris Georges).
all of the senses, the desert as a distinct bioregion and to learn from its unique climatic conditions and the adaptations made by its plant and animal inhabitants in order to survive.

Residential life at Taliesin West continues the experience of the pioneering Fellowship and ensures that students develop a profound understanding of the desert environment and the impact of natural phenomena on the design of buildings. Students live on campus at Taliesin West during each winter season (with the exception of students studying abroad). At Taliesin West students are encouraged to sleep in the desert in a shelter, one of many that dot the varied 500-acre landscape on the periphery of the campus.

The student shelters are semi-enclosed buildings built by students over many years with the intent of gaining experience in designing and building in response to the poetry and challenges of the natural environment as well as realistic economic constraints. The shelters are not connected to water, electricity, or heating systems. While many shelters and buildings have fireplaces, the Facilities Department must certify that each is operational prior to use each season. Please consult the RLM for further information regarding fireplace use. Each year, students are afforded the opportunity to remodel, rebuild, or construct new shelters within a specific procedure (see Student Shelter Program). Students constructing new shelters are expected to live in them. Building on new sites is generally not permitted. Driving in the desert should be limited to delivering items to shelters. Parking at shelters in the desert is not permitted. Participation in the Taliesin educational experience implies acceptance of the risks of living directly in the natural environment of the desert. Care must be used in moving around, especially at night. Life in the desert is discussed during orientation.

Fireplaces may be found throughout both campuses and in many shelters, however not all fireplaces are operational or safe to be used. The Foundation fireplace policy details the working/non-working fireplaces. No fireplace should be used until checking the Foundation fireplace policy. **Certain fireplaces require pre-approval for use.**

Students may request to live in more permanent structures based on space availability. Several residential rooms exist at Taliesin West for use by students with mobility issues or particular sleeping requirements. A limited number of units are available for students with partners and for family units of two or more individuals for an additional monthly fee and subject to approval. Please see the Spouse/Partner Housing Procedures in the Policies and Procedures section of the Handbook.

**COMMUNITY**

Community involvement at the School provides opportunities for students to explore the social and cultural contexts of architecture. The community component provides an opportunity to integrate and apply the content, philosophies, and disciplines of all learning through the experience and social interaction of daily living and community maintenance.

Community responsibilities at Taliesin are far more than maintenance work or planning special dinners. Through Community participation, students learn to plan and execute projects through team effort, whether by leading the team or serving as a member of the team. Students learn to apply critical thinking and creative problem solving to resolve myriad unexpected events that occur as part of projects of any size, and how to resolve the human problems that arise whenever people attempt to work together cooperatively. Students come to the School from a wide variety of cultural and socioeconomic backgrounds and leave Taliesin prepared to function as professional architects. Community participation, an essential part of that preparation, allows students to develop social skills, conversational skills, and their cultural awareness. That, in turn, allows them to enter the architectural profession with the poise and confidence needed to interact with clients of all kinds.

Residential members of the Taliesin Community are assigned seasonal and weekly (joylist) maintenance responsibilities that are designed to instill a foundation of life-long habits of accountability, responsibility, team building, and leadership, while also fostering a deeper appreciation of one’s surroundings and the need to bring cleanliness, beauty, and excellence to those surroundings. It is incumbent on each resident to do his/her best regardless of the assignment. Each student and resident has the opportunity to share in the beauty of the historic buildings, and take personal pride and ownership in maintaining the environment, which is a gesture of respect for oneself and those around us.

The Residence Life Manager supervises all Community Maintenance and assesses each student on his or her performance in both weekly and seasonal assignments, and submits a written Residence Life evaluation form to the Education Office for use in student portfolio reviews and overall program evaluation. It is the responsibility of each student to perform duties as assigned. When an absence is unavoidable, it is imperative for the student to communicate with the Residence Life Manager and to find a replacement to complete the work. When maintenance are missed or incomplete, the student is subject to warnings and disciplinary action. A full description of weekly maintenance assignments
can be found at the end of the Handbook.

EVALUATION OF THE STUDENTS’ COMMUNITY PERFORMANCE

The Residence Life Manager will provide a Seasonal Performance Evaluation to each student in narrative and/or rated form for inclusion in the student’s Portfolio Review. The Seasonal Performance Evaluation is based on four Categories related specifically to Residence Life:

1. Maintenance (weekly/seasonal)
   a. Responsibility
   b. Performance
   c. Resourcefulness/Learning

2. Social
   a. Teamwork/Leadership
   b. Participation/Volunteerism
   c. Well-mannered/respect for others

3. Aesthetic
   a. Respect for personal/historic spaces
   b. Cleanliness/General Organization
   c. Stewardship/Creativity

4. Representation
   a. Tour participation (AZ); Offsite community participation (WI)
   b. Positive role model for others
   c. Representation of the School

DISCIPLINARY ACTION AND SANCTIONS

School policy indicates that Satisfactory Academic Progress and Good Standing are contingent upon a student’s community participation. The Residence Life Manager is responsible for recording student absences or incomplete work and will communicate with students when maintenance has been neglected or other elements of residence life fall short. Disciplinary action or sanctions may be assessed any student failing to adequately fulfill his or her community opportunities and obligations.

Upon recommendation by the RLM and review by the Education Office, one or more of the following disciplinary actions/sanctions may be progressively assessed:

- Verbal warning and review of residence life expectations
- Added Joylist duties
- Remedial training as required
- Formal letter of concern to Education Office to be placed in student file
- Loss of Seasonal Maintenance/Joylist choices (assigned by RLM instead)
- Reduction of housing/desk seniority (progressively move down in priority)
- Loss of on-campus visitor privileges
- Percentage loss of vacation time
- Loss of all Seniority standing/privileges
- Sanctions as described in the Good Standing Policy

STUDENT TOUR PROGRAM

Giving public tours and otherwise participating in the public tour program has been a long tradition of the architectural training at Taliesin. Learning to be comfortable in all social situations while being able to confidently express and explain the concepts of design are crucial skills for the practice of architecture. Today, a minimum of 45 hours conducting tours is required for graduation, and students have at their disposal thousands of interested visitors to Taliesin West who are eager to learn about Frank Lloyd Wright and the ideas of organic architecture. This presents an unparalleled opportunity for students to expand all-important (and required) abilities to be a confident professional.

Tour training is provided by the Residence Life Manager, the Taliesin West Tour Department, and through taking tours with other experienced students and professional guides. After the training period, credit hours are given for conducting the shelter tour, public tours, special groups, and tours as arranged and approved by the School. Showing friends and family around campus does not count towards tour hour credit unless pre-approved by the Residence Life Manager. Students should plan to accumulate hours on various types of tours. Tour hours and tour type are reported by the student to the Residence Life Manager for credit.

The Desert Shelter Tour at Taliesin West, conducted by students during the fall, winter, and spring months, is an opportunity to showcase tents and shelters for the public. Proceeds from the Desert Shelter Tours benefit the Student Fund, for use by students for field trips and program enhancements. Each student, whether or not his or her shelter is on the tour, is expected to reside in shelters with a sense of design in mind; unmade beds, clothes strewn on the floor, and open food containers are not acceptable. Spaces should reflect the sense of style, design, and creativity of each individual and be ‘client-ready’ at all times. The Residence Life Manager may inspect any student dwelling with 24 hour written notice to the student.

SCHOOL CALENDAR

There are four official School breaks during the year: Thanksgiving; winter break; spring break; summer break; as well as national holidays: Labor Day, Memorial Day, Independence Day, President’s Day, and Martin Luther King Jr. Day. Consult the online calendar to confirm dates. http://taliesin.edu/cal/
Students may remain in residence during School breaks by arrangement with the Residence Life Manager. Students taking meals during break are expected to contribute to community activities and maintenance.
1 STUDENT LOUNGE
2 STUDENT RESIDENCES
3 STUDENT SHELTERS
4 LIBRARY
5 PAVILION THEATER
6 SHOP AREA
   WORKSHOPS
   MEN'S LOCKER ROOM
7 BOOKSTORE
8 CABARET THEATER
9 CENTRAL CORE
   DRAFTING STUDIO
   KITCHEN
   DINING ROOM
   SEMINAR ROOMS
10 APPRENTICE COURT RESIDENCES
11 ATRIUM STUDIO
   STUDIO
   CLASSROOM
   MULTI-USE SPACES
   MODEL SHOP
   CERAMICS SHOP
12 ADMINISTRATIVE OFFICES
13 FLLW ARCHIVES
14 MOD.FAB RESIDENCE
15 CRESCENT FACULTY RESIDENCES
   STUDENT RESIDENCES
**CAMPUS FACILITIES**

Students are provided the extraordinary opportunity to live, learn, and work in two architectural masterpieces, Frank Lloyd Wright’s own homes of Taliesin and Taliesin West. The following are brief descriptions of the elements of the physical resources particularly useful to students.

**TALIESIN WEST CAMPUS**

Begun in 1938 as the winter “camp” of Frank Lloyd Wright, Mrs. Wright, and the Taliesin Fellowship, Taliesin West is located on approximately 500 acres on the McDowell mesa in central Scottsdale. The complex is much more compact than at Taliesin, with all buildings either connected or a short walk apart.

**STUDIO/DINING ROOM COMPLEX**

**Drafting Studio** - the main studio that serves as studio space for faculty, students, and resident Foundation staff.

**Kitchen** - where students work with professional chefs and community cooks to create meals for the community.

**The Board Room** - serves as a meeting and classroom space.

**Dining Room** - where meals are served to the entire community.

**Annex Office** - the Foundation communications center where phones are answered and mail and packages are received and sent.

**The Guest Deck** - above the Dining Room and Breezeway, provides housing for guests and faculty members. Events are held on the outdoor deck.

**Office of the Director of Admissions and Student Services** - beyond the breezeway towards the Sunset Terrace.

**William Wesley Peters Conference Room** - next to the Director of Admissions and Student Services office, provides space for portfolio reviews, classes, and meetings.

**BOOKSTORE/SHOP AREA**

**Bookstore** - where tour tickets and Frank Lloyd Wright books and merchandise are sold.

**Shop** - houses tools and provides workspace for woodworking, construction, and metalworking projects. Surrounding the area are rooms which house a model shop, laundry facilities, storage, and a print room.

**Men’s Locker Room** - provides storage space and shower facilities for male students.

**Reading Room** - to the north of the bookstore, houses a portion of the William Wesley Peters Library and serves as class and meeting space. Additional student locked storage is located here. Consult the RLM to secure a locker.

**PAVILION/CABARET/TOUR OFFICE COMPLEX**

**Tour Office** - houses the tour administration desk and serves as an initial stopping point for tours.

**Cabaret Theater** - built as a movie theater, performance venue and dining area, and still serves those needs. Presentations and meetings are held in the theater as well.

**Cabaret Kitchen** - a serving area for dinners and events.

**Pavilion** - the major Foundation performance venue. Concerts, theatrical performances, and presentations make use of the stage. Students use the theater for music rehearsals and instrument storage. Many public events use the Pavilion as a dining area and as a presentation space. The Pavilion seats approximately 100.

**Garden Squares** - an outdoor area used for dinners, receptions, and events.

**Montooth Cottage** - provides office space for the Education Outreach Program.

**LIVING ROOM AREA**

**Historic “Garden” Room** - available for meetings and events.

**Sunset Terrace** - outside the Living Room, offers beautiful views of the Valley and the sunset and is the scene of many outside and internal events and receptions.

**Wright’s Living Quarters** - The garden area in front of the quarters provides space for receptions.

**HISTORIC APPRENTICE COURTYARD AREA**

**Kiva** - serves as tour area, classroom, and exhibition space. It is across from the dining room, adjacent to the Apprentice Courtyard.

**Senior Fellowship Housing** - surrounds the Apprentice Courtyard. Many of the Senior Fellowship members who live here were
the original apprentices who worked with Frank Lloyd Wright.

**Apprentice Court** - the gravel courtyard where Tea is served. Other gatherings and events are scheduled here as well.

**Women's Locker Room** - on the north end of the Courtyard, provides shower, dressing, and storage facilities for female students.

**WWP Library/Taliesin Architects Archives**

See Library Resource descriptions.

**Office Complex**

**Financial Office** - houses financial operations staff.

**Administrative Offices** - houses Foundation and School administrative staff.

**Atrium/Sun Cottage**

**Sun Cottage/Guest Apartments** - serve as guest housing. The Sun Cottage is also used occasionally as a meeting or seminar space.

**Atrium Studio** - secondary student studio, provides workspace for students, faculty office, classroom space, a conference room, a small kitchen and bathroom and shower facilities.

**East Wing** - provides student exhibition space, classroom space, model shop, laser cutter, and artist studios.

**Frank Lloyd Wright Archives**

**Archives** - includes offices and storage for the Arizona collections related to the Frank Lloyd Wright archives, (including many of Wright's personal effects and art collection), reproductions of Wright's drawings, an extensive historical audio collection of talks by Wright and apprentices, and the licensing department, which manages Wright's intellectual property.

**Student Housing**

**Desert Shelters and Tents** - dotted throughout the northern area of the Taliesin West property. Students can choose to move into an already existing shelter and can design and build one in the second year of residency as approved according to shelter construction proposal procedures.

**Carousel** - a hexagon-shaped building that houses 6 students or guests.

**Student Lounge** - housed in a small cottage just north of the main complex. CURRENTLY UNDER RENOVATION

**Additional Staff/Faculty/Student Couple Housing**

**Crescent** - provides 6 apartments for faculty, staff, and student couples.

**Desert House upper and lower** - upper provides faculty and staff housing; lower provides housing for 2 students.

**Lockhart Cottage** - provides housing for faculty visiting Arizona.

**Lockhart Studio** - provides housing for visiting faculty or a student couple.
1 TALIESIN HOUSE
EDUCATION OFFICES
WINTER STUDIO
SEMINARY ROOMS
ART STUDIO
STUDENT RESIDENTIAL

2 TANYDERI
STUDENT, FACULTY, GUEST
RESIDENTIAL
PRAIRIE SHELTERS

3 MIDWAY BARN
STUDENT, FACULTY, GUEST
RESIDENTIAL
COLLECTIONS STORAGE
MAINTENANCE

4 JONES' FARM
WOOD SHOP
METAL SHOP
PRESERVATION SHOP
COLLECTIONS STORAGE

5 HILLSIDE COMPLEX
MAIN CAMPUS BUILDINGS
(see Hillside map)
TALIESIN CAMPUS

A National Historic Landmark, Taliesin in Spring Green, Wisconsin, was Frank Lloyd Wright’s home and workplace from 1911 until his death in 1959. It has been characterized as his principal “laboratory” for design, as each year he made changes to it. Called by one of America’s leading architectural critics the greatest single work of art yet produced by an American, Taliesin comprises 100,000 square feet of buildings situated on over 600 acres of prime Wisconsin agricultural land. As a landmark, Taliesin is undergoing a long-term restoration and renovation program implemented by Taliesin Preservation, Inc., which is affiliated with the School (see below).

The buildings at Taliesin are composed in 3 principal groupings, with several smaller, yet important structures dotting the landscape.

HILLSIDE

Incorporating buildings Wright designed in 1902 for the Hillside Home School, America’s first co-educational boarding school, the Hillside complex was expanded in the 1930s-1950s as the apprentice body grew.

Hillside Studio - an extraordinary main working space, with drafting tables for all students plus faculty, professional architects, and artists.

Hillside Corridors - two residential wings adjacent to the Hillside Studio, each containing 8 student rooms plus bath.

Roberts Room - classroom and workroom, with space for presentations.

Dana Gallery - a gallery of Wright’s models, original furniture, and photographs operated by TPI.

Theater - main presentation space, used for Box Project presentations, theatrical and musical productions, as well as a large-scale classroom. The Theater seats about 100.

Theater Foyer - space for small exhibitions.

Assembly Hall - large open space for meetings, events, and classes.

Hillside Library - a branch of the William Wesley Peters Library located on the balcony of the Assembly Hall at Taliesin, contains over 1,700 volumes primarily on the subject of architecture.

Dining Room - where meals are served to the entire community.

TALIESIN RESIDENCE

The most famous part of the Taliesin site is the original residence and working complex, known within the Foundation simply as “Taliesin.” The complex includes:

Living Room - available to students outside of tour hours and upon appointment.

Mr. Wright’s Office and Studio - serves as office for School and Foundation staff. Classes, meetings, and events are held in the historic Studio.

West Wing - provides 5 student rooms and a bath.

Tower - provides 1 student room with a bath below.

Hill Wing Living Room - provides office space for school administration and Deans office.

Tea Circle - an outdoor gathering place.

Residences of the Taliesin Senior Fellowship

The Education Office - serves as office for Human Resources and foundation staff.

ADDITIONAL BUILDINGS ON SITE

Midway Barns - used principally for storage. They form the visual center of the Taliesin property. Additional residences
are attached.

**Midway Apartment** - located at the end of the Midway complex, provides housing for 2-3 students or a student couple.

**Tan-y-Derl** - a residence designed by Frank Lloyd Wright in 1907. The second floor contains 4 guest rooms plus bath. The ground floor contains classroom/function space.

**Jone’s Farm** - the farm once owned by Wright’s uncle Thomas, and an operating grain and dairy farm for over 150 years. Several historic buildings, including a 1870s barn, are found on the farm. Currently, crops are grown on the cultivated portions of the property. The hills are particularly good for hiking and nature study. The “Brown House”, used as gardener housing, is located on Uncle Thomas’ farm.

**Taliesin Preservation Inc. Shop** - Under the direction of the preservation staff of TPI, students have access to a full woodworking and restoration shop with permission of the TPI crew, located on the Farm.

**THE SPRING GREEN DOWNTOWN STUDIO**

The Downtown Studio, on Main Street, was designed by William Wesly Peters in 1959 to be the first medical clinic for the village of Spring Green. The past few years it is leased by the School for various classes, exhibitions, special events, and other functions. Pictured below, the building had a special fabric installation to attract people to student fundraiser event during the summer Arts and Crafts Fair.

![The Downtown Studio in main street Spring Green (photo Aris Georges).](image)
Students live and learn within a complex environment of working professionals in a wide array of fields comprising individuals of several generations. This unusual mix of activities and ages enables students to learn first-hand the meaning of community and the diversity of life that can grow within it.

**FACULTY**

Faculty and Core Faculty are instructors in a number of disciplines. Core faculty members plan and implement the curriculum, are student advisors, independent study mentors, and participate on portfolio review committees. Some Core faculty members migrate with the School, and often live on campus when in residence. Currently, all core faculty members are licensed and practicing architects.

**VISITING FELLOWS AND SCHOLARS**

Visiting fellows and scholars provide lectures and intensive workshops, or participate in studios and classes. They are generally in residence on either campus from 2-12 months.

**ARCHITECTURAL PRACTICE MENTORS**

Architectural Practice mentors offer students opportunities to assist in accomplishing a specific architectural project, one-on-one, or in a group context. They also provide feedback on student design projects.

**ARCHITECTURAL MENTORS**

Architectural Mentors are Core faculty members who conduct learning path sessions, initial reviews, and participate in portfolio reviews for advisees. The Architectural Mentor serves as an advocate by helping the student navigate the curriculum and learning programs at the School, providing relevant information as a participant on the student’s portfolio review committee, and serving as a mediator for resolution of conflicts involving the student. The main role of the Architectural Mentor is to offer guidance that will support the student’s learning of architecture by tailoring the learning plan to meet the student’s unique needs.

**EDUCATION ADVISOR**

The Education Advisor is one of the roles of the Director of Academic Affairs and this role is served as a member of the student’s committee along with the Architectural Mentor. The Education Advisor gives guidance with respect to practical
and administrative matters regarding curriculum and school policy.

DEAN

The Dean manages the operation and finances of the School. The Dean is also a member of the faculty and facilitates seminars and provides architectural mentorship. The Dean migrates with the School and is generally in residence on one or both campuses.

DIRECTOR OF ACADEMIC AFFAIRS

Coordinates faculty, staff, and students with regard to curriculum and assessment information. The Director maintains current faculty and student records. She or he oversees operations of the School in relation to course scheduling, curriculum planning, and arranges visiting faculty appointments.

DIRECTOR OF ADMISSIONS & STUDENT SERVICES

Coordinates recruitment and admission procedures, coordinates financial aid, handles disciplinary and grievance process, maintains permanent records of graduates, and issues official transcripts and certificates.

RESIDENCE LIFE MANAGER (RLM)

The Residence Life Manager is responsible for implementing housing, maintenance and studio selections for students, faculty, and residents of the School. The Residence Life Manager is a liaison between the School and the Facilities department related to maintenance and repairs of residential and academic spaces. The Residence Life Manager is also a liaison to the Tour department and provides support to the student tour coordinators. The Residence Life Manager represents the School to the Taliesin community and is a resource to students, faculty, and School residents for all activities related to the residential and community component of the program. The Residence Life Manager is the point person for campus security.

DIRECTOR OF LIBRARIES

Administers and coordinates all library functions at all library locations, supervises library staff, and provides orientation and ongoing library services to students, staff, and faculty.

SENIOR FELLOWSHIP

The Senior Fellowship is a group of individuals who reside full time at Taliesin and Taliesin West. Coming to study with Mr. Wright or Mrs. Wright, most of the group has given a lifetime to Taliesin. A significant number have participated in the actual building of Taliesin West and the renovation of Taliesin. The Senior Fellowship, the original faculty at the School, is available to students as mentors and provide a link to the legacy of the School. Most are available to students throughout the day and share meals with them.

In addition to its full time residents, the community often hosts visiting scholars who research the FLLW Archives, distinguished visitors, clients and friends. Access to these guests is open and welcome, especially at meal times where lively debate and scholarly discourse often punctuate the air. Taliesin has also had its share of celebrities drop by over the years – often unannounced.

TALIESIN FELLOWS

(The alumni association) - A growing number of alumni are working together to strengthen the bonds between the individuals who learned and lived at Taliesin in previous years and the School. Alumni are active in mentoring students, teaching and potentially employing them. A student selected by the School serves as a liaison with the Taliesin Fellows.
INSTITUTIONAL RESOURCES

THE FRANK LLOYD WRIGHT FOUNDATION

The Frank Lloyd Wright School of Architecture is a wholly owned independent subsidiary of a larger organization, the Frank Lloyd Wright Foundation, which was created in 1940 to undertake architectural, educational, and preservation activities. The Foundation operates a carefully designed tour program at Taliesin West that attracts around 100,000 visitors annually. Students participate in this program as tour guides on regular and special tours, such as the popular “Student Shelter Tour.” In addition, the Foundation manages the preservation efforts at Taliesin West, operates a program licensing designs of Frank Lloyd Wright, provides administrative support to the School, and is responsible for fundraising.

THE FRANK LLOYD WRIGHT ARCHIVES

The Frank Lloyd Wright Archives were founded to preserve and perpetuate the work of Frank Lloyd Wright and to educate the public concerning his important and unique contributions to architecture. In 2012, the Archives partnered with the Museum of Modern Art (MoMA) and the Avery Library at Columbia University to house the collections.

TALIESIN PRESERVATION, INC. (TPI)

Taliesin Preservation Inc. provides an educational resource for the School in Historic Preservation and Preservation-related construction. TPI, a nonprofit corporation, works in partnership with the Frank Lloyd Wright Foundation for the preservation of the Taliesin estate in Spring Green, Wisconsin, and offers public access and education through its tour program. Drawing on advanced education and experience, TPI staff conducts research and analysis related to the site, explores preservation alternatives, and devises and implements stabilization and restoration projects. Students may take advantage of various learning opportunities with TPI, including documentation of existing conditions, preparation of pre-construction documents, exploration of the GIS (Geographic Information Systems) landscape documentation process, and hands-on work under the supervision of the professional preservation and landscape staff. TPI professionals serve as faculty, mentors, and visiting professionals, and are deeply involved in this part of the learning program.

TPI makes available over 11,000 contemporary photographs documenting the Taliesin buildings and their ongoing preservation, 700 historic photographs of the site, a large collection of slides and digital photographs, and preservation materials. Through the resources of TPI, students gain an understanding of the inner workings of Taliesin’s structure, landscape and landscape preservation, and of the philosophy and practice of preservation. In addition to the tour program, TPI owns and operates the bookstore and seasonal café, headquartered in the Frank Lloyd Wright–designed Visitor Center.

WILLIAM WESLEY PETERS LIBRARY

The William Wesley Peters Library is a resource for the School and the Frank Lloyd Wright Foundation. Its mission is to collect, preserve, and conserve published materials regarding Frank Lloyd Wright’s architectural and design legacy, to provide materials basic to the education of an architect, to collect, preserve, make accessible and disseminate the primary and secondary records pertaining to the architectural firm, Taliesin Architects, and the architects who apprenticed to it and to Frank Lloyd Wright. The Library makes available to the public information that provides increased awareness of the lifetime work of Frank Lloyd Wright and his apprentices. At the core of the William Wesley Peters Library is the collection of over 32,000-volumes. Library resources include audiovisual and other media as well as archival materials.

The William Wesley Peters Library serves the research interests of the Frank Lloyd Wright School of Architecture, the Taliesin Community, and a wider community of architectural and design scholars interested in Frank Lloyd Wright and his apprentices’ contributions. Collection development objectives of the Library are focused predominantly on the needs of the School and practicing architects in residence at Taliesin West and Taliesin.

Among the primary resources of the William Wesley Peters Library are the School Archives. Contained in this collection are over 2,500 Box Project drawings and records from the 1930s through the 1980s, some annotated by Frank Lloyd Wright.

HILLSIDE LIBRARY

Hillside Library, a branch of the William Wesley Peters Library located on the balcony of the Assembly Hall at Taliesin, contains over 1,700 volumes primarily related to architecture.

TALIESIN ARCHITECTS ARCHIVES

The Taliesin West archives house an extensive collection of architectural and technical records of the firm, Taliesin Architects. This archive is a resource of organic architecture drawings, images, and collateral materials that chronicle the development of the firm, comprising architects who were primarily former apprentices to Frank Lloyd Wright, since 1959. The collections include an estimated 150,000 original drawings and renderings for more than 1,500 projects.
Architects include William Wesley Peters, John deKoven Hill, and others. These Archives contain project files consisting of correspondence, photographs, transparencies, slides and negatives, ephemeral items including primary source materials, news clippings, presentation panels, books, periodicals, and numerous electronic media.

Students visit the vault of the Archives (photo Aris Georges).
“An architect is a builder, a constructor, a form-giver, and he’s got to be a master of idea-giving, of ideas. He’s got to know ideas when he sees or hears them. He’s got to experiment lifelong in connection with those things which he himself has come to understand.”

—Frank Lloyd Wright, Sunday Morning Talk, June 18, 1950

THE LEARNING PROGRAM

Learning is a continuous process at Taliesin. Learning opportunities are presented at every turn and take many forms. Curiosity, self-motivation, self-direction, and creativity are essential in recognizing opportunities and taking advantage of them. A learning opportunity might come in the form of an experience in the Studio, an independent study, a community event, a presentation, a course, an exhibition, a construction project, an investigation initiated by a conversation with a visiting presenter, a trip to the Archives, a landscape maintenance project, a discussion with an alumnus, a competition, or an opportunity to manage a crew or creative team. The list is endless. Of course, the amount one learns is often directly proportional to the amount of effort applied.

Learning is a creative experience. It requires learners to connect new information or experiences with that which is already understood. This process is stimulated and brought to the forefront of awareness through reflection. By examining experiences, articulating learning, and actively seeking connections, the learner integrates or synthesizes new knowledge and skills. Learning is a life-long pursuit. The practice of reflection and self-assessment prepares one for a life of learning by helping strengthen the tools to recognize and integrate learning opportunities, and to continue to seek experiences that will expand knowledge and skills.

Learning is synthesized through learning documentations and the Learning Portfolio. These documentations are designed and created by the learner, or may be required as part of a course. Documentation may be a design project, a written paper, work products from the Architectural Practice Studio, a presentation, an event, a performance, or a work of art. The documentation, along with faculty evaluations, is included with reflections on the experience, in the Learning Portfolio. The Portfolio is reviewed to confirm progress on the learning path toward fulfillment of degree requirements, and to provide curricular guidance to students for the upcoming semesters.

Site survey for the ModFab™ project (photo Christian Butler).
DESCRIPTIONS OF
CORE CURRICULUM OFFERINGS

Evolving from Frank Lloyd Wright’s precepts of organic architecture, our design process unfolds out of existing cultural and physical conditions, materials, and landscapes into well-crafted frameworks for human activities. Our curriculum encourages students to explore beyond perceived boundaries rather than relying solely on abstraction or being limited by preconceptions. The School integrates theory and practice using a workshop model in which design and construction for communities has a central focus.

The accredited M. Arch degree relies on the Design Studio as the core of the curriculum. Studios are taken every session and are structured to explore a variety of facets of the architectural discipline. Review committees recommend students enrollment based on their past performance. Students typically take two introductory studios, two intermediate studios, and two final studios (an integrated studio and a thesis).

To expand knowledge and understanding of architecture, Design Studios are accompanied by Core Classes that focus on specific and required knowledge and skills. Core Classes range from Architectural History/Theory to Building Code and Practice Management. In addition to Core Classes, Electives are offered to explore a variety of contemporary issues or related topics/disciplines.

Within an accredited M. Arch degree framework, while using guidelines set by the School’s accrediting agencies, and with the design studio as the core of the curriculum, the School relies on the following:

- The legacy of Taliesin and Taliesin West as instructive environments for the experience and learning of architecture, including active exploration of the implications and uses of Frank Lloyd Wright’s body of work and thought.
- The inhabitation, design, and construction of shelter by students individually, as well as the undertaking of community design/build projects, both on and off campus, collectively designed by students, faculty, and staff.
- The learning of architecture through a variety of medias, including art making as well as performance, as an integral part of our classroom environment, through the continual presence of artists whose work we explore and enjoy.

- The study of ways in which architecture can evidence itself through structures that throughout their life cycle minimize the expenditure of and impact on natural resources.
- The exploration of architectural precedents, case studies, and historic examples from cultures around the world.
- Participation in both internships and in extern collaborations with other schools and institutions to translate skills and experiences into successful practice.
- The learning of the wider ethical and historic context of architecture that provides students with tools to become human being of integrity and vision.
- A careful study of the building blocks of good architecture, including site analysis, structural research, materials knowledge, building envelop analysis, spatial exploration, detailing, and formal composition.

The first two semesters contain the greatest amount of classes and contact hours. They are intended to introduce concepts and create the foundation that the remainder of the program builds upon. As the student progresses through the program we expect her or him to develop an individual learning path that is relative to individual skills, interests and abilities. Students are expected to be enrolled in a studio during every semester, with the exception of the semester(s) when they are in an internship.

In addition to the Introductory Studios, a large amount of core classes are offered in the first year. It is expected that core classes be taken when offered in order for students to complete the program within three years. The following schedule is a representation of the learning path you will take while at Taliesin. It is subject to class availability, student ability, and individual preferences.

THE DESIGN STUDIO SYSTEM OF
ARCHITECTURAL EDUCATION

The following progression of design studios anchors the Taliesin M.Arch degree. The progression expands from the scale of an individual up to the scale of the city/region and back again, concluding with a thesis project that employs the design and construction of a shelter as a proof of architectural concept. The studios are designated as broad categories, leaving open the specific themes and certain content for the instructor to determine while providing a standardized framework for students. Thus, critical content and information
is provided while the studio topics/focus may vary in order to adapt to changing conditions and areas of relevance.

**DESIGN STUDIOS**

Design Studios are structured group work environments at the core of the architectural curriculum: laboratories where ideas are explored through the design process and subject matter is investigated through readings, discussions, collaborations, and other formats based on faculty direction. As the student progresses in the program, the Design Studios enable students to explore a variety of facets of the architectural discipline, encouraging student engagement with a diversity of building types, scales, sites, precedents, and formal characteristics. Students are enrolled in a Design Studio each term for the full term of enrollment; near the end of the program, the Design Studio can be structured as a more independent, thesis-scaled project.

**YEAR ONE – INTRODUCTION & FOUNDATION**

**INTRODUCTORY STUDIO 01 – HOME/OUR PLACE IN THE WORLD**

The first studio explores the relationship of the individual, the self and the home as a point of departure for understanding architecture. The studio aims to provide a firm foundation upon which the further study of architecture may be undertaken. The studio introduces students to the basic concepts of architecture and design through lectures, discussions, workshops, studio work, presentations and field trips. Examples of studio themes and focus might be: architectural follies, the contemporary residence, or a small transit stop.

Purpose/Intent

The Purpose of this studio is to become familiar with the basic elements of architecture, an initial understanding of Frank Lloyd Wright, and to inculcate working methods and beginning-level skills.

**INTRODUCTORY STUDIO 02 – OPENING THE BOX/PINWHEEL**

The second introductory studio grows out of the prototypical home to explore the conception and design of additional architectural spaces. Through the employ of rigorous architectural research, students explore architecture via the design of multi-family dwellings, community design/building, commercial buildings (offices, retail, etc.), assembly and worship spaces, urban design issues, and landscape. The focus of the studio is on the relationship between Architecture and the surrounding environment/context.

Purpose/Intent

This studio serves to develop a student’s ability to elaborate on basic skills in a more complex spatial composition.

**YEAR TWO – EXPANSION & EXPLORATION**

**INTERMEDIATE STUDIO 01 – INTEGRATED LAYERING AND EXPERIMENTATION**

The second year studios begin to incorporate critical technical knowledge regarding the design and construction of building materials and assemblies. All aspects of human inhabitation and use are addressed in a manner that weaves the various disciplines and trades together into a cohesive design. This process of layering may be applied to volumes or spaces, material assemblies, building systems, historical context, and contemporary interpretation. A multi-layered project provides students with the opportunity to mediate between the many variables influencing the design of Architecture.

Purpose/Intent

To layer and weave the various aspects of design into an integrated holistic design, including the introduction of mechanical, structural, code compliance, building safety and material specifications.

**INTERMEDIATE STUDIO 02 – LARGE SCALE ORIENTATION/PUBLIC STRUCTURES**

Understanding buildings as layers of complex and interactive systems sets the stage for further expansion into even larger scales of neighborhoods, cities and regions. Large-scale design projects focus on public structures and civic monuments, campuses, masterplans and regional design.

Purpose/Intent

Understanding architecture as part of a larger social, technological, and physical landscape, as well as addressing complex needs and expectations, is central in this studio.

**YEAR THREE – INTEGRATION & SYNTHESIS**

**INTEGRATED STUDIO – INTEGRATED/COMPREHENSIVE DESIGN**
The Integrated Design Studio is a highly structured Design Studio that spans preliminary research and design to design development. The scale and scope of the project are appropriately complex for the objectives of the studio, and generally focus on a mixed-use, multi-story building in an urban context. Students will develop the design through the required set of criteria and graphic standards that best demonstrate student ability in comprehensive design and systems integration. The I_DS aims to develop student ability to produce an architecture project informed by a comprehensive program, form schematic design through the detailed development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies, as may be appropriate; and to assess the completed project with respect to the programs design criteria. The I_DS generally occurs near the end of the program. Successful completion of the I_DS is a degree requirement.

Purpose/Intent

This studio acts as the capstone of the student’s learning process, in which she is able to demonstrate analytic, design, and presentation skills.

**Thesis Project – Independent Study/Advisor Guided**

In the final semester of a student’s time at Taliesin, she or he is tasked with the design, construction, and inhabitation for at least two months of a desert shelter. In the tradition of Taliesin West, students occupy such spaces during the winter months, using existing shelters. They are then tasked with analyzing these structures, the site, and the history and theory of shelters, before choosing an existing site and designing a structure that they feel responds to what they have learned and expresses their own sense of belonging. They must then construct this design and live in it, documenting that experience. Finally, they must integrate what they have learned through this process into a final thesis document.

Purpose/Intent

At the end of the student’s time at Taliesin, the thesis about what it means to be at home in the modern world has the shelter as its “proof of concept,” both summarizing the course of study and preparing themes and ideas the student is now fully able to elaborate in the “real world” after graduation.

These descriptions are general statements about the studios, classes, seminars, and projects. For full descriptions refer to the syllabus of each offering.

**Projects**

Projects are guided, mentored, activities that are monitored by architecture core faculty, practitioner faculty, and practitioners in the internship network.

**Architectural Practice Projects**

AP projects are non-speculative client-based projects that are guided by faculty who are practitioners in the field. AP projects give students a full range of opportunities to encounter the practice of architecture while they are still developing within the educational context. The main aim of AP projects is to train students in architectural practice collegiality. Internships and competitions are included in this component.

**Box Projects – Special Charrettes**

Box projects have transitioned from seasonal design projects to special charrettes (short term design exercises) in which a project brief is prepared and a team of invited guest architects, planners and artists join the community as a support structure for students. Faculty participate as well, supporting students as mentors, project coordinators, and team leaders.

**Architectural Thesis Projects**

The Thesis Project provides the final-year M.Arch student with an opportunity to develop a thesis and an architectural project that is bold, visionary, masterful, important, and enduring because it is solidly grounded in historical and cultural fact, circumstance, and context as informed by careful and penetrating research. Thesis projects are coordinated with the shelter program to utilize the design, construction and inhabitation of shelters as a proof of concept. It is intended to mark the culmination of the apprentice’s creative, intellectual, and technical development at the School. (See Thesis Project p.48)

**Design-Build Projects**

Hands-on construction projects, be it campus improvement projects, new construction, or the shelter program, build upon the Design-Build Studio and offer a critical opportunity for students to understand the materiality of design and experience first-hand its effect on the user. See the Shelter Construction Program Overview for shelter-specific information.

**Classes & Seminars**

Classes & Seminars are directly taught courses on specific topics by faculty. Specific occurrences of these offerings are announced each season and attendance is decided at the student learning path conferences.
ARCHITECTURAL HISTORY

Knowing one’s discipline requires familiarity with what previous architects have achieved. This basic literacy in architectural history is also linked with design by recognizing that history starts with the building and works back to the commission while design starts with the commission and concludes with the building. In three segments, Ancient to Renaissance, Renaissance to Modern, and Contemporary, with examples from non-Western traditions, readings, discussions, and images will consider form, cultural and social contexts, technology, and settings both urban and landscape.

ARCHITECTURAL THEORY

Surveys of the history of architectural theory, as well as reading/discussion groups. Architectural theory is an area where several disciplines meet and develop new perspectives for architecture in a wide range of directions—from the technical to the socio-cultural.

BUILDING SYSTEMS

Architects must understand the nature of the relationship between the building envelope and the environmental control systems of the building including mechanical, electrical, lighting, and plumbing. This course will provide students with a basis for understanding the design of these systems and their integration into buildings. While the course covers engineering topics, the emphasis is on the application of systems and how they interact with the exterior environment and each other ultimately affecting human comfort, rather than on detailed computations. This course will focus on mechanical systems, ASHRAE standards, building envelope systems, and plumbing and water conservation, and energy management systems.

CODES

This course is a study of the International Building Code as it applies to building design from the architect’s perspective. Students will develop the knowledge of the building code to apply code requirements to their Box, shelter, and other community design and construction projects. Students will develop: the ability to determine the occupancies of typical buildings; the ability to determine applicable construction type to a building based on construction materials; the ability to calculate allowable area and height for single and multiple story buildings, and for separated and non-separated uses; the ability to analyze a typical building for means of egress, including determining occupant load, egress width, and travel distance; the ability to analyze materials for compliance with the building code, including materials for roofing, exterior walls, and interior finishes.

ETHICS OF CONSTRUCTION CONTRACTING

This is a series of classes—six primary sessions and six advanced workshop sessions. Completion of the primary level classes and practicum are prerequisites for the advanced workshops. The primary level sessions will provide an overview of the most frequently used AIA and Consensus-DOCs contract forms, how they can be customized for the particular needs of a project, the liabilities that flow from them to the Architect and others, the ethical negotiation of these contracts and their ongoing use throughout the life of a project. Students will read contract documents in advance of class, participate in three interactive classroom lectures designed to explore the uses and limits of the documents, as well as how to ethically negotiate terms of them for a specific project. The advance level sessions will showcase the newest design and construction industry contract forms, looking at such issues as project electronic communications, Building Information Modeling (BIM), and sustainable/green design development, as well as emerging methods of project delivery, such as integrated project delivery and the Architect’s role on construction manager-managed projects. Students desiring to explore preparation of these additional contract forms for use on their graduate box projects will work one-on-one with the teacher to customize these forms for their specific project.

CONSTRUCTION DOCUMENT TECHNOLOGY

This class explores how an architectural project becomes realizable, including the parties involved, and the contracts and drawings (construction documents). There is a focus on drawing specifications—detailed information included in the project manual that further explain the drawings. Students will complete several assignments and participate in scenarios. The scenarios will be varied and will cover additional documents such as RFI s (Request for Information), ASIs (Architect’s Supplemental Instructions), submittals, and substitution requests.

COMMUNICATE DESIGN (ARCHITECTURAL REPRESENTATION)

The visual representation of design, manual drawing and drafting, rendering, and perspective drawing.

Hand Rendering: Students will explore line drawing, charcoal, graphite and colored pencil, shade and shadows, watercolor and other media. In addition, students will learn about the history and purpose of architectural rendering, discuss Frank Lloyd Wright and his rendering methods as well as the
integration of graphics, framing and title block.

Perspective Drawing: The perspective drawing classes are designed to help students learn to think organically in the third dimension. These classes are not about the art of architectural rendering. They are about the art and science of perspective drawing, the accurate creation of a three-dimensional image in two dimensions. Students examine the history of perspective drawing and its evolution, and study examples of some of the great masters of perspective drawing past and present.

**PERFORMANCE**

The Performance Project explores imagination, creativity, the social context, literature and design. Students rehearse, design, build, and perform a one-act or short two-act play for the public at Hillside Theater at Taliesin. The chosen piece will offer the opportunity to explore interdisciplinary areas of knowledge and skill. Learning about the world of the play - understanding it's time, context and ideas – is critical in interpreting the text. Performance techniques will be introduced and exercised. Performers will wrestle with translating ideas and timing from the page to the stage. Designers will interpret the physical world of the piece, creating a design that is both aesthetically pleasing and functional.

**PRACTICE MANAGEMENT**

Through participation in this class students will demonstrate that they: Understand the role of the architect in regard to professional conduct and ethics; Understand the various legal and organizational structures of architectural firms; Understand the marketing element of an architectural practice from branding, proposals, social media, to Leadership; Understand the financial element of an architectural practice from establishing fees to invoicing; Understand the elements of effective project management, including resource allocation, working with clients, working with consultants, and project scheduling; Understand the risks and liabilities involved with architectural practice, including contracts and agreements, professional liability, and legal responsibilities; Each student will understand their personality traits and how they interact with personalities of those they work with and work for; Understand the difference between leadership and management, and how they apply in running an architectural practice and in running a project; Develop written and verbal communication skills to help students in their professional careers; Understand what professional organizations are available and the purpose they serve in professional development.

**SHAKESPEARE**

The Shakespeare Sessions explore the context and text of a play chosen from the American Players Theater repertoire. The Sessions culminate in seeing the play onstage at APT and writing a review that demonstrates critical thinking. Instructors will discuss the historical and cultural background and provide information about the central issues of the play. As the play is read, group discussions will center on understanding the language and the ideas of the piece. The class looks at how “literary” understanding of Shakespeare might be altered by an appreciation of the circumstances involved in the creation and performance of such texts. There is focus on the design process and examination of Shakespeare’s choices of structure and form, the director’s choices as he shapes the production, and the actors’ choices as they embody character.

**STRUCTURES**

The primary objective of the Structures courses is to provide architectural students with the essential skills to understand and choose varying structural systems, perform a rudimentary structural analysis of buildings and appreciate the integration of structure and architecture. Structural materials will be investigated for appropriate building types and geometries. Students satisfying the course requirements will be able to: 1. Choose an appropriate structural system and basic material choices for buildings. 2. Analyze forces and determine reactions. 3. Calculate forces generated in elements of a structure. 4. Develop shear and moment diagrams. 5. Have an understanding of material choices for structures. The most important objective of the course is to provide the student with an understanding and appreciation of structural design. The successful marriage of architectural and structural design results in creative interplay, cost effectiveness and system coordination.

**SUSTAINABILITY**

Principles of Sustainability, and Applied Sustainability focus on healthy and resource-efficient residential and commercial design. Combined, the two seminars address issues of solar radiation, passive solar design, energy efficiency, natural ventilation and mechanical systems, non-toxic finishes in materials, remediation, sustainable and recycled materials, lighting, and water crisis issues.

**TECHNICAL DRAWING**

The class objective will be to teach the language of construction documents- the drawings necessary for the builder to construct the building. Students will produce a set of technical drawings for the assigned project. (The design will be established in sketch form.) Drawings will include: site plan, floor plan, elevations, building sections and details,
structural foundation plan, roof framing plan, structural details, electrical, mechanical, and plumbing plans.

**VISUAL LITERACY**

This seminar focuses on understanding how the brain ‘constructs’ images and how culture assigns meaning to them depending on context. In the course of addressing these issues the class will explore various paradoxes and puzzles: how evolution has both focused and limited our vision; why American children’s IQ’s are sharply rising even as their ability to read and write declines. When architects and clients look at architectural drawings, are they seeing the same thing? Do images constitute a ‘language’? Photographic assignments will draw on the richness of the Taliesin environment. Students will learn to see the world differently as a result of analyzing and reflecting on vision itself and its absence.

**INDIVIDUALIZED INITIATIVES**

**INDEPENDENT STUDIES**

Complementary and supplementary projects that strengthen areas of interest as identified by the student and/or the review process. IS also provides qualification of goals in internships away from campus.

**TEACHING ASSISTANCESHIP**

Leadership role in assisting faculty deliver offerings, based on individual interest and skills.
LEARNING ASSESSMENT

Assessment is the evaluation of progress toward a learning outcome. At Taliesin, this takes place at three levels.

SELF-ASSESSMENT

Student evaluation of her or his personal progress toward a learning outcome and communication of that assessment to faculty in the context of individual courses and during portfolio reviews.

INSTRUCTOR ASSESSMENT

The instructor or mentor who guides a class, studio, or project assesses student work and progress toward the learning outcomes outlined in the syllabus or project proposal, which correspond to the Performance Categories.

PORTFOLIO REVIEW COMMITTEE

The Portfolio Review Committee holds seasonal portfolio reviews of student work. The Committee is responsible for affirming student progress as documented with instructor evaluations in the portfolio. The Committee provides feedback on the balance of progress in the program recorded on the Assessment Map, in relation to the Performance Categories, and recommendations for learning path selections, and degree completion.

“We learn to do something by doing it. There is no other way.”

—John Holt, Educator

In order to assess learning and progress, learning must be demonstrated. In more traditional programs, this is often done through testing. Knowledge demonstrated in this manner is often easily forgotten. The learning program at Taliesin is built on the principle that learning must be used in order to be integrated and owned by the learner. One must learn-by-doing. Faculty assesses projects that provide evidence of learning, or the ability to use new knowledge and skills. This assessment is made using the Performance Categories, the knowledge and skills that constitute what students learn in the program.

THE LEARNING-DOCUMENTATION-ASSESSMENT PROCESS

Learning Experiences offer an opportunity to explore the knowledge and skills of the curriculum areas and Performance Categories through inquiry and application. These experiences include studios, hands-on construction, student design projects, classes, approved independent studies, architectural practice projects and internship, study abroad opportunities, and community activities. Students are guided by review committees to select learning experiences that support their academic goals and fulfill graduation requirements.

Students document and demonstrate learning in studios, classes, and projects, and are evaluated by instructors as described above. Projects may include (but are not limited to) Box/Charrette Projects, documentation of Architectural Practice experiences, papers, construction projects, a journal or portfolio, a performance, or a written piece. Each course, studio, or project syllabus clearly outlines the learning objectives.

Students also assess their own efforts and progress through reflection. Self-reflection occurs in studios or classes as directed by the instructor, and during the portfolio compilation process. (see Assessment of Program Phases section) The instructor, mentor, or supervisor, and the review committees, review the self-assessment.

The Portfolio Review Committee reviews student progress in the program as a whole. The Committee confirms the student’s progress along the path to Proficiency or Mastery of the Performance Categories. The Review Committee makes recommendations for studio and course selection, and architectural practice opportunities for the upcoming season. As graduation nears, the Committee determines if students have fulfilled degree requirements, and makes recommendation to the Dean for conference of the degree.

This process is not linear and does not strictly follow a circular pattern. However, it may be useful to think of these elements as they relate to the Performance Categories.

LEARNING PORTFOLIO

The Learning Portfolio is an important tool used by students to document both the result of a learning experience and the learning process. It is not a traditional application or profes-
PERFORMANCE CATEGORIES

Performance Categories guide the learning path of all students and form the basis of evaluating student performance at the Proficiency and Mastery levels. The Performance Categories outline the areas of skill and competence that must be gained and demonstrated in order to graduate.

CRITICAL GROUND

The thinking that precedes architecture takes place in a context that includes:

• philosophies of architecture, both historic and contemporary
• history of architecture
• writing
• ethics

This thinking contributes to any architectural design as a source and a critique. Demonstrate how your architectural work is based on principles found in: historical examples; Frank Lloyd Wright’s work; philosophical and theoretical propositions and ethical responsibilities. This demonstration will be represented by means of research and analytic methods and writing that organizes and clarifies ideas for communication to others.

SOCIAL AND CULTURAL CONTEXT

Architecture’s material disposition is requested from and creates contexts of human activity:

• social
• cultural
• individual

Show how the architectural work responds to and takes into account the psychology of the individual in environments and social contexts, how these responses are determined by different contexts of cultural values and practices, and how the designer’s own psychological and cultural context plays a role in architectural practice.

ECOLOGY AND ENVIRONMENT

Architecture arises from and contributes to contexts that include:

• landscape and urban sites
• ecology and natural patterns

Demonstrate how your architectural work responds to resources and characteristics of site and environment through inventory and analysis of natural and man-made elements including landforms, botanical materials and climate. Make use of ecological principles and patterns that link organism and environment. Apply these resources to the potentials and policies of land planning and urban and regional development.

REPRESENTATION

In the process of exploring and persuading, architecture makes use of:

• graphics and models

Show through hand drawing ways of thinking and investigating by using diagrams and drawings of three-dimensional interrelationships; communicate using computer graphics and modeling and integrated multi-media presentations. Use material model making as an investigative tool and for formal presentation.

MATERIAL FACTS

Architecture responds to and gives directions to the ways buildings perform the task of enabling human activity. These directions include:

• structural systems
• construction methods
• environmental control systems
• buildings service systems
• nature of materials
• sustainable methods and materials
• interior design
• construction documents that describe these facts

Demonstrate how the architectural work uses structural systems to resist gravity and lateral loads and how they contribute their characteristic patterns to the total design through diagrammatic and analytic methods.

Demonstrate how the architectural work can be realized through effective use of methods and sequences of assembly of materials and trades and how directions, drawn and written, can be interpreted and evaluated.

Show how systems of plumbing, electrical, vertical transportation, communication, security and fire protection are integrated in the architectural work.

Integrate environmental control systems of heat, light, electricity and sound in the architectural work based on understanding of relevant principles of physics and be able to assess systems’ success or failure in meeting project requirements.

Show how materials contribute to the architectural work through their characteristic forms and through the selection of intrinsic properties of strength, durability and economy.
Show how allocation of resources used in design, construction, operation, and alteration of the architectural work balances environmental impact, costs, efficiency, and quality in LEED (Leadership in Energy and Environmental Design) certified levels.

Demonstrate in the architectural work how interiors are integrated with other design goals and with lighting, structural, and environmental control systems.

Demonstrate how graphic and written means describe layout, construction, and details of the architectural work and be able to assess accuracy and quality of those directions with respect to consultants’ contribution and legal conditions of the contract.

**INTEGRATED PRACTICE**

To carry out the tasks of practicing architecture, modes of operation are required including:

- management
- economics
- code compliance
- legal context

Be able to describe how an architectural work’s successful completion and operation depends on the ways the professional office is organized and the way it coordinates physical, financial, and human resources internally and the management of the costs, including life-cycles, of the project itself in the context of legal responsibilities and liabilities.

**PERSONAL COMPETENCE**

To carry out the preceding tasks, architects are required to exercise:

- responsibility, leadership, and collaboration
- creative spirit and expression
- ability to learn and to self-assess

Demonstrate leadership skills in cooperative achievement of professional, community, and personal goals while developing and exercising imagination, problem-solving, and expression that contributes to personal growth and capacity to design, live, and enjoy a creative life. Show how reflection on personal learning and achievement strengthens the individual’s abilities in the context of other individuals striving for comparable goals.

**DESIGN COMPOSITION**

All of these categories of knowledge/practice and performance are combined in the integrative activity of architectural design. Although architecture is multi-faceted, and professional practice can focus on parts of the integrated whole, the primary learning method culminates in this integrative activity commonly called “design.”

The production of an architectural “design” is where the characteristic activity of an architect can be found and what constitutes the core of architectural education.

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**PERFORMANCE CATEGORY RATINGS**

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**PROFICIENCY**

The level of achievement required for successful completion of the Master of Architecture program is described as Proficiency of the Performance Categories. Proficiency is determined by faculty review of student work that concludes not only presence, but integration of the Categories into a successful whole. Showing how the Performance Categories are interrelated in the work, not just cited, is evidence of Proficiency.

**EXCELLENCE**

Presence of evidence that the student accomplished considerably more work qualified by the Performance Category as guided by faculty, on the student’s initiative.

**DEFICIENCY**

Absence of evidence that the student accomplished work qualified by the Performance Category, without reason or reasonable explanation.
A professional portfolio that features only polished work products.

The Learning Portfolio serves multiple purposes:
- Demonstrates learning and progress to the Portfolio Review Committee
- Documents student experiences
- Integrates student learning
- Exercises and emphasizes critical thinking skills
- Helps students make connections between ideas, skills, and knowledge

A report issued by the National Commission on Writing in America’s Schools and Colleges (New York Times, 4/25/03) acknowledges that in order to learn, students must “struggle with the details, wrestle with the facts, and rework raw information and dimly understood concepts into language they can communicate to someone else.” As students reflect upon and describe learning experiences in the portfolio, the learning inherent in an experience comes into focus and is made accessible. The portfolio is a learning experience in itself. By examining the experience and the product, and by self-assessing the learning acquired, one integrates the skills and knowledge, and makes connections between experiences.

“To gain knowledge, we must construct it in our minds. Writing what we are trying to internalize helps us achieve that purpose. When we are able to make connections in writing, we begin to take ownership of these connections,” write Dr. Richard Paul and Dr. Linda Elder (2006) of the Foundation for Critical Thinking (p.8).

Documentation includes both narrative descriptions and graphic illustrations or demonstrations. Sketches, final drawings, charts, correspondence or photos might help document an experience.

A documented learning experience answers the questions, “What did I do?” and “What did I learn as a result?” These questions are usually addressed in the narrative, but may also be answered by graphic illustration. Style and length of each type of documentation varies for each student according to Program Phase: Foundation, Exploration, or Synthesis. Instructor and mentor evaluations are also included as part of the documentation. (see: Assessment of Program Phases section)

Learning Portfolio form and format may also vary. However, the portfolio must be of a manageable size and easily read by reviewers.

**MASTER OF ARCHITECTURE DEGREE REQUIREMENTS**
- The Performance Categories are the foundation of the School’s curriculum. Satisfaction of all Performance Categories, as validated by faculty reviewers, is required for graduation.
- Satisfy minimum residency requirements. Students should expect a residency of 36 months to fulfill graduation requirements.
- Completion of a minimum of six studios (one studio project per term depending on length of residency), including a Thesis/Studio project.
- Demonstration of responsibility and leadership in the Community
- Forty-five hours conducting tours.
- 500 hours Architectural Practice (AP) experience, in the context of course work, studios, and professional internships. Professional internships or School sponsored Architectural Practice projects must constitute 200 or more hours to satisfy the AP requirement.

**ASSESSMENT OF PROGRAM PHASES**

All portfolios include:
- A selection of materials from each of the student’s learning experiences.
(core offerings, electives, studio project, construction work, community assignments, etc) that effectively represent the student’s progress, achievements, and challenges.

- An assessment map that records final faculty evaluations of the student’s work in both Core and Elective offerings, as per the outcomes defined in the course syllabus and linked to the Performance Categories.
- Timesheets that document contact hours for Independent Studies and Architectural Practice, if applicable.

**ASSESSMENT OF FOUNDATION PHASE**

The student’s first Foundation phase portfolio – whether presented at the end of the Arizona or the Wisconsin season – also will include a reflective essay that evaluates the depth and breadth of the student’s learning experience in his/her first season.

The reflective essay and portfolio selections, together, should make a convincing argument for the student’s progress toward the acquisition of foundational principles, concepts, facts, skills, and personal competencies as defined by the eight Performance Categories and as appropriate to the student’s degree program.

In all subsequent Foundation phase portfolios, the student is expected to include a reflective self-assessment with each portfolio entry.

Based on instructor evaluations, the review committee makes recommendations for the upcoming academic season, including required Core offerings, electives, and, in some instances, independent studies.

- If the student is recommended for advancement to the Exploration phase, Core offerings are confirmed and electives selected.
- If warranted by faculty evaluations, the review committee may recommend that a student enter the Honors track offered in the M.Arch program.
- In the event that a student is not in Good Standing, the review committee provides specific recommendations to the student regarding the steps required to rectify the situation. The Education Office, upon receiving the report of the review committee, issues a formal notification to the student.

**ASSESSMENT OF SYNTHESIS PHASE**

The Synthesis phase is differentiated from Foundation and Exploration phases in two important ways: it is characterized by independent initiatives that engage and respond to real world conditions and practices, and it culminates in a recommendation regarding graduation from the degree program. The assessment of the Synthesis Phase, therefore, differs according to the season (first or second) of the phase that the student is in.

At the time that the Review Committee recommends advancement to the Synthesis phase, the M.Arch student in consultation with the committee, will decide how she or he plans to complete the Thesis component of the degree requirements.

**Thesis:** The Thesis Project provides the student with an opportunity to design an architectural project that synthesizes the range of performance categories explored in previous phases of the M.Arch program. The project requires a more formal search and collating of detailed information about the particulars of the project and demonstrates how these inform and guide the architectural design.

Commencing with a semester of research and preparation and followed by a semester devoted to the Thesis project, students...
are challenged to synthesize their learning and demonstrate their competency using the written, drawn and constructed portions of the Thesis project. The design and construction of a new shelter or the modification of an existing shelter serves as the primary ‘proof of concept’ for the Thesis project.

The student’s Synthesis phase portfolio(s) includes an introductory letter to review committee members, work from all curricular offerings, and self-critiques for each entry. These self-critiques should address how the Performance Categories are represented in documented work, how the student has engaged design alternatives, and how he or she has deeply considered the real world circumstances in which architecture is practiced.

- Based on all evaluations, the review committee makes recommendations for the upcoming academic season, including required Core offerings, electives, Architectural Practice opportunities, and Independent Studies.
- The anticipated graduation date is determined.
- If warranted by faculty evaluations, the review committee may recommend that a student continue with the Honors track offered in the M.Arch program.
- If warranted by faculty evaluations, the review committee may recommend that a student repeat a Core offering.
- In the event that a student is not in Good Standing, the review committee provides specific recommendations to the student regarding the steps required to rectify the situation. The Education Office, upon receiving the report of the review committee, issues a formal notification to the student.

**IN THE FINAL TERM**

The Review Committee will hold a pre-final review approximately 30 to 45 days prior to the anticipated graduation date to provide specific recommendations for the student’s completion of the M.Arch degree program. For the M.Arch student, the Committee will specifically address the student’s progress toward completion of the Final Project degree requirement (Thesis Project). At that time the Thesis due date will be determined and the Thesis defense will be scheduled.

The final review for M.Arch students takes place after all final projects and their critiques have been completed. This review confirms that the student has completed all Core requirements, the minimum 24-month residency requirement, a minimum of six (6) Design Studio Projects, and the required hours for Architectural Practice and Tours.

- If requirements remain, the committee informs the student of the particulars and sets a date for the completion of all work.
- If all requirements have been met, the committee recommends graduation to the Dean.
- For the M.Arch student completing a Capstone, the recommendation for graduation OR the assignment of required revisions will be made by the Review Committee within 72 hours after the Thesis defense. In the case of revisions, a due date will be determined. Upon successful completion of the revisions the Review Committee will make a recommendation of graduation to the Dean.
Design Studio Project reviews at Thornton Tomasetti offices in a Mies Van Der Rohe building, downtown Chicago (photo Aris Georges).
THE STUDIO DESIGN PROJECT

The Studio Design Project is the anchor seasonal experience for the degree. In the past these were called Box Projects. The term Box Project is rooted in the early history of the Fellowship. Apprentices prepared their designs and compiled them in an elaborately crafted box to present them to Frank Lloyd Wright on his birthday and Christmas. It was a “gift” of ideas, which he regarded greatly and affectionately. The apprentices would take turns in removing each project from the box and presenting it to Frank Lloyd Wright, who in turn would give them his responses. Over the years, the Box Project has evolved, and is now complimentary to the Studio Design Project.

The Studio Project is a major design project that occurs once in each term in all phases of the program. Each student has an opportunity to demonstrate to the faculty, consultants, peers, and most importantly to themselves, the level of their knowledge and ability in implementing quality design solutions to architectural problems of the built environment. The Studio Project is considered by the Faculty to be an important point in the student’s development as a designer, and a critical instance of peer and self-assessment.

The Studio Project takes several forms. The Introductory Studio Projects are common projects assigned to students in the Foundation Phase by Design Studio instructors. The remaining projects are either selected by students with guidance from faculty and portfolio review committees or assigned in Design Studios. As the project progresses through the program phases, opportunities for students to create more developed projects, synthesizing a variety of design skills, increases. The Final Studio Project for the M.Arch student includes a strong emphasis on the documentation of the research portion of the work. This Thesis project is proposed as a final research-based design project by M.Arch students and utilizes the shelter design, construction and inhabitation as a proof of concept. Senior students work with newer students to help facilitate the transference of knowledge and skills during the Thesis project.

THESIS PROJECT

The Thesis Project provides the final-year M.Arch student with an opportunity to develop an architectural project that is bold, visionary, masterful, important, and enduring because it is solidly grounded in historical and cultural fact, circumstance, and context as informed by careful and penetrating research. It is intended to mark the culmination of the student’s creative, intellectual, and technical development at the School. Comprising a research thesis and a comprehensive design that effectively support each other. All M.Arch students are required to complete a Thesis project in the last (3rd) year of their degree.

It is expected that most Theses will be new projects. However, the student may propose a critical reassessment and comprehensive development of a previously completed Studio Design Project.

The Thesis Project is generally expected to be completed in six to nine months from the approval of the project Proposal. Students expecting to graduate after the Arizona term should consider submitting the Project Proposal no later than September 1 of the previous year. Those expecting to graduate after the Wisconsin term should submit the Proposal no later than January 1 of that year.

All Thesis candidates in a particular term will meet regularly, and as a group, with members of the Core Faculty to update progress, address problems, clarify direction, and participate in the collegial exchange of ideas. Other resource persons will join the meetings as needed. Upon its completion the Thesis Project will be presented in an oral defense format to the Evaluation Committee. (See Oral Defense.)

The Thesis Project will:

- Provide an architectural design solution to a significant problem;
- Include a substantive, well-written, thoroughly researched and documented thesis that firmly establishes the relevant contextual basis for the problem and its solution;
- Demonstrate comprehensive design skills in its execution;
- Be cogently argued in both proposal and final presentation;
- Demonstrate an interdisciplinary approach to the solution of the problem and the presentation of the solution;
- Demonstrate major steps in the design process that inform design choices relevant to the solution.

The Thesis Project comprises the following five phases (though it is expected that some of these phases will overlap):

1. Proposal—the preparation and approval of the Capstone Proposal.
2. Research—encompassing all relevant aspects of the project—historical, social, cultural, environmental, architectural, etc.
3. Proposition—the analysis of the research together with the architectural proposition constitute the main written body of the Capstone Thesis.
4. Comprehensive Design—including all required drawings, models, etc.
5. Reconsideration and Final Analysis—a post-design revision of, or addition to, the Proposition.
6. Oral Defense
Chelsea Clark’s Shelter (photo Swen Rudolf).

Restoration of the Lotus Shelter
SHELTER CONSTRUCTION PROGRAM

The Shelter Construction Program is a unique, experiential learning opportunity for students to design, build, and live in a structure they have created while enrolled at the School. The shelter project is part of the degree requirements and is a portion of the Thesis project completed in the last year of the degree. As part of the learning by doing educational approach advocated by Wright, the program forcefully demonstrates how climate, building materials, site orientation, and client needs and preferences inform design choices based on the tenets of Wright’s organic architecture and developed as a proof of concept for the Thesis project. Constructing a shelter engages a student fully in a process of architectural discovery, where inspiration and hard work are joined with fellowship and commitment.

The Shelter Construction Program is rooted in the early years of the Taliesin Fellowship. During the first years of residency, apprentices lived in small shepherd’s tents that were made of canvas, set on metal frames attached to a 10-foot square masonry base. As simple variations of tetrahedrons and pyramids these structures not only provided apprentices with housing, but also helped them understand the nature of the vast Sonoran desert in which they lived. Although the Shelter Construction Program has evolved since its founding to include more design choices, all shelters have been built by students living closely with the natural environment, thereby better understanding what Wright envisioned when he wrote in his autobiography: “To me an architect is a man who… knows the secrets of nature and studies them, is informed by them and comes out stronger with knowledge.” (An Autobiography, 1932). All students are encouraged to participate in the Shelter Construction Program to improve their architectural skills, gain a deeper appreciation of the design/build process in relationship to nature, and to participate in a team effort that is remarkably fulfilling.

HOW TO BEGIN

The process of designing and building a shelter in which to live involves either (A) modifying an existing shelter or (B) creating an entirely new shelter.

(A) Modifying an existing shelter comprises 2 forms:

1. Major interventions that will redesign the structure significantly. These require a student to secure a faculty mentor and to complete an Independent Study Plan that includes designs of the proposed interventions. Approval from the Shelter Approval Committee is required before interventions begin.

2. Minor interventions that will repair a shelter damaged by climatic conditions. These require a student to list the needed repairs and discuss them with the on-site Facilities Manager of the Frank Lloyd Wright Foundation and the Residence Life Manager.

Students must discuss all shelter modifications with faculty and faculty mentors before initiating changes. This will ensure that the intervention is successful, financially viable, and provides a student with a positive learning experience.

(B) Designing & building a new shelter

Students wishing to design and build a shelter need to submit their proposal for this activity during the start of their Exploration phase. This timing is critical toward insuring that a student completes the shelter and lives in it for a minimum of three (3) months before graduating and leaving the School, thereby enjoying and learning from the experience.

Designing and building a new shelter in which to live requires a student to work closely with a faculty mentor and to follow guidelines established by the Shelter Approval Committee. This exciting and creative opportunity can best be realized by working professionally with others who can contribute their skills to the effort. Although the shelter may initially be conceived of as a student’s individual project, it will only be built through the collective work, and ultimately will belong to the ever-changing elements of nature.

Building a shelter is a tremendous learning experience that challenges students to design a structure that protects them from the natural elements while maintaining a sustainable balance between survival and comfort. Although this building endeavor may appear to be simple at the onset, it is an opportunity for students to implement knowledge and skills that are central to becoming an architect.

Through firsthand experience students come to understand the forces of prevailing winds, positions of the summer and fall sun, average temperature, rainfall, the nature of materials, and other conditions that strongly influence their design choices. Additionally, students have the opportunity to be client, builder, and architect, thereby better understanding the needs and concerns of each. By working closely with a faculty mentor and with the Shelter Approval Committee, this can be a unique and rewarding experience each step of the way.

Before designing a shelter, a student must submit a request for the use of the site to the Shelter Approval Committee. The Committee may place additional restrictions to height, footprint, materials, and character of the shelter based on the location of the proposed site.
SHELTER APPROVAL PROCESS

Shelter Approval Committee

This committee includes: the President of the Frank Lloyd Wright School of Architecture, the Dean of School, the Director of Preservation of the FLW Foundation, and two (2) faculty members.

Site Approval

At Taliesin West, in the fragile Sonoran desert, only previously developed sites are available for shelter construction. Available sites are indicated on the official Shelter Site Map maintained by the Director of Preservation and the Shelter Approval Committee.

At Taliesin, students may apply for permission to build in the Prairie Shelter Zone.

A student must submit a written request to the Shelter Approval Committee seeking permission to build a shelter and designate a specific site. The Committee may place additional restrictions on the height, footprint, materials, and character of the shelter based on the location of the proposed site.

Design Approval & ‘Shelter Construction Approval Form’

When the proposed site has been approved, the student may proceed to the next phase, and begin to develop a shelter design. Before a student begins working at a selected site a proposal must be submitted that includes the following: Site Selection, Concept Sketches of the Shelter Design, Building Plan, Faculty Mentor, Timeline, and Budget.

Following the review of all materials the Shelter Approval Committee may approve the project or ask for revisions. These revisions must be reflected in the building plan submitted to the Committee for final approval.

REQUIRED DESIGN CRITERIA

(1) BUILDING FOOTPRINT
The total site, including landscaping, will be contained within a limit not to exceed thirty feet in diameter, 706 sq ft. The enclosed shelter can be no larger in footprint than 144 sq ft. (100 sq ft. in Wisconsin). The height of any shelter (structure) will not exceed 12’0”. Shelters adjoining a wash will be measured from the embankment.

(2) COMPLETE CONSTRUCTION DOCUMENTS
Including: Site plan including all vegetation; Floor plan with sections and elevations; Structural plan with details. A model of the final shelter design is required.

(3) SITE IMPROVEMENTS
Any hard-scape elements, patios, walkway, etc., will be considered to be part of the shelter and should be part of the construction document approval process. Upon completion the site must be re-vegetated to its natural state within a radius of 15’0”.

(4) HEAVY EQUIPMENT
Use of heavy equipment, such as a backhoe, small crane, materials trailer, or ready-mix delivery trucks will be permitted on an individually approved basis but must be used with great care to avoid damage to the site.

(5) EXTENT OF COMMERCIAL FABRICATION
The extent to which commercial fabrication of components is utilized is subject to review by the Shelter Approval Committee. All commercial involvement in the construction must be made known to the Committee. It is the intention of the Shelter Program that shelter creation be a learning experience completed by the student.

(6) PROTECTION FROM THE ELEMENTS
In keeping with a major objective of the Shelter Program, student designs will offer shelter occupants protection from the elements, such as rain, wind, sun, and wildlife. Students submitting Shelter Construction Proposals must fully consider the comfort and good health of shelter occupants in relationship to the many challenges of nature.

(7) VARIANCE HEARING
Students who wish to propose a design that is outside the required design criteria may request a Variance Hearing from the Shelter Review Committee. Requests should be positive, persuasive, and supported by visual documentation. The Shelter Review Committee will approve or deny any variance requests. This will constitute a final decision.

FOLLOWING APPROVAL

After a student’s design has been approved by the Shelter Approval Committee a student may petition the School for construction funds. The amount of financial support will not exceed $2000, and may be subject to the funds available. In keeping with the constraints of the architectural profession, it is important that a student design a shelter that is efficient and economical.

The payment of any funds will be made either 1) directly to the supplier, or 2) as reimbursement for actual shelter expenditures a student has documented in his or her budget. All other costs for shelter construction are the responsibility of the student.

A student building a shelter is encouraged to seek fundraising assistance and guidance from the Development Office of the Frank Lloyd Wright Foundation. The Development Office has a student shelter in-kind donation process to enable building materials suppliers to make tax-deductible contributions to the Shelter Program and to receive recognition for
their donations.

TEAM WORK

Learning to organize and lead a team of people in a project is an important educational component of shelter construction. Likewise, learning how to participate in a project as a co-worker is important. Students building a new shelter or modifying an existing one are expected to organize a working team using students as the labor force.

As stated above, under ‘Design Approval,’ students planning to build a new shelter will need to organize work teams accordingly. Students who are part of a working team and consistently commit their labor to a shelter project for an extended period of time may complete an Independent Study Plan, thereby receiving recognition and evaluation for their construction work. The Independent Study Plan will be evaluated by the faculty mentor associated with the shelter project.

In the event that several shelters and/or modifications of existing shelters happen simultaneously, the approved students are expected to negotiate satisfactorily the allocation of resources.

PROGRESS REPORTS, DOCUMENTATION & SKETCHBOOKS

A student engaged in an approved shelter project will report his or her on-going progress to his or her faculty mentor. Additional documentation comprising photos, conceptual designs, construction documents, and budget should be assembled in a binder notebook that will be submitted to the William Wesley Peters Library which maintains the Frank Lloyd Wright School of Architecture archives.

INTELLECTUAL PROPERTY RIGHTS

Potential donors of funds and materials must also be provided with the official Intellectual Property Statement in advance of any solicitation of donation regardless of the form such donation may take. All Students are required to familiarize themselves with the rules governing intellectual property rights.

LIMITATIONS

The School reserves the right to limit the number of shelters constructed or remodeled in any season at its sole discretion. Every Student is expected to understand and respect the fragility of the desert/prairie landscapes on both campuses.

Any destruction of the biome and restoration plan must be approved in advance by the Shelter Approval Committee.
These maps indicate the various safety zones on the two campuses. Detailed documents are available from the Education office.
HEALTH AND SAFETY

SCHOOL PROTOCOL ON DIALING 911 FOR STUDENTS:

The School will immediately dial 911 and summon an ambulance for any student falling ill and unable to move or respond coherently to questioning – regardless of whether the illness is the result of an accident on site or during after hours/weekends free time.

The cost of the ambulance service and any Emergency Room care is the full responsibility of the student. The Director of Student Services handles such matters and is the person to call in the event of this type of situation. Please report any accident or injury that occurs on campus or during a School activity, to the Director of Student Services as soon as possible.

At Taliesin, Wisconsin and Taliesin West, Arizona, students live close to the natural environment. Along with the pleasures and inspiration of these sites, flora, fauna and natural conditions may be encountered that present health problems. Student shelter-dwellers have access to small rooms if required for recovery from illnesses. If for any reason you feel unsafe or you need immediate medical attention, call 911 and the Residence Life Manager and the Director of Student Services.

TALIESIN WEST, ARIZONA

SCORPIONS

From information issued by the Samaritan Regional Poison Center:

“More than 4,000 people call the Samaritan Regional Poison Center in Phoenix each year after being stung by one of Arizona’s thirty species of scorpions. With the sting of most scorpion species, the symptoms should be gone within twenty-four hours after the sting. However, if you were stung by the bark numbness, burning, or tingling can last several days to several weeks. This is normal and requires no special treatment. Be patient and remember that no one has ever reported permanent effects from a scorpion sting, even from a bark scorpion.”

To prevent contact:

- Always wear shoes outside at night. Scorpions are night time feeders and like to hunt around water sources such as swimming pools or irrigation heads.
- Whenever possible, wear shoes indoors, especially when using the bathroom at night.
- Always check the shower or bathtub before getting in it.
- Check the insides of shoes before putting them on. Scorpions love to crawl into moist places.
- Vigorously shake all clothing and towels left on the floor especially if they are damp.
- Before getting into bed at night, roll back the blankets and sheets and check for scorpions.

If you are stung:

- Wash the stings site with soap and water.
- Apply a cool wet compress (not ice) to the stings site.
- Call the Samaritan Regional Poison Center 24-Hour Hotline at 9+1-800-222-1222 immediately. The RN will advise you, and follow up with calls to you during the first three hours after the sting.
- Take aspirin or acetaminophen for the pain, if you wish.
- No alcohol or sedatives should be consumed.

SPIDERS

Two spiders found in the Arizona desert, the Black Widow Spider and the Arizona Brown (or Fiddleback) Spider, can inflict particularly nasty bites.

BLACK WIDOW SPIDER

The Black Widow Spider is the more dangerous insect. She has a large black shiny body with an hourglass shaped, red or orange/red marking on the underside of the abdomen. (The male Black Widow is much smaller in size, brown and white, and is not poisonous.) Black Widows weave irregular, strong, sticky webs in areas where water is available. They are non-aggressive and will build in places that are not usually disturbed such as under outdoor furniture, storage areas, garages, in materials stored outside, and in the corners of patios.

The initial bite may feel like a sharp sting. There is very little sign of a Black Widow bite and no swelling at the bite site. Within one to two hours, pain in the muscle and bone begins and can become quite severe. As the venom spreads, pain is felt in the lower back, thighs and limbs. Symptoms may increase in severity for up to twenty-four hours, and usually


last up to thirty-six hours. The effect of the bite may linger for several weeks.

To avoid a bite:
- Keep outside clutter to a minimum.
- Check shoes carefully before putting them on especially if they have been left outside.
- Check all outside, line dried towels or clothing before bringing it inside your living area.
- Look under any materials or furniture stored outdoors before placing your hand underneath to pick it up.
- Insecticides will kill the Black Widow but must make direct contact.

If you have been bitten:
- Call the Samaritan Regional Poison Center 24-Hour Hotline at 9+1-800-222-1222.
- Apply a cool wet cloth (not ice) to the bite.

**ARIZONA BROWN (FIDDLEBACK) SPIDER**

The Arizona Brown Spider is a small brown spider (about the size of a half-dollar including legs) with a violin or fiddle shaped mark on the back of the head. It is a timid spider that builds its coarse, sticky, irregular web in dry, littered, undisturbed areas such as storage areas, wood or dead cacti. Its bite is not as potent as the bite of the Midwestern Brown Recluse Spider. Flu-like symptoms may develop 12 - 24 hours after a bite and the bite may develop into a lesion with a blister in the center. Occasionally a rash develops.

To avoid a bite:
- Keep outside clutter to a minimum.
- Look under any materials or furniture stored outdoors before placing your hand underneath it to pick it up.

If you have been bitten:
- Call the Samaritan Regional Poison Center 24-Hour Hotline at 9+1-800-222-1222.
- Apply a cool wet cloth (not ice) to the bite.

**RATTLESNAKES**

Arizona is home to eleven species of rattlesnakes. All have triangular shaped heads and rattle at the tip of their tails. A rattlesnake will often rattle as a warning, but not always. Rattlesnakes can strike without making a sound.

To prevent a bite:
- Take extreme caution when walking through the desert or climbing mountains at certain times of the year:
  - March and April: The snakes are becoming active and often sun themselves.
  - August: Babies are born at the end of July. Baby snakes can inflict a venomous bite soon after birth and are more likely than an adult to bite.
- Hot Summer Months: Snakes are more active at night.
- Don’t blindly reach under rocks or logs. Turn them over or lift them with a stick to check for snakes before you try to pick them up.

If you are bitten:
- Call the Samaritan Regional Poison Center 24-Hour Hotline at 9+1-800-222-1222.
- Don’t panic. You have time to seek medical care. Get help immediately.
- If bitten on the hand, remove rings and watches.
- DO NOT apply ice to the bite or immerse the bite in a bucket of ice.
- DO NOT use constricting bands or tourniquets.
- DO NOT try to cut the bite and suck out the venom.

**CONE NOSE (KISSING BUG)**

The Cone Nose or Kissing Bug is one half to one inch long and dark brown/black with yellow/red markings on its abdomen. The head is small and the body large and long with three pairs of legs. Kissing Bugs are very slow moving, and usually bite their victims when they are asleep. During the day, they may hide in closets or under furniture. They are most often seen in spring and early summer.

The bite can be painful. Redness, swelling and itching will develop at the site of the bite. Subsequent bites may cause an allergic reaction with itching scalp, palms and soles, welts or
rash, nausea and vomiting, and respiratory difficulties.

If you have been bitten:

- Identification of the bug is important.
- You may need to seek medical attention.
- You may call the Samaritan Regional Poison Center at 9+1-800-222-1222.

VALLEY FEVER

Valley Fever is an infection caused by breathing in tiny spores of a certain fungus or mold commonly present in the upper levels of soil in the desert and other areas of the southwest. It is also called Desert Fever or San Joaquin Valley Fever, or Cocci (KOK-see), an abbreviation for Coccidioidomycosis (kok-sid-e-OI-do-my-KO-sis). Its symptoms resemble other common illnesses; fever, chest pain, aches and pains, cough and sometimes a rash.

Whenever you disturb the soil, you may be exposed to the spores that cause Valley Fever. As many as 60 to 70 percent of all people infected with Cocci develop no symptoms. For the 30 to 40 percent who do get sick, symptoms such as fever, chest pain, aches, and cough develop within one to three weeks after exposure. The body reacts with inflammation appearing as small patches of pneumonia. These areas usually heal as the sufferer recovers. Symptoms may disappear within a month but fatigue may last months.

Occasionally the fungus spreads outside the lung to internal organs, bones, the lining of the brain, or the skin. As this more serious form of the disease progresses, victims often experience high fever and extreme fatigue. The disease in this form can be fatal. Fortunately this occurs in relatively few cases.

If you suspect that you have contracted this disease, you should seek medical attention and diagnosis. Bed rest and the treatment of the cough or fever is usually all that is recommended. For the more serious form, medication will be prescribed by a medical professional.

FIRE

When the weather is dry, it is easy to start a brush fire in the desert. Matches kept in your tent or room must be “safety matches” and should be kept in a metal or glass container. Care must be taken with vases or jugs of water. A glass container filled with water can act as a magnifying glass and start a fire when exposed to direct sunlight.

The repeated loud ringing of the kitchen bell indicates emergency or fire. Call the City Emergency number, 911.

During orientation, the Foundation provides a lecture regarding avoiding fires, and what to do in the event a fire has started.

TALIESIN, WISCONSIN

TICK BITE/LYME DISEASE

Lyme disease is spread by the bite of tiny, black deer ticks that usually feed on white-tailed deer and mice. They are present in wooded and garden areas, and can be carried into lawns or buildings by animals. YOUNG DEER TICKS ARE NO LARGER THAN A PINHEAD. The common larger brown wood tick may also bite humans, but is harmless.

Antibiotics easily treat Lyme disease Deer Tick in nymph stage when diagnosed in its early stages. Full recovery is the rule even when it is not detected until it has progressed into later stages. However, the disease can cause a great deal of discomfort and be very debilitating.

- Wear light colored clothing so that ticks can be spotted more easily. Spray insect repellent containing DEET on clothes and on exposed skin other than the face.
- After being outdoors, carefully check the body, hair, and scalp.
- Remove attached ticks with a tweezers.

NOT ALL BITES RESULT IN LYME DISEASE.

The early stage of Lyme disease is usually marked by one or more of the following symptoms: fatigue, chills, and fever, headache, muscle and joint pain, swollen lymph nodes or a “bull’s eye” skin rash. Some symptoms of Lyme disease may not appear until weeks, months, or years after a tick bite.

For some the first and only sign of Lyme disease is arthritis, and in others, nervous system problems are the only evidence of Lyme disease. If you develop symptoms that seem to indicate the onset of Lyme disease, contact a physician for testing.
**POISON IVY**

A common vine growing near the edge of wooded areas that can cause a severe rash. The leaves have a serrated edge, a slight shine, and grow in clusters of three. The vines often form a ground cover and can climb up tree trunks. Look carefully before walking though wooded areas for the characteristic clusters of three leaves. Color changes from season to season.

**FIRE AND OTHER EMERGENCIES**

Fire extinguishers are located throughout all Taliesin buildings. Dial 911 for fire, ambulance or other emergencies.

**TORNADO**

Wisconsin experiences a number of tornadoes each summer. These violent storms contain funnel-shaped clouds of high-speed winds that can destroy buildings and endanger life. The nearby town of Spring Green is equipped with warning sirens but those are difficult to hear at Taliesin. If you see a storm approaching, you can usually monitor its path and potential danger by tuning to one of the radio and television stations where regular storm updates are broadcast. A Tornado Watch simply means that tornado conditions are present. A Tornado Warning is issued for a specific town or area when a tornado is sited. In the event of such a storm, the safest location at Hillside is the basement. At the House complex, the root cellar or basement under the office area would be most secure.

**MEDICAL, NON-EMERGENCY: WISCONSIN & ARIZONA**

There is a community clinic in Dodgeville, WI, approximately 15 miles south of Spring Green, that provides free or reduced fee medical services:

Community Connections Free Clinic
www.communityconnectionstreeclinic.org

201 Sowa St
Dodgeville, WI 53533-1739

(608) 930-2232

Medical services (charges applicable) are available in Scottsdale as well. Some recommendations:

CVS Minute Clinic at FLLW Blvd/Thompson Peak: www.minuteclinic.com

Walgreens Take Care Clinic at FLLW Blvd/Thompson Peak: www.takecarehealth.com

StatClinix on the 101 between FLLW Blvd and Raintree: www.statclinixscottsdale.com

Total Primary Care at FLLW Blvd/Via Linda: www.totalpcaz.com (appointment may be required)
INSTITUTIONAL POLICIES & PROCEDURES

As policies of the Frank Lloyd Wright School of Architecture (the School) are revised, students are notified and provided updated materials. Questions regarding these or any other School policies should be directed to School staff.

LEARNING PROGRAM POLICIES

ADJUSTMENTS TO REVIEW COMMITTEE RECOMMENDATIONS

A student may request an adjustment to Review Committee recommendations by asking the Education Office to arrange a meeting of its or her full committee. Individual members of Review Committees, faculty members, or School administrative staff may not alter Review Committee recommendations independently.

A Review Committee member may ask the Education Office to arrange a meeting of the full committee to address student academic progress. Any alterations to the existing recommendations will be communicated to the student and the Education Office.

ADMISSIONS PROCEDURES

Applicants must complete applications according to the Application Guidelines as listed on the School website. Applications are reviewed by the Director of Admissions & Student Services to determine if the applicant has submitted a complete application, and fulfilled prerequisite requirements. Prerequisite credit determination is based upon college-level course work completed at institutions accredited by a regional or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA). Foreign institutions must be recognized by the Ministry of Education in that country. Courses must be similar in nature, level, and content to the course prerequisites listed for admission. The School may grant entry to applicants with one (1) outstanding prerequisite, provided the course is completed during the period of enrollment at the School, and prior to conferring a diploma from the M. Arch programs.

The Admissions Team, comprising Core faculty and administrative staff, receives the application from the Director of Admissions & Student Services and determines if the application sufficiently documents academic achievement, work experience, and creative potential. The Admissions team reviews the initial portfolio for evidence of work that demonstrates aptitude and experience in creative endeavors and evidence of graphic, creative design, and drawing and drafting (hand and computer) skills.

The Admissions Team will determine if the applicant is eligible for a personal interview. Notification of approval for a personal interview will be made by email or telephone, followed by a confirmation letter. If response to the notification is not received within 45 days, the application will be considered withdrawn. Interviews are conducted either in-person or by telephone. The in-person interview at either of the campuses is recommended. Prior to departure from campus following an in-person interview, the applicant will have a final meeting with the Admissions Team to review the visit. Applicants will be notified in writing of the Admissions Team’s decision approximately ten days to two weeks after the interview.

See Evaluation of Prior Learning and Work Experience policy for information related to institutional acknowledgement of previous academic and/or professional experience.

All materials collected as part of the application process become the property of the School and will not be returned.

ARCHITECTURAL PRACTICE REQUIREMENTS

M. Arch Program: 500 hours Architectural Practice (AP) experience, in the context of course work, studios, and professional internships. Professional internships or School sponsored Architectural Practice projects must constitute 200 or more hours to satisfy the AP requirement.

ASSESSMENT

By enrollment in the School, each student agrees to participate in the assessment process as outlined, (see Core Curriculum)

ATTENDANCE

Each student participates full time in the program and must be present on campus except during specified free periods. Unless ill or excused for other reasons beyond the student’s control, each student must be present at all scheduled activities and assignments during the day.

Each student is expected to participate in the formal occasions and social activities of the community as they are considered part of the overall program of learning. A calendar, published at the beginning of each term, lists the Talesin Evenings as well as special occasions, lectures, symposia, and events. The weekly Education Schedule also lists classes, lectures and events. Other, unexpected opportunities may arise during the term for students to meet visiting scholars, architects, or persons of note; the bulletin board provides updates on all calendars and should be checked daily. The online School calendar is updated daily as well, and should be consulted frequently.

All students are required to be in residence at the campus where the School is conducting its programs. Following completion of one year, students may be considered for learning opportunities in the Wisconsin studios while the School is in session in Arizona and vice versa if the student is in Good Standing in the Learning Program, and learning opportunities at hand correspond to the learning needs of the student. The student must submit an Independent Study form to the Core Faculty or the Review Committee for approval. The student’s Review Committee, or the Core Faculty must verify the need and the opportunities offered, and approve the assignment to the other campus. The Education Office will communicate a final decision to the student.

In all cases: unauthorized or excessive absence may be considered grounds for Probation or Termination of Enrollment.

CORE CURRICULUM

The Core Curriculum comprises three phases: Foundation, Exploration, and Synthesis. Studios, workshops, and classes designated as Core are required activities and occur at intervals throughout the student’s course of study.

The Foundation phase (approximately 8-12 months in the first year) is characterized by a rigorous set of Core offerings, supplemented with electives, that establishes the critical basis for the entire course of study.

The Exploration phase (approximately 8-12 months in the second year) is characterized by a combination of Core offerings, with increased student electives with the consent of the Review Committee and Core faculty.

The Synthesis phase (the final 8-12 months of study) is characterized by comprehensive and independent initiatives that integrate the studies into architectural design outcomes.
Advisors and Review Committees offer guidance in student determination of activities most beneficial to the development of learning within the programs.

Core Curriculum offerings are based on established syllabi, and include design studios, classes, studio projects, architectural practice projects, research, and construction projects. Students are required to attend all Core offerings, which may be complemented with independent study as approved by faculty. Core requirements may be adjusted based on evaluation of prior work.

Performance evaluations are completed by instructors and are included in the portfolio for Review Committee assessment. Students are required to represent and critically examine all Core Curriculum work in their portfolios. (see: Learning Program and Learning Assessment sections of Student Handbook)

HONORS DISTINCTION

Honors distinction is given to M.Arch students who have consistently performed on a level of excellence above and beyond the requirements. The distinction is decided by the core faculty upon nomination and ratified by the Dean.

DEADLINES

Students are expected to meet all deadlines for Studio Projects, class assignments, and Portfolio submissions. Portfolio submissions lacking any of the elements specified on the Portfolio Checklist will be recorded as incomplete. Studio Projects that have not been approved by faculty at the specified deadline, without prior communication, will be considered incomplete. Failure to submit a complete portfolio or Studio Project will be considered a serious failure to demonstrate Satisfactory Academic Progress, and the student will be placed on Notice that he/she is at risk of failing to satisfy the academic requirements of the School.

EMPLOYMENT OUTSIDE OF SCHOOL

Students are not permitted to pursue or accept outside employment while enrolled in the School, with the exception of permissible activities described in the “External Paid Employment Policy,” or as an approved professional internship as part of the degree track.

EVALUATION OF PRIOR LEARNING AND WORK EXPERIENCE

The School recognizes that students come from a variety of educational and professional backgrounds. Some students have prior academic coursework or work experience in architecture that may enable them to enter the School at a more advanced level than those students without such experience. The School provides students the opportunity to apply prior learning and work experience toward their degree requirements at the School, while placing importance on living and working within the community in the development of a Taliesin-trained architect. For that reason, the School does not consider prior learning and work experience as justification for reducing the minimum residency requirement of two years.

Students may choose to submit evidence of prior learning and work experience to document their entering levels. Students who submit thorough documentation of prior learning and work experience upon enrollment at the School will receive a thorough review of their prior experiences within the first 90 days of enrollment. That review, completed by faculty, will be used to establish a foundation for required coursework and Architectural Practice requirements. The School may waive certain coursework and/or Architectural practice requirements for students based on official transcripts received from accredited post-secondary institutions or documented architectural practice experience certified by the student’s supervisor. However, the student is still required to demonstrate Proficiency or Mastery in the related Performance Categories. Students who do not choose to submit evidence of prior learning and work experience at the time of enrollment may choose to do so as part of any subsequent portfolio submissions. That work will be evaluated during the regular portfolio review.

Students may apply for Architectural Practice credit from previous work by thoroughly documenting activities completed and hours worked under the supervision of a registered architect, and signed by that supervisor. A maximum of 500 hours of previous work experience will be accepted toward fulfilling the School’s Architectural Practice requirements, and are subject to the approval of the Review Committee.

EXTERNAL PAID EMPLOYMENT

External paid employment during enrollment in the M.Arch degree program is defined as any outside activity complementary to the learning programs at the School, undertaken for compensation by students. Please note: Students are not permitted to pursue or accept outside employment while enrolled in the School, with the exception of permissible activities described in this policy.

Examples of eligible employment:

1. Compensation offered to students while engaged in professional practice projects (internships)
2. Compensation offered to students by “clients” for work done on behalf of the School
3. Compensation offered to students as temporary employees of the Frank Lloyd Wright Foundation providing needed services to Foundation departments such as Tours and Membership

An External Paid Employment form is used to request non-architectural external paid employment. An Independent Study form is used to request compensation for architectural activities, such as internships. Following Core Faculty approval, the Education Office must grant final approval before any compensatory commitments are accepted. Approval forms must be submitted two weeks prior to commencement of any proposed compensatory activity. Any employment undertaken for the Frank Lloyd Wright Foundation must be coordinated with the Foundation Human Resources Director.

Participation in any compensatory activity is contingent upon the student remaining in Good Standing within his/her degree program; failure to remain in Good Standing will result in immediate cessation of employment authorization until Good Standing resumes. For information on Work/Study opportunities (other than external paid employment) please see the Director of Admissions & Student Services.

Note: International students must discuss any form of proposed employment while enrolled at the School with the Director of Admissions & Student Services.

EXTERNAL PAID EMPLOYMENT PROCEDURE

See External Paid Employment policy for listing of acceptable activities.

Students having completed at least six (6) months of enrollment may ask to be considered for external paid employment.
A list of current external paid employment opportunities can be obtained from the Director of Human Resources.

**Approval Process**

1. Using the Independent Study Form, the student checks the “External Paid Employment” box, completes the information describing the activity, and obtains permission from the supervisor of the activity.
2. The student submits the Independent Study Form to his or her advisor for Core faculty approval. If the student does not obtain approval from the Core faculty, the process stops here.
3. The student submits the approved form to the Director of Admissions & Student Services.
4. For employment activities at the Frank Lloyd Wright Foundation, the following apply:
   a. The Director of Admissions & Student Services confirms that the student’s tuition is paid in full. If tuition is paid in full, the student will receive monetary compensation. If tuition is not paid in full, the student will be approved for work/study credit; see Work/Study Approval Process Step 4.
   b. If the employment activities are approved, the Director of Admissions & Student Services submits the approved form to the Director of Human Resources.
   c. The Director of Human Resources provides employment paperwork to the student and sets up student for payroll processing.
   d. Upon completion of employment paperwork by the student, the Director of Human Resources informs the Director of Admissions & Student Services that the student has completed the employment paperwork and is eligible for compensation.
   e. The student maintains timesheets on the School provided template and submits them to the approving supervisor at the end of the appropriate pay period.
   f. The approving supervisor approves the timesheets by the payroll processing deadline and the student receives payment by check or direct deposit.
   g. The terms of the program are: $10.00 per hour, paid on a bi-weekly basis by the Frank Lloyd Wright Foundation. In the event a spouse/partner is injured while performing work for the Foundation, the Foundation’s workers’ compensation insurance will apply.
   h. Students are encouraged to consult the Director of Human Resources with questions related to payment.
5. For employment activities outside of the Frank Lloyd Wright Foundation, the student is responsible for compliance with hiring practices of the external employer.

Students must maintain Good Standing to be eligible for any form of External Paid Employment.

**GOOD STANDING**

Students are expected to be in Good Standing by maintaining a satisfactory progress record in all areas of the programs, and being current on all invoices for tuition payment, long distance bills, shipping, or library fines. Students failing to maintain Good Standing will be placed on Notice or Probation. Failure to make satisfactory improvement may result in a recommendation of Suspension or Termination of Enrollment. (See: Satisfactory Academic Progress policy)

**GRADUATION**

When a student nears completion of the degree requirements, the Education Office will ascertain an approximate date for graduation. Formal graduation may not, however, happen until all degree requirements are met plus:

1. Recommendation by the Review Committee to graduate the student. (see: degree requirements in Learning Program section)
2. Approval to graduate granted by the President and the Dean of the School.
3. Confirmation by the Finance Department of full payment of all outstanding financial obligations.
4. Confirmation from the Director of Libraries of the return of all materials borrowed from the Library.

Each student is responsible for designing and funding his/her own graduation celebration. Ceremony proposals must be submitted to the Education Office one month prior to anticipated ceremony. Graduations may take place in any location at either campus subject to ensuring no conflict with previously scheduled events or the tour programs. It should be noted: Guest spaces are very limited; family members should make arrangements to stay in nearby hotels/motels.

Graduation ceremonies take place primarily at the end of the summer session at the Wisconsin campus. Graduating students are expected to vacate the School within 10 days of graduation, unless approved to remain longer. Application to remain beyond graduation (for a term not to exceed three months) must be submitted to the Dean no later than three months prior to graduation. A monthly fee covering room and board will apply and must be paid at the first of each month.

**HONESTY (ACADEMIC HONESTY)**

Honesty and ethical behavior are expected from every student. Cheating, plagiarism, and theft of intellectual property, personal property, and/or misuse of School or Foundation property are unacceptable and may result in termination of enrollment from the School. Refer to School guidelines for proper citation of sources. For questions regarding student intellectual property, see “Intellectual Property Policy.” For School and Foundation trademark use, consult the Graphic Design Studio.

**IMMIGRATION REQUIREMENTS**

All students who are not citizens of the U.S. must comply with U.S. Citizenship and Immigration Services (USCIS) policies pertaining to international students. Upon acceptance, an F-1 visa must be obtained prior to arriving in the U.S. to enter the School. International students accepted for admission must submit official documentation of their ability to fully fund their term of enrollment. After receiving the acceptance letter the student confirms his/her intention to enroll by submitting a $1,100 non-refundable deposit (credited to year one tuition). The Admissions office will then issue the SEVIS 1-20 form to allow the F-1 process to proceed. Effective 2004, a $100 fee for F-1 visa applications has been imposed by the USCIS; this fee is payable when the F-1 visa application is submitted at the U.S. Embassy or Consular office in each applicant’s home country. Persons transferring from U.S. colleges or universities must follow the above protocol (submission of the deposit); the new I-20 form will then be issued by the School noting the transfer.

F-1 students are not eligible to receive Social Security cards during their term of enrollment.
They may, however, elect to apply for an Individual Taxpayer Identification Number (ITIN) if they wish. An F-1 student does not need a Social Security card to open a bank account, apply for a driver’s license or purchase a vehicle. For more information on the ITIN, please see the Director of Admissions & Student Services.

Note: the School does not provide Curricular Practical Training (CPT) during the term of enrollment. As the School has restrictions on student employment while enrolled, it is not possible to approve F-1 visa holders for employment based upon economic hardship. Limited financial aid in the form of Work/Study and/or scholarships, if approved, may be requested for years two and three; such need will be based upon merit and need and such funds are credited directly from the tuition. Please see the Director of Admissions & Student Services for more information about Work/Study opportunities.

Upon successful completion of the degree program, an F-1 student may request and receive authorization to engage in the two-year (24 months) Optional Practical Training program (OPT). This allows the graduate to seek employment/internship in the field of architecture within the U.S. The Director of Admissions & Student Services will sign the I-20 form and note the same in the SEVIS online record. When a graduate receives a job offer, he or she may then apply for a Social Security card.

INDEPENDENT STUDY

Independent Study activities include design projects, architectural practice projects, research, and construction projects. Students may apply to undertake an Independent Study project beginning in their first year of study following the Initial Review.

Students are required to complete an independent Study Plan form for all activities and projects they would like to undertake that are not included in the formal curriculum. Independent Study activities are intended to complement the Core curriculum, rather than replace it. Students are encouraged to meet with their advisors for feedback on the Independent Study proposal prior to submission to the Faculty and (Director of Academic Affairs) for Core Faculty approval.

Approved Independent Study projects must be represented and examined critically within the student’s portfolio and evaluated with the same significance as a School offering.

Pursuing personal interests such as reading or sketching, or activities that are not anticipated to divert a large portion of the student’s time from the formal curriculum does not require the submission of an Independent Study Plan.

INITIAL PROBATIONARY PERIOD - YEAR 1

The first semester of each new student’s first year is considered Probationary. During this time both the student and the School (faculty, administration, students, and community) are adjusting to one another. Each student’s ability to adjust, adapt, and demonstrate an ability to benefit from the programs of learning as well as community living is carefully assessed and reviewed with the student at the Initial Review. The School endeavors to provide as much support as possible but relies on the maturity and focus of each individual’s best effort. During this time the student may not take vacation (other than the normal School closures).

Prior to arrival, each new student is assigned an advisor from among the faculty. The advisor provides guidance and aids the student in assimilating into the programs of learning and community. The end of semester portfolio review will also serve as an initial review to determine if the student and the School are benefiting from the relationship. The advisor may initiate an accelerated Initial Review at any time based upon his or her own observations and/or documented concerns of the student, faculty, students, or staff. Disruptive behavior will not be tolerated at any time. (see: Initial Review Procedure)

INITIAL REVIEW

At the end of the first semester, students meet with their advisors and another faculty or staff member and participate in an Initial Review, to determine if they are demonstrating the ability to benefit from, and have the interest to continue in, the program. If concerns arise, they will be discussed with the student and generally remedied within a short period. In some cases, a meeting may be scheduled prior to the Initial Review to address more serious concerns. (see: Accelerated Initial Review Procedure) The advisor may initiate an Accelerated Initial Review at any time based upon his/her own observations and/or documented concerns of the student, faculty, students, or staff. If problems persist, the procedures described in the “Satisfactory Academic Progress” policy are followed.

INITIAL REVIEW PROCEDURE

1. The student’s advisor compiles feedback received regarding advisees prior to the Initial Review.

2. The advisor and another faculty member or Education Office staff member meet with the student to discuss the Initial Review.

3. If concerns have arisen, they are discussed with the student. The student may receive recommendations for resolving the concerns, or be placed on probation, at the discretion of the committee.

4. If there are no concerns, and the student demonstrates the ability to benefit from the program, he or she is granted continuance from the committee.

5. In some cases, the student’s Learning Path, or curriculum selections for the season, are determined in the Initial Review.

Students approved for continuance following the Initial Review may access the annual 25 days’ vacation allotment, and are eligible to submit Independent Study requests. Students who are not approved for continuance are expected to depart the School within five days of the review. A tuition refund (see: Refund Policy) is mailed to the student’s home address within 30 days.

ACCELERATED INITIAL REVIEW PROCEDURE

1. The student’s advisor compiles feedback received regarding advisees. If the advisor with the support of faculty and the Education Office finds a pattern developing that hinders a student’s ability to benefit from the programs, or integrate with the community environment, a letter is drafted relaying specific concerns to the student. The letter includes a statement notifying the student that, based on the documented concerns, there are serious reservations about the student’s ability to benefit from the programs. The student is asked to respond in writing to these concerns within a 24-hour period.

2. After receiving the written response from the student, the advisor will notify him or her of the upcoming review, generally scheduled for the following day, to discuss the concerns and the student’s response.

3. The advisor and the Dean participate in the Accelerated Initial Review. Other faculty and staff may participate at the request of the advisor. The committee meets to speak with the student allowing opportunity for the student to share his or her verbal response to the concerns. The committee then breaks to discuss either a) recommendations for the student’s continuance in the program, or b) the student’s termination of Enrollment.

4. Upon reconvening, the student is informed of the committee’s decision. If the committee determines that concerns have been remedied, or remain to some extent
but the student is likely to benefit from the program, recommendations will be provided for the student to continue in the program. The student will receive a copy of the review minutes containing the recommendations.

The committee may determine that On Notice is appropriate, or Termination of Enrollment. In both cases the student will receive this information verbally as well as officially via a letter from the Education Office. The letter will include the findings of the committee and the next steps to be taken by the student.

**INTELLECTUAL PROPERTY**

**Intellectual Property Rights Statement.**

The Frank Lloyd Wright Foundation is the sole heir to the estate of Frank Lloyd Wright, and consequently, the Foundation owns a large portfolio of intellectual property rights and other proprietary rights associated with the life, work and images of the late Frank Lloyd Wright, including, but not limited to, numerous registered and unregistered trademarks, registered and unregistered copyrights, trade dress rights, domain names, and rights of publicity associated with the famous architect and designer, Frank Lloyd Wright.

**Student Designs Incorporating Foundation Intellectual Property.**

On occasion, students may be asked to design materials advertising School or Foundation events. Students need to be aware that the names Frank Lloyd Wright, Taliesin, the Red Square and the Whirling Arrow design are registered trademarks, and belong to the Foundation. Any materials that incorporate trademarks must be submitted to the Licensing Department for review prior to printing, publication or distribution. This will ensure consistent and proper use of trademarks, logos, and other elements of the Foundation Intellectual property.

**Educational Work.**

Student educational work created by students during the course of their enrollment is property of the students, with three exceptions:

1. **Assignment:** Student work completed and assigned to another party.
2. **Studio Class work:** Student work completed in a studio class is the intellectual property of the School/Foundation.
3. **Internship work:** Student work completed during the course of internship is traditionally the intellectual property of the supervising architect. This should be clarified with the instructor before commencing work.

Students agree that the School and/or the Foundation can use the student educational work for publication and/or marketing.

**Student Shelters**

New Shelters. Site-specific work performed by a student, such as desert or prairie shelters, is physically owned by the Foundation, and the designs are owned by the students. This policy is applicable to projects completed on or after March 2005.

Shelter Restoration projects repair existing shelters, and do not change their original design. The Foundation retains the intellectual property for shelter restoration projects. Shelter Rehabilitation projects replace, repair and modify existing shelters. The intellectual property for the shelter rehabilitation projects will belong to the Foundation. However, if a student creates a unique/original change to the shelter design, the student may claim copyright to the new work, but not to the existing work.

**Shelter Donations**

In the course shelter construction, students may receive donations from third party vendors who wish to use School or Foundation logos to advertise their donation. Please forward all logo requests to the Foundation Licensing department- their staff will handle the request and email the logo in high res file to the donor.

**Taliesin Design®**

From time to time, the Foundation Licensing Department works with the School on product development. Students and faculty are invited to participate in product designs to be marketed under the trademark “Taliesin Design.” Taliesin Design designates products created by artists affiliated with the Frank Lloyd Wright Foundation. These products are based on design philosophies and aesthetic sensibilities taught by Frank Lloyd Wright. Product development is under the supervision and guidelines of the Frank Lloyd Wright School of Architecture and the Foundation Licensing department. If a student design is Selected, it may be prototyped, manufactured, marketed, and sold to an end consumer. Participation is voluntary, and copyright is assigned to the Foundation.

**Photography on Campus**

Students may take photographs at Taliesin and Taliesin West for their personal, non-commercial use only. Photographs may not be published, sold, reproduced, distributed, or otherwise commercially exploited. Students and their guests who wish to use Foundation property for photography/video shoots must contact the Public Access Manager, and fill out a photography agreement prior to taking photographs.

**LEAVE OF ABSENCE**

A student may request a leave of absence from the program in which he or she is enrolled for a period greater than the Vacation/Leave days available. Students who are considering such a leave from the program should consult with their advisors and the Director of Admissions & Student Services. If the cause is financial, they should consult with the Director of Admissions & Student Services to determine the appropriate path to take and the estimated date of return.

At the time of the leave, the Director of Admissions & Student Services will consult with faculty to determine if the student is in Good Standing. Students in Good Standing who take a leave of absence may return, subject to accommodation availability, within a period of one year from the date of the leave by advising the Director of Admissions & Student Services. After the first three months in advance of the planned return date. The date of return will be determined in consultation with faculty to assure that the re-entry point is consistent with the student’s progress in the curriculum at the time of the leave.

Students who wish to return to the learning program more than one year after the date of the leave of absence are required to make formal re-application and complete the interview process. Students absent from the School for one year or more will begin with seniority status in relation to housing, desk space, and maintenance selections based upon the new entry date.

Students who are not in Good Standing at the time of the leave (On Notice, Probation, or Suspension) must submit a letter explaining their interest in returning to the program, and...
reasons for the School to consider that the student will benefit from, and progress satisfactorily in, the program. In addition, the student must complete any recommended activities as outlined in the official On Notice or Probation notification received from the Education Office. (For permanent withdrawal, see: Withdrawal Policy)

ON NOTICE, PROBATION, SUSPENSION, TERMINATION OF ENROLLMENT

The Review Committee and/or the Education Office may recommend On Notice, Probation, Suspension, or Termination of Enrollment be imposed on any student who is not making satisfactory progress, or maintaining Academic Good Standing in either degree program. Failure to demonstrate significant improvement is grounds for Termination of Enrollment. (See: Satisfactory Academic Progress Policy)

RECORDS: PRIVACY OF STUDENT RECORDS

The Education Office maintains each student file during the term of matriculation. Following completion, graduation, or withdrawal, the Director of Admissions & Student Services maintains these files.

It is the policy of the Frank Lloyd Wright School of Architecture that student information, whether academic or personal, is to be considered confidential. This policy applies to formal records such as admissions, enrollment, financial aid, assessment, advising, and discipline as well as non-formal information such as verbal, electronic, and other communications regarding academic or personal matters. School administration and faculty frequently have a legitimate educational purpose to access student records, and will have access to such records solely for the purposes of serving the educational needs of students. Access is limited to the Dean, School administrative staff, Core Faculty, and the advisor for the student in question.

Those individuals are prohibited from disseminating any confidential student information to any other person by any means. Access to confidential student records by any other individuals, including other Foundation or School employees, can be granted only with prior written permission of the student, or with the approval of specific administrators. The release of admissions, transcript, and financial aid information require prior written permission of the student. The release of all other educational records including, but not limited to, advising notes, assessment data, and disciplinary matters requires prior written permission of the student.

SATISFACTORY ACADEMIC PROGRESS

Students are expected to maintain satisfactory progress in all areas of the programs, and comply with School policies and procedures. Satisfactory Academic Progress is monitored by the Education Office through communication with Review Committee members, advisors, faculty members, maintenance and work list supervisors including the Residence Life Coordinator, and the student. Failure to fully comply with the recommendations of the Review Committee related to academic progress, the Education Office related to School policy and residency, or otherwise maintain Satisfactory Academic Progress as evidenced in course evaluations is considered a serious failure to demonstrate Satisfactory Academic Progress. The following actions will be taken to alert the student that he or she is at risk of failing to satisfy the academic requirements of the School.

On Notice

The Education Office will notify the student that he or she has been placed On Notice. The notice will be in the form of a letter that will include the reason the student has been placed On Notice, a list of activities the student must complete before the On Notice status will be removed, and the date by which the activities must be completed. Education Office staff will consult with appropriate faculty, Review Committee members, and the student’s advisor to identify the activities that will be required of the student. The Director of Admissions & Student Services will be notified, by copy of the letter. Upon satisfactory completion of the required activities, the On Notice status will be removed and the student will be considered to be in Good Standing. Failure to complete the required activities within the specified time will result in the student being placed on Probation. *Exception: A student may be placed On Notice once during his or her degree program. If the On Notice status is removed and the student again does not demonstrate Satisfactory Academic Progress (SAP) as described above and in the SAP policy, he or she will be placed on Probation.

Probation

The Education Office will notify the student that he or she has been placed on Probation. The notice will be in the form of a letter that will include the reason the student has been placed on Probation, a list of activities the student must complete before the Academic Probation will be removed, and the date by which the activities must be completed. Education Office staff will consult with appropriate faculty, Review Committee members, and the student’s advisor, to identify the activities that will be required of the student. The Director of Admissions & Student Services will be notified, by copy of the letter. Students are not eligible to receive financial aid or Work/Study assistance while on Probation.

Upon satisfactory completion of the required activities, the student will no longer be on Probation and will be considered in Good Standing. Failure to satisfy the requirements of the Probation will result in Suspension.

Suspension

The Dean will notify the student that he or she has been placed on Suspension. The notice will be in the form of a letter that will include the reason the student has been placed on Academic Suspension, the period of the suspension, and conditions for return to the School. The minimum suspension will be the remainder of the current season. The maximum suspension will be the remainder of the current season and the entire subsequent season. The Dean will consult with staff and appropriate faculty, Review Committee members, and the student’s advisor, to identify the activities that will be required of the student. Upon notification of Academic Suspension, the student will be required to remove his or her personal effects, vacate his or her living quarters, and depart from the School property within 24 hours. Subsequent visits to campus must have the prior approval of the Dean. Approval will be granted for purposes related to resolution of the student’s academic difficulties.

Termination of Enrollment

Failure to satisfy the conditions of Suspension will result in permanent termination of the student’s enrollment. The Dean will notify the student by letter that he or she has been terminated as a student at the School.

STUDIO CULTURE POLICY

“The Fellowship aims, first, to develop a well-correlated, creative human being with a wide horizon but capable of effective concentration of his faculties upon the circumstances in which he lives.”—Taliesin Fellowship Prospectus, 1932

Since its founding, much has changed within the Fellowship and the School, but the ideals of a respectful learning environment within studios that support the creative and productive work of the student remain central to the culture of the School. The Studio Culture Policy of the Frank Lloyd Wright School of Architecture supports this long tradition with the following
propositions:

Facilities

Each student will be provided with his or her own workspace, including a desk and material storage. The workspace will be equipped with adequate lighting for focused work and study. Students are encouraged to create their ideal work environment with respect to the architectural integrity of the historic spaces and those around them. Students, faculty, staff, and visiting professionals will respect the individuality and privacy of each other.

The workplace will be both professional and creative in nature, with appropriate noise and behavior levels to respect the concentration of others – quiet conversations, music only when approved by all others in the studio, and productive activity.

Students will be trained to tailor the climate of each studio to maximize energy efficiency by manipulating natural ventilation, shading, and lighting. It is understood that the studios have climatic limitations due to their historic nature.

The studios will be equipped with high-speed internet, distributed via wire and wireless. A working laser printer, large-format plotter, copy machine, and laser cutter will be provided in each studio for student use. Required equipment training will be provided.

All studios are architecturally expressive spaces that celebrate the quality of natural light and the nature of materials, and will simultaneously be accessible to all students, faculty, and staff.

While the School is a live/work environment, the consumption of food and non-alcoholic beverages are only permitted within a class, presentation, or critique forum by faculty consent. Food and non-alcoholic beverage may be consumed in studio, however, all storage of food is permitted only in kitchen areas. Adequate food storage will be provided in kitchen areas.

Feedback

Students, through working on professional and independent design projects, will be provided with constructive feedback from faculty, practicing architects, design mentors, engineers and consultants, and fellow students. Feedback and critiques of work will honor the importance of the development of the student as a future architect, respecting the importance of the idea as represented in the work, and cultivating the tools and skills to communicate and strengthen the work.

Critiques are forums of thought and discussion, and will be sensitive to the dignity of the students. Critiques will challenge students to succeed, and help them reach their personal and professional goals.

Equal unbiased respect will be given to all peers while presenting. Attendance of presentations creates equal learning opportunities to all. Cell phones are not permitted during any feedback or critique forum.

The studio will foster opportunities to develop leadership skills and responsibility, qualities critical for the practice of architecture.

As the profession is not an insular environment, students are encouraged to take advantage of the studio environment at all times. Critical feedback encouraging in nature will always be accessible to students present in the studio, from faculty and fellow students. Faculty members are in the studios Monday through Friday, and are accessible to students for input and instruction.

Work

The studio experience will encompass both professional and theoretical work. Neither is superior to the other, and together they form a force of endeavor critical to the development of skills and knowledge toward becoming an architect.

Studio work is only one component of the many fields of endeavor the student engages in. Construction, classes, lectures, workshops, the campus community, and the broader community are key components of the education of the architect at the School. Students will learn to achieve a balance of these components during their course of study.

The curriculum seeks to represent the time management reality of the professional world. Students will learn to balance their workload with their own personal and community lives. Although there are times when great effort is needed to meet deadlines, there is also need for downtime and quiet reflection, which is provided for in the scheduled curriculum.

The art of living is a key component of the learning experience. The School is engaged within the public realm on a day-to-day basis. Students, faculty, staff, and visiting professionals are to take pride in their own work as well as personal spaces and outward expression. As a member of the community, every student’s actions, words, work, and space represents the whole. Knowing one’s self is key when interacting with and representing the community.

STUDY ABROAD

Studying abroad provides students with the opportunity to engage in specific interest areas outside of the main campus. Generally the study abroad experience is one to four months in duration. Students can either study at another university, intern in an architectural office, or work with a specific client on a project. These experiences often occur in other countries, but alternately can be in other cultural contexts within the U.S. Students interested in studying abroad will work with the faculty to determine and pursue the study abroad opportunity, creating a detailed learning plan, stating what the experience entails and how it will contribute to the student’s learning objectives. An Independent Study form including this learning plan must be submitted to the Core Faculty at least one month in advance of the commencement of the experience. The time away will not be counted against vacation time and the student will be considered fully enrolled and is expected to include his or her experiences in the learning portfolio. An approved Absence Request Form is also required to document the duration of the trip.

TRANSCRIPTS & CERTIFICATES OF ENROLLMENT

The Education Office maintains copies of degree reports, notes of reviews, and validated cumulative assessment forms. A 10-day lead time is required for Certificates of Attendance, in-progress transcripts, enrollment certifications, or final transcripts upon degree completion.

TRANSFER OF CREDIT

Regardless of the kind and number of prior college courses and/or relevant work experiences, each student must demonstrate that he or she has met all of the degree requirements at levels acceptable to the Faculty in order to be granted the M.Arch degree by the School. While no direct transfer of credit is accepted in the traditional sense, students at any time, and especially during assessment reviews, may take action to demonstrate proficiencies achieved before coming to the School. (See: Evaluation of Prior Learning and Work Experience)

VACATION AND LEAVE

The learning programs at the Frank Lloyd Wright School of Architecture run continuously.
throughout the year (in other words, they are 12-month programs). To enable students to take some time off, rather than closing for several months altogether, the School has a vacation and leave policy.

1. Students are allowed the nine (9) national holidays and associated School holiday time as noted on the current School calendar. This includes Thanksgiving, winter, spring, and summer breaks. Students may remain in residence during School breaks by arrangement with the Residence Life Coordinator. Students taking breaks during breaks are expected to contribute to community activities and maintenance.

2. Student Vacation/Leave in addition to the holiday time allowed is limited to a total of 25 calendar days per School year (which begins on the official start date of the Winter Term).

3. New students may not take Vacation/Leave time during the first ninety (90) days of enrollment. Upon successful completion of the ninety day period, new students are eligible for the standard 25 days of Vacation/Leave that are available during the remainder of the current School year.

4. International students who have not used their full 25 days prior to the next year may, with permission, “bank the remaining time” if a return visit to their home country is planned. This requires permission from the Education Office before the end of the year.

5. Vacation/Leave days are not permitted during the two weeks prior to and including the Design Studio Mid-Point and Final Critiques/Presentations, or during portfolio reviews.

6. Saturdays on which Taliesin Evenings are scheduled are subject to being counted against the standard 25 days vacation allotment.

7. All vacation, study trip, and leave of absence requests must be submitted on School-provided Absence Request forms a minimum of one (1) calendar week prior to the commencing of any such leave. Copies of the approved Absence Request form will be distributed by the Education Office to all relevant faculty and staff.

8. Other than for special circumstances approved by the student’s advisor, failure to properly complete an Absence Request form, or to return to campus on the date approved by the School, will result in the loss of 25% of a student’s remaining Vacation/Leave days for the year. In addition, the Education Office may impose additional student responsibilities to the School and/or the Community.

9. Any emergency leave request by a student shall require the prior approval of either the Dean or the student’s advisor. Whoever grants approval for emergency leave will be responsible for advising the administration and faculty of the School. Emergency leave is counted toward the total Vacation/Leave days taken.

10. Leave due to medical reasons must be documented no later than upon the return of the leave-taking student; medical certification of ability to fully participate in the program is also required.

11. Saturdays are for campus maintenance as scheduled and assigned by the Residence Life Manager. Only when a student has completed satisfactorily his/her assignments may he/she leave campus for private pursuits. Sundays are free days for all students.

12. Weekends falling within a student’s Vacation/Leave time authorized by the School shall not be counted as a part of the Vacation/Leave days, except for Saturdays on which Taliesin Evenings are scheduled.

13. Student “Study Trip” time authorized by the School shall not be considered Vacation/Leave time. Students granted such Study Trip time shall document in writing a detailed description of their experiences and knowledge learned, and submit such documentation within one calendar week of their return to campus. In addition, the student shall schedule and give a presentation of their trip and related experiences within one month of their return to campus.

14. If a student on personal vacation time remains on campus and takes meals there, light kitchen duty will be required of the student. If a student remains on campus during his/her vacation time but does not take meals there, no residence life responsibilities will be required. (See a. above regarding School-sanctioned breaks.)

Unauthorized or excessive absence may be considered grounds for Probation or termination of enrollment.

WITHDRAWAL

Recognizing the rigor of its learning programs, the School enables students to permanently withdraw from the programs upon application to the Dean or the Director of Admissions & Student Services. Tuition refunds will be made, upon request, according to the Tuition Refund policy (see: Tuition section of Student Handbook). Transcripts will reflect the work done in the School during the time of residency. Any student who withdraws must make application for readmission and is subject to the admission requirements prevailing at the time of re-application as well as the degree requirements at that time. Students who withdraw from the program do not retain seniority, (for temporary leave beyond ordinary vacation, see: Leave of Absence Policy)

WORK/LEARN PROGRAM

Students may participate in the work/learn program with approval of a faculty or staff member sponsoring the work. A list of current work/learn opportunities can be obtained from the Director of Admissions & Student Services.

Work/Learn Credit Process:

1. It is strongly advised that the student get approval from the faculty or staff member for work/learn tuition credit, and confirms the scope of work with their faculty advisor.

2. The student keeps record of time spent on the project in a time sheet.

3. The sponsoring faculty/staff member signs their approval of the time sheets for the work completed.

4. The student submits the signed time sheets to the Director of Admissions & Student Services at the completion of the project or at significant project milestones.

Work/learn credit is deducted directly from the following semesters tuition. Funds not used are refunded to student upon graduation or withdrawal. The base hourly rate is subject to supervisor determination and the approval of the School Director (Dean).

Students must maintain Good Standing to be eligible for work/learn credit. In the event a student is injured while performing work/study, the Foundation’s workers’ compensation insurance will apply.
CONDUCT AND CAMPUS USE POLICIES

AUTOMOBILES & PARKING

Public transportation at or near either of the campuses is limited or nonexistent. Students who have vehicles are encouraged to bring them. Students are responsible for their own liability and property insurance on personally owned vehicles. Nonetheless, parking at the campuses is considered a privilege and may be revoked at any time. Students must provide a license plate, make, model information, and proof of current insurance on their vehicles to the Education Office, which is used to ensure that all vehicles parked onsite overnight are owned by staff, students, or residents.

In Arizona, parking is provided in the back parking lot during the winter months and at night. Daytime parking during peak four season is assigned to other areas; the Facilities Manager makes these assignments. Vehicles are not to be parked in the desert area containing tents and shelters, except for making deliveries. No overnight parking is allowed in the desert. In addition, no parking is allowed in the desert square area near the dining room.

In Wisconsin, general parking is available in the Orchard lot, at the Hillside lot, and on the Tan-Y-Der parking area. Under certain circumstances, particularly deliveries, other identified parking spots are available to students. Specific places for parking elsewhere may be assigned by the Estate Manager. Students pay no fees for parking at either of the campuses.

See Foundation Vehicle Use Policy for information regarding the use of Foundation Vehicles, or personal vehicles for Foundation and School business.

CAMPUS SECURITY

All Schools participating in Title IV programs of the U.S. Department of Education are required to have the following policies in place and communicated via official School documents:

CAMPUS SECURITY AUTHORITY REPORTING OFFICE

Students having questions, concerns, or needing to report incidents of crime, should contact the Office of Student Services. At Taliesin West: extension 414 or 401. At Taliesin: extension 438 or 439. The School does not employ a campus police force or private security person – in cases of violence, personal injury caused by another person, or drug/alcohol-related damage, students are encouraged to dial 911 and summon the police.

The Campus Security Officers are in charge of compiling crime reports and submitting such reports on an annual basis to the U.S. Department of Education.

Timely Warning Policy

In the event of any danger to our students, the Campus Security Officer(s) will issue warnings to all students via telephone, in person, email, and/or posting on the main board of the campus. These warnings include any crimes reported to the local police or Campus Security Office, especially those relating to the Clery Act.

Daily Crime Log

As the School does not employ a Campus Police Force, it is not required to maintain a daily crime log. However, the annual Crime Report is distributed to all students, faculty, and employees via email. Prospective students and prospective employees may request and receive these reports.

Statistics from local Police

The School must make a good-faith effort each year to collect crime statistics for all Clery Act crimes committed near our campuses. The Campus Security Officer(s) are in charge of this task and requests reports from the Scottsdale Police Department as well as the Spring Green Police Department each January.

Report to ED via Web-based Data Collection

Each fall (October 1 deadline), the School is required to submit a statistical report to the ED. The Campus Security Officer(s) handle this submission.

Annual Security Report

Annually on October 1, the School provides an Annual Security Report to all students, faculty, employees and, by request, all prospective students and employees. This report contains disclosure of crime statistics for offenses including: murder and non-negligent manslaughter, negligent manslaughter, forcible sex offenses, robbery, aggravated assault, burglary, motor vehicle theft, arson, hate crimes; Arrests: weapons possession, drug law, liquor law; Referrals: weapons possession, drug law, liquor law.

PROCEDURES FOR REPORTING EMERGENCIES AND/OR CRIMES

Students and employees should notify the Campus Security Reporting Office of any criminal incidents if violence is involved, dial 911 and summon the local police immediately. The School will assist the victim in any way possible.

Students residing in rooms at Taliesin or Taliesin West should lock their doors from the inside whenever they are in their rooms. Locks on the outside of the doors are optional and available from Facilities on request. The men and women’s locker rooms at Taliesin West have keypad locks – students are encouraged to keep their valuables in these areas. Students residing in the tents or shelters at Taliesin West do so at their own risk; each student will have his/her cell phone on hand at all times in case of emergency. Students are advised not to store valuables in their tents/shelters.

Any victim of a crime of violence is encouraged to access professional assistance via counselors or pastoral professionals. All crime reports are considered confidential. The Office of Student Services will help you with this if requested.

Students entering the School are advised of the Campus Crime Policies upon arrival; information is also contained within the Student Handbook. Students enter the School in June or October each year; an Orientation Program is provided shortly after arrival. Any student may access information regarding crime reports from the Scottsdale Police Department or the Spring Green Police Department.

The Student Satisfaction System provides students with the means to file a complaint or appeal a disciplinary decision. In the case of an accuser and accused relating to a sex offense, each has the right to be notified of the outcome of a disciplinary proceeding and each has the right to have others present at the hearing.

CONDUCT, RIGHTS & RESPONSIBILITIES, SANCTIONS

Community life at Taliesin and Taliesin West depends upon the commitment of each member of the community to honor our campuses with a sense of responsibility for oneself and to others. This commitment is an unwritten agreement to act with honesty, integrity, and respect for both the campus and one another. Upon signing the Enrollment Agreement or, in the case of spouse/partners, the Housing Agreement, each person confirms his/her
HONORING THE CAMPUS AND COMMUNITY

1. The Frank Lloyd Wright School of Architecture (the School) prohibits students from having pets on campus. Exceptions to this rule may be requested by spouses/partners assigned to appropriate housing, and by students having documentation supporting the need to have a Service Animal. Students wishing to bring pets to campus must first receive permission and be housed in appropriate dwellings – away from others who may have allergies. No pets whatsoever may be housed in the Taliesin West desert tents or shelters. Permission must be sought and if appropriate, given PRIOR to a student’s entry into the school. The School reserves the right to require a pet owner to remove his/her pet from either campus due to disruptive, aggressive, or destructive behavior, regardless of its status as a pet or Service Animal. (see: Pet Policy)

2. Each person will respect the need to park his/her vehicle in the appropriate areas assigned. During the “high season” in Arizona, such parking assignments may change to relieve pressure on the main parking areas. No student vehicles are to be parked in the desert areas. (see: Parking Policy)

3. Smoking is allowed only in designated areas – the Taliesin West pool and the parking lot at Hillside. (see: Smoking Policy)

4. Preserve the campus environments by using recycle bins and trashcans and picking up after those who do not.

5. All weapons are prohibited. (see: Weapons Policy)

STUDENT RIGHTS AND RESPONSIBILITIES

The community is one in which individuals accept their obligations to others and to the environment. Both on- and off-campus conduct should demonstrate concern for the health, safety, and welfare of community members and reflect students’ fitness to be a member of the local community. All areas of the campus should be treated with respect.

Nearly all of the student rights are encompassed in two basic tenants: the right to an education and the right to fair and reasonable treatment by other members of the community.

In particular:

1. Every student has the right to receive instruction and guidance consistent with the aims of the course he/she is taking. The instructors have the responsibility to determine the methods of instruction suited to the course and to maintain conditions in the classroom that are conducive to the learning process.

2. A student should be free to take reasonable exception to the materials and views offered in any course, but may not impede the progress of instruction. The student is responsible for learning the content and skills required by any course.

3. A student’s course evaluation and grade should be determined only by academic achievement consistent with the aims and content of that course. At the beginning of the course, the instructor should make known the factors that will be considered in evaluating a student’s performance such as: class attendance, class participation, portfolio, projects, papers, and any examinations.

4. The student has the right to participate in any student organizations on- or off-campus.

5. The student has the right to use the educational resources of the School in accordance with the rules concerning their use.

6. Each student has the right to apply for financial aid.

7. Each student has the right to fair and reasonable treatment by other members of the community. Each member has the responsibility to treat others in a manner that does not interfere with others’ rights.

8. The School is committed to providing access and resources to students with disabilities. Such students have all rights and responsibilities explicit to all other students. Students with disabilities have the right to access of resources and reasonable accommodations under Arizona State Statute 504.

DIVERSITY

In keeping with its long-standing traditions and policies, the Frank Lloyd Wright School of Architecture considers students, employees, applicants for admission or employment, and those seeking access to school programs on the basis of individual merit. Exposure to broad range of perspectives, experiences, and outlooks, in an environment that inspires discovery, innovation, and collaboration is key to cultivating both breadth and depth in intellectual knowledge. The school does not discriminate on the basis of, and seeks to foster a culture of inclusion regardless of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, status as an individual with a disability, protected veteran status, genetic information, or other protected classes under the law.

NON-DISCRIMINATION POLICY

The Frank Lloyd Wright School of Architecture is committed to equal opportunity for its students and applicants for admission, without discrimination on the basis of race, color, creed, national and ethnic origin, sex or sexual orientation, age, disability, marital or parental status, status with respect to public assistance or veteran’s status. This policy applies to the administration of the School’s educational policies, financial aid program, or any other programs made available to students. The Office of Student Services is available to discuss and investigate matters concerning discrimination.

RULES OF CONDUCT

The School expects all members of its community to act reasonably, maturely, and appropriately at all times, both on- and off-campus. The School claims off-campus jurisdiction when enforcing its disciplinary policy. Students may be accountable to both civil authorities and the School of acts that violate the law, or rules and policies outlined in the Handbook. Disciplinary action will normally proceed during the pending period of criminal proceedings and will not be subject to challenge on grounds that criminal charges involving the same incident have been dismissed or reduced. The following actions and/or violations constitute behavior misconduct for which students may be penalized:

1. Actions that violate the human rights of any student member of the School community; use of or threatened use of physical force or violence to restrict the freedom of action or movement of another; or the endangerment of the physical health, psychological health, or safety of any person, including oneself.

2. Conduct, on- or off-campus, that is detrimental to the good of the School or that discredits the School. Such off-campus conduct includes but is not limited to: violent or aggressive behavior toward others; activities that are disruptive to the community and violate laws; falsifying documents such as transcripts, evaluations, or agreements; and/or damaging property. Such conduct on campus includes, but is not limited to, behavior or language disrespectful of School staff, residents, or students.
3. Academic dishonesty.

4. Unauthorized taking or possession of School property or services, and/or the property or services of others, or failure to return borrowed equipment or materials.

5. Intentional damage to or destruction of property and/or the property of others on School grounds (including vandalism or tampering with fire alarms or extinguishers).

6. Undergo possession and/or consumption of alcohol, consumption of alcoholic beverages during classes or in violation of the stated Studio Policy, excessive consumption of alcoholic beverages that result in irresponsible behavior, or continued excessive drinking.

7. Possession, use, or trafficking of illegal drugs and/or drug paraphernalia.

8. Possession or use of explosives, fireworks, firearms, knives with blades exceeding five inches, ammunition or other dangerous weapons or materials on School property.

**SANCTIONS**

The scope of disciplinary penalties that may be imposed on any student found responsible for violating these rules may include:

1. Paying monetary fines/reimbursing for damages.

2. Written warning or On Notice sanction with a specific deadline for returning to Good Standing status.

3. Probation (student forfeits all scholarships and financial aid).

4. Mandatory counseling and/or assessments.

5. Suspension (student forfeits all refund opportunities).

6. Termination of Enrollment (student forfeits all refund opportunities).

Other sanctions may include required attendance of workshops or seminars, surrender of personal property, or other sanctions dictated by the circumstances of the offense.

**DISCIPLINARY PROCEDURE**

The Director of Admissions & Student Services, the Residence Life Coordinator, and a Faculty Representative are responsible for responding to violations to the Rules of Conduct. For any conduct related to academic integrity, the Faculty Chair and Faculty will respond.

The respective School administrator will:

1. Contact persons involved to determine whether there is cause to conduct an investigation.

2. Practice due process and due diligence when evaluating all information.

3. Decide to investigate further based on the information collected or issue a sanction.

4. Allow the student to appeal the sanction in writing to the Dean within 15 days of receiving the sanction. The Student Satisfaction System will then be in effect.

**CONTROLLED SUBSTANCES**

As an institution of higher education, the Frank Lloyd Wright School of Architecture has responded to the 1989 Amendments to the Drug Free Schools and Communities Act by establishing a policy to provide a healthy, safe, and secure living and learning environment that is free of drug and alcohol abuse. The use of alcohol by minors or the unlawful manufacture, distribution, dispensation, possession, or use of controlled substances is absolutely prohibited at Taliesin West and Taliesin or as any part of any of the School’s activities. Violations of this policy will result in disciplinary action, up to and including Termination of Enrollment, and may have legal consequences consistent with local, state, and federal laws. [see: Drug-Free School Policy]

**DRESS CODE**

Taliesin and Taliesin West are designated National Historic Landmarks and require constant maintenance and restoration. Both campuses have active and popular tour programs that help defray these costs. The campuses are open to the public for tours seven days a week during regular business hours for guided tours. Taliesin West also features occasional "night events" wherein businesses host guests in the public areas on the property, often featuring catered dinners or musical events. Students and residents are keenly aware that the public perception of the School and community is based upon each visitor's experience - both visually and in contact with Taliesin residents. One rude encounter or bad impression can often spoil an experience. A welcoming attitude, polite behavior, professional appearance and provision of assistance is always appropriate and expected.

The nature of the learning programs at the School requires students to participate in activities for which a wide variety of apparel is appropriate. Among these are building construction, formal evenings, and professional presentations. Safety and health should be the first considerations for apparel choices for all students. When not on construction or maintenance assignment, students are free to dress informally during the day. However, students must be ready to meet the public, give tours, or represent the School with little or no notice. Dress should align to basic societal norms. Clothing which may be reasonably considered provocative or revealing is not allowed on premises between the hours of 6pm to 6am, or during official evening functions. Examples include form-fitting or revealing legwear, shorts and skirts of a short length (micro-minis and hot-pants as an example), and revealing tops.

Suggested attire (depending upon the season): men: slacks, shirts (no ties required); women: slacks, shirts, skirts. Jeans (clean and not torn) and T-shirts may also be worn. Footwear should be appropriate to season, keeping in mind the environmental dangers of each campus. Appropriate work boots should be worn during maintenance times and in Construction classes. On Saturdays and during maintenance time, jeans and work clothes are always appropriate. When meeting clients as part of Architectural Practice, either on campus or off, slacks, shirts, sport jackets for men; pant suits, skirts, blouses/dresses for women.

Living at the campuses implies more than a simple existence of living in the desert of Arizona or countryside of Wisconsin. Enrolling in the learning program at the School includes acceptance of a role in the community. In certain instances, that community asserts certain requirements, such as formal wear for Taliesin Evenings: “black tie” or “business attire” is appropriate for these occasions. Holiday meals (Thanksgiving, Christmas, Easter) call for “business attire.”

Students may be offered the opportunity to represent the School or participate with professional architects in presentations to clients or to attend public events. Students should always be mindful of how attire affects the image that they present of themselves, the School, and other professionals.

**DRUG-FREE SCHOOL POLICY**

No institution of higher education shall be eligible to receive funds or any other form
of financial assistance under any federal program, including any federally funded or
 guaranteed loan program, unless it has adopted and has implemented a program to prevent
 the use of illicit drugs and the abuse of alcohol by students and employees. Federal law
 requires the annual distribution of the following information to students and employees:

**Prohibition**

It is the goal and policy of the Frank Lloyd Wright School of Architecture (the School) to
 provide a drug-free environment for all students and employees. To achieve this goal and to
 comply with federal law, the School prohibits the unlawful sale, manufacture, distribution,
 dispensation, possession, and use of controlled substance on its property or as part of any of
 its activities.

Every student and employee must abide by the terms of this statement, abide by the
 applicable policies of the School, and abide by local, state, and federal laws regarding the
 unlawful possession or distribution of illicit drugs and alcohol.

Students and employees are subject to all applicable drug and alcohol policies, including
 policies set forth in the Foundation’s Employee Handbook and the School’s Student
 Handbook.

**Sanctions**

Sanctions under federal and state law for the unlawful possession or distribution of illicit
 drugs and alcohol are set forth in the following chart.

Sanctions will be imposed on any student who violates a School or Foundation drug and
 alcohol policy. These sanctions may include Suspension or Termination of Enrollment, and
 may also include the requirement that the student participate in a drug education program.
 Sanctions will be imposed on an employee who violates Foundation drug or alcohol policy.
 Sanctions may include progressive discipline, termination of employment, or participation
 in a drug education program.

**FOUNDATION VEHICLE USE**

Vehicles owned by the Frank Lloyd Wright Foundation or the Frank Lloyd Wright School of
 Architecture are for business or construction use only, and must be used in compliance
 with the Foundation’s Vehicle Use Policy, which can be obtained from the Human Resources
 Director.

**GUESTS (STUDENT GUESTS)**

The School has a long history of hospitality in which students may partake. Subject to
 availability, students are welcome to invite guests to stay in the guest rooms at either
 campus, after consulting with their advisor. Any student guest must complete the Foundation
 Guest Housing Agreement in advance of lodging at either campus. Please initiate all guest
 requests with the Residence Life Manager. Students considering hosting guests in the guest
 rooms must consult the Guest Coordinator for dates and availability of accommodations
 and make a request well in advance of the expected visit. Rates for use of these rooms are
 posted and may be changed from time to time. Please refer to the Guest Coordinator for
 current rates.

Note: Guest rooms at Taliesin West and Taliesin are very limited; preference is given to
 scholars and visiting faculty, and rooms are booked well in advance. Plan accordingly.

Additionally, students may host guests in their own sleeping spaces or vacant tents/shelters
 at Taliesin West at reduced rates. Permission must be requested from student advisors at
 least 10 days in advance. Such accommodations are subject to the following limitations:

Duration of visit is limited by three factors: (a) continuation of the quality of work by
 the host student as assessed by the Education Office via faculty feedback; (b) no inconve-
 nience to the host student’s residential neighbors, and (c) Student guest privileges may be
 suspended due to disciplinary action or other sanctions.

The School takes no responsibility for the personal safety or possessions of guests during
 their stay at either campus. A minimum 48 hour advance notice is required to allow
 for proper food planning. Payment of all guest fees or costs incurred by the guest is the
 sole responsibility of the host student. Failure to remit the fees required will delay
 issuance of any School certificates of enrollment (in the case of loans), transcripts
 and/or a diploma, until the debt is paid.

Students may also host non-overnight guests for meals by signing up and paying the guest
 meal fee at least one day in advance. Meal fees and procedures for payment are adjusted
 as needed and are communicated in a timely manner as applicable. Requests for guests to
 remain onsite longer than 10 days require authorization from the Frank Lloyd Wright
 Foundation.

**MIGRATION**

One of the hallmarks of the Frank Lloyd Wright School of Architecture is its location on two
 campuses separated by almost 2,000 miles. Twice a year students migrate between the
two. This migration enables students to see something of the United States en route and
 to experience the distinct environments of the Iowa, Wisconsin River valley and the Sonoran
 Desert.

Students are responsible for participating in cleaning and preparing all spaces that they
 use individually, such as their sleeping spaces, and collectively, such as the Drafting Studio,
 immediately prior to migration and upon arrival at the other campus. Likewise, they are
 expected to observe all necessary repair work to be done to the spaces so that these
 can be added to the maintenance during the off-season. Report all needed repairs to the
 Residence Life Manager.

All students are expected to migrate between the two campuses. However, learning opportu-
 nities may arise that, in the view of the School, are especially advantageous to an individual
 student’s learning program and that keep the student at one campus past the end of the
 term. In such situations, subject to the agreement of the student and the approval of the
 Review Committee, a student may be asked to remain at one campus or the other for
 extended periods.

A student may request permission to stay at the Arizona or Wisconsin campuses beyond the
 official migration schedule through submission of an Independent Study Plan proposal to
 the Education Office, upon completion of one year in the program. (See: Attendance policy)

**NON-DISCRIMINATION**

The Frank Lloyd Wright School of Architecture is committed to equal opportunity for its
 students and applicants for admission, without discrimination on the basis of race, color,
 creed, national and ethnic origin, sex or sexual orientation, age, disability, marital or
 parental status, status with respect to public assistance or veteran’s status. This policy applies
 to the administration of the School’s educational policies, financial aid program, or any
 other programs made available to students. The Office of Student Services is available to
 discuss and investigate matters concerning discrimination.

**PERSONAL PROPERTY**
Because of the encroaching city population, Taliesin West is more vulnerable to vandalism and theft than ever before. Some desert dwellings are in remote areas and are difficult to secure. Care must be taken by each student to have safe storage for valuables; neither the School nor the Foundation shall be liable for students’ lost or stolen property. The locker rooms have limited lockable spaces. Each student, and spouse if applicable, is encouraged to purchase renters insurance for his/her valuables: computer, tools, and other personal items.

PETS

Students are not allowed to bring dogs or cats with them to Taliesin or Taliesin West.

Students citing a special need for a certified Service Animal may request permission to bring their animal with them to either campus after submitting the required documentation, certified by an appropriate medical professional. Approval will be pending appropriate housing availability, but is not guaranteed. Strict rules apply and a security deposit is required.

The Residence Life Manager handles all requests of this nature; such requests must be made 30 days in advance of the start of a term in Wisconsin or Arizona.

Any student bringing a pet onto campus without permission will be given 24 hours to remove the pet; failure to do so may result in consequences up to and including termination of enrollment.

REIMBURSEMENT FOR OFFICIAL SCHOOL BUSINESS

From time to time a student may be asked to represent the School at locations away from the campuses. In such circumstances, the student may request a cash advance for expenses or use his/her own credit card and be reimbursed for those expenses. In either case a form called a “petty” must be completed, detailing the business expenses to be reimbursed. It must be signed by the student and the member of the School or other Foundation management authorizing the spending and delivered to the Foundation Finance Department.

RESIDENCE

Except for approved Study Trips and professional internships, all students must reside in School-approved housing while enrolled in a degree program. Selection of sleeping spaces at each campus is generally made on the basis of student seniority. Sleeping spaces may be traded by students upon mutual agreement. The Residence Life Manager or the living arrangements coordinator at each campus must be informed of any trades. Students with special needs may request specific accommodation to their needs. The request should be made to the Director of Admissions & Student Services well in advance of the start of term.

SENIORITY (STUDENT)

Housing, locker room, seasonal maintenance, and desk selections are generally made according to student seniority. Seniority is determined at the beginning of each season for the incoming student class. Housing, locker room, desk, and maintenance selections are subject to approval and/or adjustment by the Residence Life Manager.

Students absent from the School for one year or more will begin with a new seniority status based upon the new entry date in relation to housing, desk space, and maintenance selections.

SEXUAL HARASSMENT

The Frank Lloyd Wright School of Architecture (the School) has a policy of maintaining a harassment-free environment for all students and employees. In keeping with this commitment, the School will not tolerate unlawful harassment, including sexual harassment, of any student or employee by anyone, including any student, supervisor, coworker, or third party who unlawfully interferes with an individual’s work or educational performance or unlawfully creates an intimidating, hostile, or offensive working, learning, or residential environment. THE SCHOOL WILL NOT TOLERATE HARASSMENT OF ANY TYPE.

Harassment can take many forms including (but not limited to) sexual, discriminatory, verbal, or emotional abuse. Harassment consists of unwelcome conduct, whether oral or written communication, physical or visual, based on a person’s sex, ethnicity, color, national origin, religion, age, or disability. Harassment can consist of a single serious incident or a series of lesser-unwanted incidents. It may include offensive physical actions, derogatory remarks, epithets, offensive jokes, the display or circulation of offensive printed or visual material including electronic communications such as fax transmissions, e-mail, instant messages, or text messages.

Sexual harassment deserves special mention. The following conduct shall constitute a violation of this policy:

1. Making sexual advances or requesting sexual favors if submission to, or rejections of, such conduct is the implicit or explicit basis for imposing or granting terms and conditions of employment or education at the School;

2. Making sexual advances, requesting sexual favors, or otherwise discriminating on the basis of gender in a manner that unlawfully creates an intimidating, hostile, or offensive working, learning, or residential environment at the School or otherwise unlawfully interferes with an individual’s work or educational experience;

3. Engaging in any sexual contact against a person who has not given consent or committing any act of sexual assault, public sexual indecency, or sexual abuse against a person who has not given consent, if the act is committed on School property or in connection with any School-sponsored event or activity;

4. Acting, recommending action, or refusing to take action in a supervisory position in return for sexual favors, or as a reprisal against a person who has rejected, reported, filed a complaint regarding, or been the object of sexual harassment; or

5. Disregarding, failing to investigate, or delaying investigation of allegations of sexual harassment to the extent that action, reporting, or investigation is appropriate or required by one’s supervisory position.

Confidentiality

The School will protect the confidentiality of the identities of and statements made by parties and witnesses involved in a discrimination or harassment report or complaint to the extent permitted by law and to the extent that continued protection does not interfere with the School’s ability to investigate allegations of misconduct brought to its attention and to take corrective action. All documentation and reports received and/or developed as part of the report/complaint process, including investigative reports, are considered confidential unless otherwise noted in this policy.

Amorous Relationships

In recognition of privacy and free association interests, School policy does not prohibit fully consensual amorous relationships. However, even an apparently consensual amorous relationship may lead to or result in sexual harassment or other breaches or violations of professional responsibility and obligations, particularly if one of the individuals in
the relationship has a professional responsibility toward or is in a position of authority (instruction, advisement, or supervision) with respect to the other individual. When a power difference exists, it may be difficult to avoid the appearance of favoritism or to assure a truly consensual relationship. In order to avoid these risks, every individual in a position of authority, whether it be academic or employment, should take great care not to abuse that power in personal relationships. If an individual with such authority becomes involved in such a relationship, that individual must remove himself or herself from any participation in recommendations or decisions affecting the other individual’s work or educational environment and must inform their direct supervisor. The supervisor informed of the amorous relationship will submit a written statement to the Human Resources Director for placement in the personnel file identifying the person(s) responsible for recommendations and/or decisions affecting the work or educational environment of the other person involved in the relationship.

Violations of Law

Employees and students may be accountable for sexual and/or unlawful harassment under applicable local, state, and federal law as well as under School policy. Disciplinary action by the School may proceed while criminal proceedings are pending and will not be subject to challenge on the ground that criminal charges involving the same incident have been dismissed or reduced.

Procedures

All students and employees of the School bear responsibility for helping to enforce this policy against harassment. Any student or employee who believes he or she has been the object of prohibited harassment or who witnessed such harassment must immediately notify his or her supervisor or a student, a faculty member, The Director of Students Services, or the Dean, to initiate prompt and appropriate investigation and remedy. If the supervisor or a faculty member is responsible for the alleged harassment or reporting the situation to the supervisor or a faculty member fails to remedy the situation, the student or employee must immediately report complaints of harassment to the Human Resources Director. Students may use the grievance procedures found in the Student Satisfaction System policy. The School and Foundation will not tolerate retaliation against persons who report or charge harassment or against those who testify, assist, or participate in any investigation, proceeding, or hearing involving a complaint of harassment.

SHOP RULES

Shop Rules will be discussed during Orientation at the beginning of each season and will be posted in the shop area. Disregarding shop rules may result in suspension of shop use privileges.

SMOKING

Smoking is permitted only in the designated EXTERIOR areas of Taliesin or Taliesin West. There are two designated areas for smoking on the Taliesin estate; behind the Hillside Studio and in the Orchard Parking Area at the Taliesin Residence. Smokers are responsible for the proper disposal of cigarettes. Smoking on the Estate is strongly discouraged and not allowed inside of any of the buildings. The designated smoking area of Taliesin West is located in the pool area. Note that the desert in Arizona is a particularly fire-sensitive landscape. Smokers are expected to take particular care to extinguish their smoking materials and to dispose of the butts in the safe container located at the pool. Extinguishing smoking materials on the ground is absolutely prohibited. Additionally, open flames whether interior or exterior pose a threat to the buildings. The person who is responsible for lighting the fire, candles, etc. is responsible for maintaining and extinguishing the flame. Candles and incense should be avoided in the residential rooms.

SPouse/partner housing procedure

School housing for couples is provided based upon availability of space. Student spouses or partners are charged $700.00 per month, comprising the housing fee of $450.00 and the meal fee of $250.00. A $100.00 deposit is required, and is refunded upon satisfactory occupancy closeout inspection with the Residence Life Manager (RLM). Initiate all couple housing requests with the RLM.

In Arizona, available couple housing is identified by the RLM in cooperation with the Facilities Department. In Wisconsin, the RLM confirms habitable spaces with the Taliesin Estate Manager. The RLM works with the Taliesin West Office Manager to prepare housing agreements for student spouses or partners. Both the student and the student’s spouse or partner must sign the housing agreement and are mutually responsible for all terms of the agreement. The couple, along with the RLM, completes an initial assessment of the apartment or cottage, as well as a closing assessment of the space. Loss of deposit and additional charges may apply for damage caused to the dwelling while inhabited by the spouse/partner and the student.

Spouses/partners may be eligible to receive reductions in the cost of housing by performing approved work for the Foundation. The approval process includes the following steps:

1. Spouse/partner consults the RLM to determine available work for rental credit positions. These are positions that would not otherwise be available to students for work/study, or have not been selected by students for work/study.

2. After identifying potential work opportunities, the spouse/partner speaks with the supervisor(s) of the position(s) and confirms via e-mail the nature and hours of the work assignment. If approved by the supervisor, the spouse/partner forwards the approval to the RLM and the Finance Department as confirmation that he or she will begin working for rental credit.

3. The spouse/partner completes weekly timesheets on the template provided by the RLM, and submits the timesheets signed by the supervisor to the Finance Department on the 25th of each month. An electronic copy of the monthly timesheet is provided by the spouse/partner to the RLM.

4. The Finance Department provides a monthly rental statement to the spouse/partner and the RLM.

The terms of the program are: $10.00 per hour deducted directly from the spouse/partner’s monthly rent. In the event a spouse/partner is injured while performing work for rental credit, the Foundation’s workers’ compensation insurance will apply.

The spouse/partner and the student are responsible for all rental and meal charges. The School highly encourages spouses/partners and students to review monthly rental statements to ensure that all fees are paid. The student will be responsible for any remaining charges prior to receiving his or her degree.

STUDENT SATISFACTION SYSTEM

This is a system for resolving School- and work-related problems through a progressively upward series of steps. It allows direct problem-solving communication between the student and others with emphasis placed on solving the problem. To initiate the Student Satisfaction System, please make your request in writing and submit it to the Director of Admissions & Student Services. Within 24 hours of the submittal, you will meet with the Director of Admissions & Student Services and discuss the matter and it will proceed as follows:

1. Advisor or Faculty Mentor– You should discuss the issue with your advisor and express clearly what you would like to happen. Your advisor/mentor will try to
resolve the issue and/or respond to you with a decision, including its justification, within a reasonable period of time. If you are not satisfied with the decision, tell your advisor/mentor and ask for an appointment with the Dean.

2. Dean – You have the option to meet with the Dean alone or with your advisor. At this meeting you should tell the Dean what you discussed with your advisor, why you do not agree with that decision, and what you feel would be a good resolution. The Dean is to respond to you within a reasonable period of time. If you are not satisfied with the Dean’s decision, you should tell him or her, and he or she will schedule an appointment for you with the appropriate person; the Chairperson of the School Board for School-related issues or the Human Resources Director if the matter involves a Foundation employee.

3. HR Director (for issues involving a Foundation employee) – You should review the discussions that occurred with your advisor and Dean, and why you do not agree with their decisions. The HR Director is to respond to you within a reasonable period of time. If you are not satisfied with the decision of the HR Director, continue to the next step in the grievance process.

4. School Board Chairperson – If you are not satisfied with the decision of the Dean or the HR Director, you may discuss the problem with the Chairperson of the School Board. This person will review the problem with you, your advisor, the Dean, and the HR Director if applicable. The School Board Chairperson may take the matter to the full School Board if warranted. The Chairperson will then respond with a recommendation and justification to both you and the others within a reasonable period of time. Within a reasonable period of time, the School Board Chairperson will inform you, the advisor, the Dean, and the HR Director when applicable of the final decision and the rationale behind it.

5. Per A.R.S. § 32-3032, if your complaint cannot be resolved after exhausting the School’s grievance procedures, you may file a complaint with the Arizona State Board for Private Postsecondary Education. You must contact the State Board for further details. The State Board address is: 1440 W. Washington, Room 260, Phoenix AZ 85007. Phone: 602-542-5709. Website: http://www.azpse.gov

USE OF CAMPUS TECHNOLOGY

COMPUTER POLICY & IT SUPPORT

Students are expected to use computers in a wide variety of ways, including computer-aided design. Each student is expected to provide his/her own notebook computer and required software (see Prior to Arrival Section for requirements). Additionally, the School may provide certain computers and peripheral equipment, such as printers, plotters, projectors, and others, for use by students. In addition to respecting the ownership of this equipment and treating it with respect, the School requires each student to abide by the following policies.

Hardware

In the event that a student willfully or carelessly damages School- or Foundation-owned equipment, he/she may be required to cover the cost or replacement of the damaged hardware. The School, the Frank Lloyd Wright Foundation, its subsidiaries, and various associated organizations such as independent architectural practices own computers that students may use for various projects. Students may only use School-owned computers for School-related work.

Software Copyrights

By law, most software packages may not be copied for use on multiple personal computers.

It is the policy of the School to abide by all federal copyright laws with regard to computer software. The law is clear. Reproducing protected computer software without authorization violates the U.S. Copyright Law. It may be a federal offense (Title 17 U.S. Code). Under no circumstances may any student load any software, regardless of how it was obtained, on any School owned computer. Additionally, no student may copy School-owned software from any source for any reason. If there is any question with regard to the purchase, installation, and use of any software please contact the Information Technology Manager.

Copyright restrictions, permission required: Prior written authorization from the IT Staff is required before introducing any software into the Foundation network. Any software or other material downloaded onto School computers may be used only in ways consistent with the licenses and copyrights of the vendors, authors, or owners of the material.

Internet Usage

The School provides Internet access (including e-mail) to students to facilitate their education. All materials, information, and software created, transmitted, downloaded, or stored on the institution’s servers are the property of the School and may be accessed by authorized personnel.

Inappropriate Internet use includes, but is not limited to:

1. Use of the Internet connection to perform any act that may be construed as illegal or unethical, including attempting to gain unauthorized access to the network.

2. Engaging in activities that relate to material involving the sexual exploitation of minors as defined by Federal Code Title 18, Part I, Chapter 110. Sexual Exploitation and other abuse of children or other criminal acts.

3. Transmitting, displaying, downloading, or distributing obscene, harassing, offensive, sexually explicit, racially offensive, discriminatory, or unprofessional materials or messages.

4. Transmitting any confidential or proprietary information, including customer data, trade secrets, or other materials belonging to the School or the Frank Lloyd Wright Foundation.

To ensure the best overall network performance, the School reserves the right to monitor network traffic. If, in the course of monitoring network traffic, information that may have adverse legal implications for the School or the Foundation is discovered, it will be reported. The School will make all efforts to ensure security of email communications, acknowledging that the Internet is not an absolutely secure domain.

No representation: Only authorized individuals may communicate on the Internet on behalf of the School or Foundation. Students may not express opinions or personal views that could be misconstrued as those of the School or Foundation. Students may not identify themselves on the Internet as representatives of the School or Foundation unless required as part of their assigned duties.

Technology Support

Internet support services are provided to students at no cost. IT Staff determines if a technology service call can be addressed by staff or requires outside fee-for-service assistance or hardware replacement. If outside assistance or new hardware is required, the IT Staff is available to help students find the resources. The School is responsible only for maintaining School equipment.

Violation of this policy
1. Students are expected to notify IT Staff or School administration, as appropriate, of intentional or unintentional breaches in access and data security of which they become aware (including malicious tampering, virus infection, spyware, phishing, or “hacking”).

2. Students who violate the policy shall be subject to disciplinary action including written warnings, On Notice, Probation, Suspension, or Termination of Enrollment.

3. In addition, if a student’s conduct violates federal or state laws, the student may be subject to prosecution under such laws.

The School reserves the right to investigate suspected violations using all means available.

**WEAPONS POLICY**

Where applicable under state and local law, the possession, storage or use of firearms, explosives of any type (including fireworks), chemicals, or weapons of any sort is not permitted any place on campus. This includes hunting bows and arrows and hunting knives. Refusal to adhere to this policy is grounds for Suspension and/or Termination of Enrollment from the School.
Hillside Library above the assembly hall.

Pathway to the Prairie Shelters site
DESCRIPTIONS OF WEEKLY MAINTENANCE (JOYLIST) TASKS

Students and residents are expected to take seriously all levels of residence life. Taliesin is an active and historic community, living in some of the most significant Frank Lloyd Wright buildings in the world. Students and residents are encouraged to take daily ownership of their surroundings and show respect by keeping all spaces maintained and beautiful. Any questions concerning maintenance may be addressed to the Residence Life Manager. The RLM may make adjustments to the weekly “JoyList” based on performance, including providing a “free week” for excellent work, or repeating a weekly maintenance when poorly done.

Learning Opportunities of Community Maintenance Assignments:

- Resourcefulness, imagination, and creativity in problem solving
- Observation and understanding of people’s personalities (values, habits, tendencies, preferences and responses to design, etc.)
- Positives and negatives of existing design and layout in relation to time, place, and use
- Organization and efficiency of maintenance systems
- Development and refinement of cleaning and maintenance skills
- Development and refinement of communication skills
- Working with groups as partners and as clients
- Receiving and giving constructive criticism
- Self-discipline and sense of responsibility
- Working smarter not harder
- Taking pride in all personal and team work
- Community dynamics
- Understanding of self
- Service to others

TALIESIN WEST

DINING ROOM

Duration- Sunday through Saturday.

Time of day- After lunch and dinner.

Average time of task- 2 hours for thorough dining room cleaning and 15-20 minutes per day throughout the week.

Task Description- Dining room duties for the week begin on Sunday. Clean the tables and re-arrange them; students are encouraged to try different arrangements but must keep in mind that wheelchairs/scooters occasionally pass through the dining room. The dining room should be thoroughly vacuumed and flower arrangements created. Before lunch and dinner, the dining room maintenance crew is responsible for setting out pitchers of ice water. On fall and winter nights it is helpful to have candles on the tables for additional light. Tapers or tea lights are generally kept in stock. Fingerprint on the windows (interior) should be cleaned off as necessary.

The banquet counter-top is an aesthetic design opportunity and not for storage of the silverware tray and glasses. These items should be returned to the dish storage area when done setting the tables each time.

It is important to re-set the tables as soon as possible after each meal as this space is representative of community life at Taliesin West to hundreds of visitors each day. It should not be left until just before meals. This is important. If the duty cannot be completed because of class or field trips, the students or resident should arrange to have someone else complete the work. When resetting the places, the dining room maintenance crew should be aware of water, crumbs, or debris, and clean them up.

During the week, the dining room should be vacuumed as often as necessary (usually every few days) and the water in vases refreshed with removal of dead flowers. The other plants in the dining room require water every other day.

Regarding flowers: although bougainvillea and other garden plants are lovely, they often die quickly and need replacement every few days. If it is not possible to maintain the desert flowers, students and residents may purchase flowers from a local grocer as they are harder and last longer. For a cash advance to purchase flowers visit the Finance Office and request $23 to purchase the flowers and take the receipt back to Finance.

Mondays, Thursdays, and Saturdays the “Behind the Scenes” tour comes into the dining room for refreshments around 10:30 AM (the refreshments person starts setting up by 9:00 AM) so it is imperative the dining room be clean and presentable. If possible 3 or 4 tables should be left un-set so the person preparing for the tour can set up his or her own dishes. The refreshments person will re-set the tables used for the tour.

KITCHEN ASSISTANT

Duration- Lunch or dinner as assigned, M-Sat.

Time of Day- 10:30AM to 1:00 PM lunch, 4:30 PM- 7PM dinner. Consult with Chef for exact times and to make arrangements if you have a scheduling conflict.

Task description- For lunch and dinner preparation, take direction from the chef. Generally this includes cutting vegetables and fruit, preparing salads and breads, making desserts, and collaborative cooking with the chef as possible. Washing dishes as the meal is being prepared is helpful. The chef will give the assistant leave to eat in the dining room if desired. After eating, return to kitchen to aid in cleanup of pots and pans used to prepare the meal.

After meal cleanup entails clearing of food serving platters, pans, etc., storing (no glass containers), and marking of food (date and contents) after proper cooling, washing dishes left from meal preparation and serving (lunch); wash preparation dishes only for dinner. The chef will be clear about expectations of the kitchen assistant, which will vary. The kitchen is an environment requiring much flexibility and provides ample opportunity to the student for improving time management, trouble-shooting, and task prioritizing skills. Each student is encouraged to meet with the chef to discuss cooking interests and possibilities of menu offerings the student may like to partake in preparing.

EVENING CLEAN-UP

Duration- Once a week, M-Sat
<table>
<thead>
<tr>
<th>Time of Day</th>
<th>After dinner 7:00 PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average time of task</td>
<td>One to one and 1/2 hours</td>
</tr>
</tbody>
</table>

**Task Description:** Taking serving platters, pots, pans, or any dish (not glass) containing food to the kitchen. After cooling, place food in appropriate containers (no glass). Label with date and contents and place in walk-in cooler. Put away dishes on dish rack. Wash all dishes used in the serving of the meal. Clean all surfaces with disinfectant spray and wipe off the stove and/or grill. Wash out sinks. Sweep floor. Map floor M/W/F. Clean coffee and toaster areas, and turn off coffee maker. Leave dishes to dry overnight on drying rack. Take wet towels to storage area and place on rack to dry. Check that all equipment is turned off-stoves, fans, and lights.

### DISHWASHER

<table>
<thead>
<tr>
<th>Duration</th>
<th>Once/twice a week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time of day</td>
<td>After each meal</td>
</tr>
<tr>
<td>Average time of task</td>
<td>One and 1/2 hours</td>
</tr>
</tbody>
</table>

**Task Description:** In the morning, fill the dish tubs and silverware containers with soapy water. Wash the dishes and place in a rack to run through the sanitizer. To fill washer reservoir, close door and push “fill” switch until you see excess water flowing underneath washer. This indicates overflow and that reservoir is full. Only fill before first load of the day. Light will indicate when each cycle is complete. Allow dishes to air-dry as you fill more racks. Run the silverware through twice. Put away all dishes before leaving the dishwashing area. Use squeegee to clear excess water to drain. Clean food out of sinks and disposal. Refill water in silverware tray and sink after lunch.

### WEEKEND CLEAN-UP

<table>
<thead>
<tr>
<th>Duration</th>
<th>Once a week, Saturday or Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time of day</td>
<td>Coordinate with your team</td>
</tr>
<tr>
<td>Average time of task</td>
<td>Two to three hours</td>
</tr>
</tbody>
</table>

**Task Description:** There is a checklist provided in the kitchen. The important idea is that the kitchen is thoroughly cleaned. Items are lifted from all surfaces and surfaces are disinfected. All counters and stoves are cleaned. Grill and stove tops cleaned. Dry storage rack is cleaned and organized. All metal racks are cleaned and organized. Sinks and dishwashing area are cleaned. Walk-in refrigerator and small cart fridges are cleaned. Meat fridge cleaned. Dry storage area tidied and swept. Upper kitchen area tidied and sink cleaned. Floors swept and mopped.

### TALIESIN, WI

### DINING ROOM

<table>
<thead>
<tr>
<th>Duration</th>
<th>Starts on Saturday or Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time of day</td>
<td>After lunch and dinner M-Sat</td>
</tr>
</tbody>
</table>

**Task Description:** Average time of task - 2-4 hours for thorough dining room cleaning on Saturday or Sunday, and 15-20 minutes per day throughout the week.

- **Task Description:** 2 people meet to thoroughly clean the Dining room on Sunday. Fabrics are removed and replaced as needed. Floors are vacuumed. Tables are cleaned and sanitized. Dining room tables and chairs can be rearranged and new floral and candle arrangements created. Place glasses, silverware, and napkins on tables. Throughout the week maintain a general tidiness of the dining room, sweep as needed, remove dead flowers, clean tables, and set all place settings. It is important to complete this maintenance directly after lunch and dinner.

### KITCHEN ASSISTANT

<table>
<thead>
<tr>
<th>Duration</th>
<th>Lunch or dinner as assigned, M-Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time of Day</td>
<td>10:30AM to 1:00 PM/Lunch, 4:30 PM-7pm dinner. Consult with Chef for exact times and to make arrangements if you have a scheduling conflict.</td>
</tr>
</tbody>
</table>

**Task Description:** For lunch and dinner preparation, take direction from the chef. Generally this includes cutting vegetables and fruit, preparing salads and breads, making desserts, and collaborative cooking with the chef as possible. Washing dishes as the meal is being prepared is helpful. The chef will give the assistant leave to eat in the dining room if desired. After eating, return to kitchen to aid in cleanup of pots and pans used to prepare the meal.

After meal cleanup entails clearing of food serving platters, pans, etc., storing (no glass containers), and marking of food (date and contents) after proper cooling. After eating, return to kitchen to aid in cleanup of pots and pans used to prepare the meal.

### EVENING CLEAN-UP

<table>
<thead>
<tr>
<th>Duration</th>
<th>Once a week, M-Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time of Day</td>
<td>After dinner 7:00 PM</td>
</tr>
<tr>
<td>Average time of task</td>
<td>One to one and 1/2 hours</td>
</tr>
</tbody>
</table>

**Task Description:** Taking serving platters, pots, pans, or any dish (not glass) containing food to the kitchen. After cooling, place food in appropriate containers (no glass). Label with date and contents and place in walk-in cooler. Put away dishes on dish rack. Wash all dishes used in the serving of the meal. Clean all surfaces with disinfectant spray and wipe off the stove and/or grill. Wash out sinks. Sweep floor. Map floor M/W/F. Clean coffee and toaster areas, and turn off coffee maker. Leave dishes to dry overnight on drying rack. Take wet towels to storage area and place on rack to dry. Check that all equipment is turned off-stoves, fans, and lights.

### DISHWASHER

<table>
<thead>
<tr>
<th>Duration</th>
<th>Once/twice a week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time of day</td>
<td>After each meal</td>
</tr>
<tr>
<td>Average time of task</td>
<td>One and 1/2 hours</td>
</tr>
</tbody>
</table>

**Task Description:** Average time of task - 2-4 hours for thorough dining room cleaning on Saturday or Sunday, and 15-20 minutes per day throughout the week.
Task Description- Check in the morning that both switches are turned on, on the dishwasher. Look inside the dishwasher for silverware of stray items that may have fallen inside. Fill the sink and silverware containers with soapy water. After lunch and dinner place the dishes soaking in the sink in the racks and run through the dishwasher. Allow dishes to air dry as additional racks are filled with dirty dishes. Run the silverware through twice. Put away all dishes before leaving the dishwashing area. Use squeegee to clear excess water to drain. Clean food out of sinks and disposal. Refill water in silverware tray and sink after lunch and dinner.

TALIESIN AND TALIESIN WEST

FORMAL EVENING DUTIES

Design Crew (4 + volunteers to set up)

The Design Crew determines the theme of the evening. Two weeks before the Formal, the Design Crew meets with the Evening Coordinator (the RLU in Arizona, the Taliesin Events Coordinator in Wisconsin), the cook for the Evening, the Guest List Coordinator and the Head Server. If there is a dessert cook, this person should be present also. This meeting includes discussion of how many guests will be invited, ideas for the theme of the evening, the menu and locations for cocktails and dinner and entertainment. Periodically a member of Design Crew will check in with the Evening Coordinator to stay informed on the head count for the evening and any special considerations. The Design Crew creates the evening programs and nametags for the tables. They decorate the dining room and set up the tables including place settings and glasses, napkins, tablecloths, flowers, candles and any other lighting. If cocktails are to be served anywhere other than the usual location (the bar at both campuses), Design Crew must make arrangements with the Bartender several days in advance of the evening. The Design Crew is responsible for any set-up and clean-up not in the usual location. In the event that dinner will not be held in the dining room (WI) or Cabaret (AZ), Design Crew is responsible for locating necessary chairs and tables and setting up the dining area. Design Crew also prepares the entertainment space. In WI, the theater must be cleaned and flowers changed. In AZ, the pavilion must be cleaned. The Evening Coordinator will assist the Design Crew in undertaking these duties. There are many tasks for Design Crew to undertake in advance of Formal set-up:

- Check for clean linens and count out the appropriate amount (speak with the person whose seasonal maintenance is linens)
- Fold napkins
- Check all power supplies that may be used in preparing the dining area
- Locate any power strips, extension cords or light sources to be used
- Set up any electronic equipment used for entertainment and ensure that it works
- Make name cards and programs (always make a few extra in the event the guest list fluctuates, and it always does)
- Locate any extra tables or chairs that may be needed
- Clarify the time that tableware will be counted out and available, with the Head Server
- Determine all tasks, delegate responsibilities, and plan for extra help, if necessary with the Evening Coordinator
- It may be possible to prepare flowers the day before
- Locate candles and candle holders

The Design Crew is responsible for cleaning up any materials used in preparation for the Evening. For large and spread out Evenings, speak with the clean-up crew and discuss plans for assisting them in the clean-up.

Servers (4-6)

The Head Server meets with Design Crew two weeks in advance of the Evening. The Head Server is responsible for coordinating his or her serving crew. He or she clarifies the time for servers to meet in advance of the Formal to count out supplies, and the time to meet prior to serving. The Head Server informs the servers of serving pattern, which kitchen to serve from and clear to, and the order of items to be served. The Head Server also obtains the seating chart from Design Crew. Following is a list of duties for the servers to complete prior to the set-up of the dining area. These duties should be coordinated with Design Crew and done well in advance of actual set-up.

The Head Server will speak with the Evening Coordinator and determine the type and amount of tableware needed. Count out each item, allowing a few extra. This includes:

- salad plates or bowls
- dinner plates
- dessert plates
- bread plates or baskets
- butter plates
- wine glasses (spot clean)
- water glasses (spot clean)
- salad forks, dinner forks, dessert forks, knives, spoons (polish these)
- coffee cups and saucers (check with Evening Coordinator for placement for serving)
- creamers and sugar bowls (fill sugar bowls for tables)
- salt and pepper shakers (clean fill these)

*Check that each item is clean and undamaged. Place plates/bowls in location directed by Evening Coordinator. Inform Design Crew where glasses, table settings, sugar bowls and salt and peppershakers will be located for set-up.

At least 45 minutes before dinner, the servers will meet in the dining area to fill creamers and place on tables, fill bread plates or baskets and place on tables along with butter plates. Light the candles and fill the water glasses. Put salads on table if salads served separate from the meal. Determine which servers will be serving wine and which will be helping guests find their seats. The Head Server will reiterate the serving pattern.

Once the guests are seated, begin serving wine. Refill water as needed. Begin clearing salad plates when one table is completely finished. Do not clear while some at that table are still eating. Head Server will notify the cook that salads are being cleared. One server remains in the dish washing area, scraping plates and running them through the dishwasher. When all of the tables are cleared, the servers will meet at the food serving area. Serve one table fully before moving to the next. Serve from the left. When one table has completely finished, begin removing plates, taking from the right. (It may not always be possible to serve in this manner, so just do your best and don’t dump food on people). One server is cleaning dishes as before. When the tables are nearly cleared, the Head Server will begin to get the coffee cups prepared. Servers meet at the coffee serving area and take trays of coffee cups to the tables. When all the tables have received coffee, the servers may begin serving dessert. Servers also keep an eye on the room making sure the guests have what they need.

Evening Coordinator
If the responsibility of the Evening Coordinator to ensure that everyone knows what he or she is expected to do, and that the Evening runs smoothly. The Evening Coordinator will meet with Design Crew et al. two weeks before the Formal. The Evening Coordinator is the point person for the Guest List Coordinator, the Design Crew, the cook, the Head Server and the Beverage Guru. The Evening Coordinator will be responsible for the following:

- Informing Design Crew of necessary considerations and making alterations if necessary
- Keeping informed on the guest list and notifying Design Crew
- Ensuring that there are enough dishes in good condition for the servers
- Determining how much assistance the cook will need for serving and where serving will take place
- Making sure the bartenders and Beverage Guru have enough supplies
- Checks in with Design Crew and the Head Server that all tasks are being completed
- Aids in dining area set-up as necessary
- Communicates the number of tables determined by Design Crew to the cook and the Guest List Coordinator
- Make certain that everyone has reported on time to perform his or her duties
- Keep the cook informed of the timeline as the Evening proceeds
- Trouble shoot in the event of unforeseen circumstances (there are always unforeseen circumstances)

The Evening Coordinator’s main job is to help everyone to do the best possible at his or her jobs so that the Evening will run smoothly. The Evening Coordinator oversees all of the above listed jobs. In addition the E.C. will assist with each job as he or she is able. The E.C. will be the communication hub for everyone.

Beverage Guru (this may be the Head Server or the Evening Coordinator)

The Beverage Guru meets with the Evening Coordinator one week before the Formal to discuss beverages to be served and location for serving. The Beverage Guru completes the following duties:

- 3 days in advance of the Formal, check with the bartender to make sure wine has been purchased for dinner.
- 1 day before the Formal, locate the coffee serving area and check that coffee maker(s) and outlets work. Check these outlets again the day of the Formal. A note about WI: the breaker for the outlet in the coffee serving areas is tripped if anything other than the coffee maker is plugged in. If the fuse blows you will need to go to the basement to reset it.
- On the afternoon of the Formal check on the headcount for the Evening and set up the coffee maker. Check that the servers have placed all cups and saucers in serving area. Get trays for the servers to serve the coffee from.
- Discuss with the bartender (A2) how wine will be transported after cocktails to the dining area.
- In WI the morning of the Formal, place white wine in fridge to chill. At 5:30 uncork several bottles of white wine and several of red. Place the white wine in the deli fridge for the servers. Leave several white linen napkins for the servers to wrap around the wine bottles. The corkscrew should be left next to the un-opened wine in the event that the servers need to open more.
- At 6:30, turn on the coffee maker(s). Ask a server during dinner to check that the coffee is brewing and all is well. Prepare several ice water pitchers for the servers.

Cook (1 + 2 kitchen assistants)

The cook meets with Design Crew two weeks before the Formal to discuss the menu. The cook then meets with the Taleisin or Taleisin West Chef to determine items and quantities of food to order. The cook will be in contact with the Evening Coordinator (E.C.) throughout the planning process. The cook is responsible for the following:

- Determining how the prep. work of the meal will be delegated to the kitchen assistants. The cook must tell the assistants when to report to the kitchen.
- Inform the Evening Coordinator of how many servers will be needed to plate the meal, and clarify from where the meal will be served
- Inform the E.C. of the types of plates, tableware required.
- Prepare bread and butter for the servers and inform the Head Server of location of these items.
- Inform the E.C. of any issues arising in the kitchen, or if the timeline will be affected
- Keep the food hot. Do not transport food to the serving area until salads are being eaten.
- Make sure that the food is presented in a beautiful way and that the plates are clean.
- Plate dessert, or make sure dessert cook has done so.

The meal is one of the most important components of the evening. Therefore, the cook has the ability to alter the timeline if necessary. If dinner will not be ready as planned, then the guests will be held at cocktails. Keep in communication with the E.C.

The kitchen assistants report to the kitchen as directed by the cook. Assist cook as required.

- Wash dishes used to prepare the meal.
- Transport food to serving area if food is served somewhere other than the Kitchen.
- Prepare salads to be placed on tables.
- Help serve the food as instructed by the cook.
- Tidy the food serving area after serving is complete.

Clean-up Crew (3, or 2 + hired help)

The clean-up crew is responsible for cleaning the dining area and kitchens after the Formal. Design Crew will assist in cleaning areas used that are out of the ordinary. Clean-up Crew is responsible for the following:

- Clearing all dining tables and restoring dining room to pre-Evening condition.
- Shaking out linens and putting them in hampers.
- Washing and putting away all dishes left from dinner and in the main kitchen.
- In A2, wrap dishes in plastic, stacks of 10.
- Gathering all garbage and disposing of it.
- Sweeping and/or mopping of prep. areas as necessary.
- Returning candles, lights, coffee maker, etc. to correct places.

Seasonal Maintenance are also assigned to, or selected by students each season. These maintenances are described during orientation for new students.
Sketching at Taliesin West.

Taliesin West, Cabaret Theater (photo Aris Georges).
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