Due to Texas Tech University campus health concerns related to the COVID-19 pandemic, this course will be delivered fully online. Students will need to have access to a webcam and microphone for remote delivery of the class. Additionally, students will need to have access to Rhino and Photoshop to complete the required assignment.

ARCH3373 Environmental Analysis – Site Planning

College of Architecture – El Paso, Texas Tech University

Fall Semester, 2020

Instructor: Ersela Kripa, Assistant Professor
Office Hours: Mo/Wed 10:30 am -12:30pm, by appointment only
Class time: Mo/Wed 9:00 am - 10:20 am
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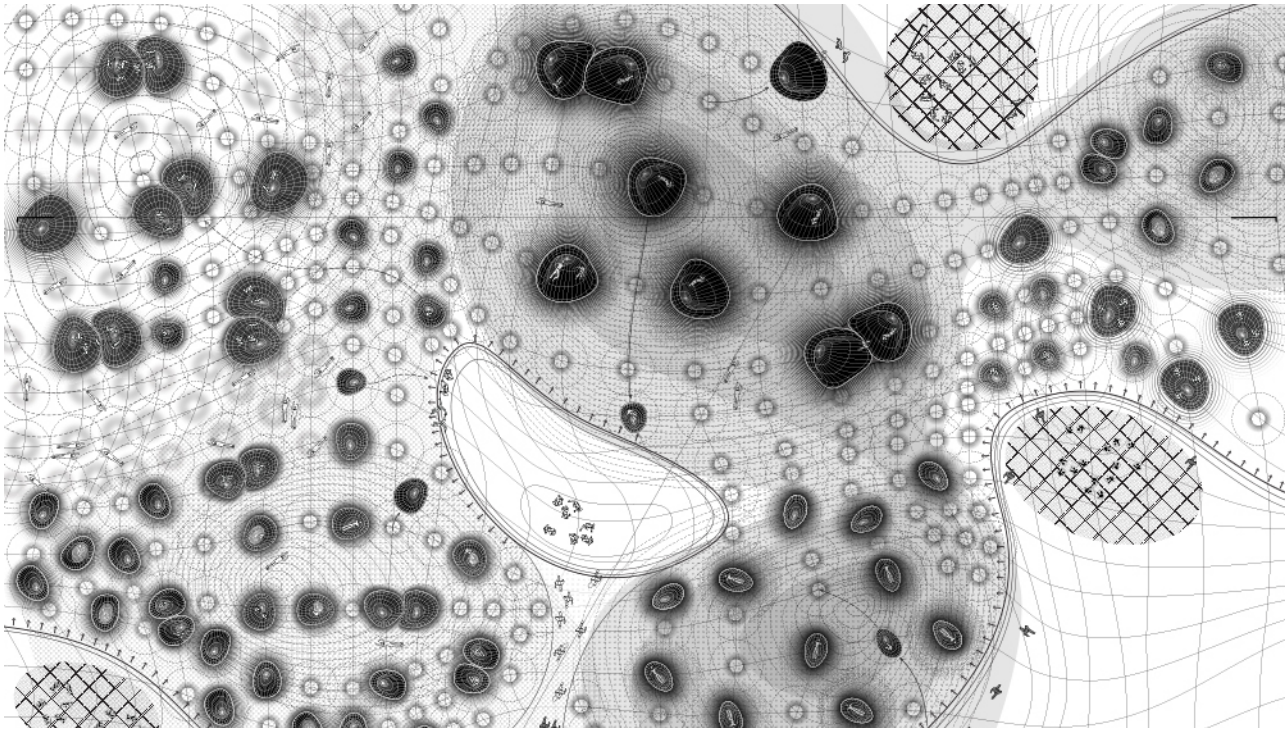

Course Catalog Description: Basic course to develop a working knowledge of the techniques and principles involved in site planning to provide optimum living and working environments.
Environmental analysis is the observation and quantification of the physical, biological and cultural assets and phenomena of a particular site. A context- sensitive approach to sustainable site planning and development recognizes inherent site problems or constraints, and capitalizes on inherent site assets, or opportunities.

Student Learning Objectives:

1. To expose the student to the site planning process, and to develop a working knowledge of this process as a comprehensive element of the total planning and design approach.
   Performance Requirements:
   a. Understanding and use of the planning and design process.
   b. Know and understand how to use the elements of research, analysis, and synthesis as they relate to the comprehensive design process
2. To provide the student with a knowledge of environmental and sustainability considerations necessary for the planning and design process.
   Performance Requirements:
   Utilizing the following in determining the optimum planning and design solution:
   a. Topography and orientation.
   b. Specific site considerations.
   c. Effects of geography, geology, hydrology, topography, sunlight, and wind.
   d. Effects of design and orientation on micro-climates.
   e. Control of elements of weather (wind, rain, snow, breeze, etc.) through design.
   f. Design aspects of site orientation to views, forms, and spaces.
3. To expose the student to, and provide a basic knowledge of the sociological and economic influences of planning.
   Performance Requirements:
   a. Knowledge and understanding of biological, psychological and demographic considerations.
   b. Knowledge and understanding of spatial aspects and effects of density.
4. To expose the student to, and provide a background understanding of the history of development of site planning.
   Performance Requirements:
   a. Knowledge and understanding of the history and theory of the site planning process.
   b. Knowledge and understanding of site planning development.

Student Performance Objectives:

1. To provide the student with orientation, and knowledge of maps and surveys to enable them to develop basic skills in their selection and use.
   Performance Requirements:
   a. Knowledge and understanding of the architectural use of various maps and surveys (presented in class).
   b. Knowledge and ability to use various types of maps and surveys.
   c. Know and understand the definitions related to maps and surveys presented.
   d. Knowledge and ability to use topographic symbols.
2. To expose the student to, and provide a basic understanding of the three-dimensional character of land.
   Performance Requirements:
   a. Knowledge and understanding of characteristics of contour manipulation.
   b. Understanding and ability to perform basic grading requirements associated with contour manipulation.
   c. Knowledge and the understanding of the relationship of new and existing topographic grades to vegetation, utilities, and architectural structures.
   d. Knowledge and ability to use the comparative factors of earthwork associated with slope and balancing cutting and filling.
3. To expose the student to, and provide them with a basic understanding of the design and planning of outdoor circulation.
   Performance Requirements:
   a. Know and understand basic requirements for street and intersection planning and design.
   b. Knowledge and ability to use basic principles of road alignment and design.
   c. Know and be able to use various basic planning guidelines concerning vehicular parking and maneuvering requirements.

d. Know and be able to use various basic planning and design guidelines concerning pedestrian circulation.
e. Know and be able to apply basic planning criteria for barrier-free site design.

4. To provide the student with an orientation and a basic knowledge of drainage, utilities, and underground structures.

   Performance Requirements:

   a. Knowledge and understanding of the techniques and methods for determining the best ways to handle surface and subsurface water as a design and planning factor.
   b. Knowledge and understanding of drainage systems and the effects of erosion and minimizing same through proper planning and design.
   c. Knowledge and understanding of the requirements of other utility systems such as water, electricity, gas, etc.

5. To expose the student to, and provide a basic knowledge of the use of natural elements in the planning and design process.

   Performance Requirements:

   a. Understanding and the ability to apply relationships of sun, soil, and water to a design and planning problem.
   b. Knowledge and understanding of the significance of existing vegetation in evaluating a site as a part of the planning and design process.
   c. Knowledge and understanding of the basic planning and design considerations related to the selection and location of new plant material.

6. To expose the student to, and provide a basic knowledge of the legal and political constraints in the planning process.

   Performance Requirements:

   a. Knowledge and understanding of zoning codes and property description.
   b. Knowledge and understanding of legal documents and restrictions on real property.
   c. Knowledge and understanding of floor areas and catchments as fundamental requirements.

Means of Evaluation:

1. Deliverables (see schedule for specific due dates):

   a. 10 quizzes

   b. 1 midterm exam

   c. 1 final exam

   d. site design vignettes

   e. 1 physical topography model + 2 study models

2. Method of assessment: Timely completion of all quizzes and tests within the allotted time period. Physical models will only receive a full grade when submitted at the scheduled time. The models will be graded at 10 points less full grade for every day they are late.

Teaching Method:

This course will be taught online, via Zoom, and will upload all testing and reading materials on Blackboard. The course content will be delivered in lectures during synchronous class time.

COURSE SCHEDULE

Students are expected to come to class prepared to discuss reading material for that class, per course schedule. The class participation grade depends on this engagement with the course material and participation in class discussions based on reading assignments will affect your grade.

Note: course material and presentations may change order according to class progress and studio project coordination. Changes may be made at the discretion of the course instructor.

Week 1:	M 8/24	First day of class.
	W 8/26	Introduction to course and assignments Shaping the Build Environment (Site Analysis, p.1-13)
Week 2:	M 8/31	Site Planning Process (Site Analysis, p.13-21) Visualization (Site Analysis)
	W 9/2	Introduction to Urban Development
Week 3:	M 9/7	NO CLASS – Labor Day
	W 9/9	Climatic Design Principles & Site Analysis (part I) (Kaplan p.30-38)
Week 4:	M 9/14	Climatic Design in Hot Arid Climate QUIZ #1
	W 9/16	Site Analysis Water (Kaplan p.38-45) Water Cycle Issues. Introduction to Greywater
Week 5:	M 9/21	NO CLASS – EK lecture at UPenn
	W 9/23	Site Analysis - Soils and Foundation (Kaplan p. 48-55, 61-65) QUIZ #2
Week 6:	M 9/28	Topography, Grading & Drainage (Kaplan p. 55-61) QUIZ #3
	W 9/30	Site Improvements, Landscaping & Plant Material (Kaplan, p.45-48, 65-68) Topography Vignettes
Week 7:	M 10/5	Legal & Economics: Land Use, Zoning, Costs (Kaplan p. 69-83) QUIZ #4
	W 10/7	Circulation Systems: Vehicular, Pedestrian, Barrier Free (Kaplan, p.3-20)
Week 8:	M 10/12	Site Inventory (Site Analysis, p. 101-125) LARE - Site Design QUIZ# 5
	W 10/14	Movement (Kaplan p.3-14)
Week 9:	M 10/19	**MIDTERM EXAM**
	W 10/21	Introduction of Site Model assignment Topography Workshop
Week 10:	M 10/26	Green Rating System (Kaplan p. 95, 97-98) QUIZ # 6
	W 10/28	Site Design Vignette

Week 11:	M 11/2	Sustainable Design Principles and Site Planning (Kaplan p. 87-94) QUIZ #7
	W 11/4	**Model Review #1** Site Design Vignette
Week 12:	M 11/9	Sustainable Design Process, R&D, Evaluation (Kaplan p. 98-107) QUIZ #8
	W 11/11	Site Design Vignette
Week 13:	M 11/16	Architectural Process, Technologies, and Commissioning QUIZ #9
	W 11/18	**Model Review #2** QUIZ #10
Week 14:	M 11/23	Final Exam Review
	W 11/25	**NO CLASS – Thanksgiving Break**
Week 15:	M 11/30	**NO CLASS – Studio Final Review Week**
	M 12/7	**FINAL EXAM** **TOPOGRAPHY MODELS DUE**

Note: Course schedule is subject to change in response to progress and pandemic updates throughout semester.

Required Texts:

1. Kaplan ARE 2012 Study Guide
2. Site Analysis: A Contextual Approach to Sustainable Land Planning & Site Design, James A. LaGro Jr.
Resources:
http://www.wbdg.org/resources/lidsitedesign.php
http://www.wbdg.org/resources/lidtech.php
http://www.aiatopten.org/node/270
http://www.cnu.org/nuresearch
http://www.planelpaso.org/
http://home.elpasotexas.gov/city-development/

Grading Criteria:
Evaluation of student performance is based on daily progress and well as final product. Grading criteria will be as follows:

A: superior work- exceptional performance strongly exceeding requirements of assignments; initiative proving independent resourcefulness; strong positive attitude towards the work, improvement showing marks of progress.

B: good work- above average, adequate and complete, beyond the requirements of the assignment, good initiative, positive attitude toward the work, improvement showing marks of progress.

C: average- Mediocre or conservative performance, satisfying all requirements of the assignment with a neutral and ordinary level of initiative, attitude and performance.

D: not acceptable- performance not meeting the passing standards of the course, initiative unacceptable, work below standard.

F: failing- ineffective performance not satisfying the requirements to an extreme degree, level of initiative, attitude, and improvement non-existent.

Class Participation	10%
Site model	15%
Site Design & Site Grading Vignette	10%
Midterm exam	20%
Quiz (10 total)	25%
Final Exam	20%
Total	**100%**

Course Components

1. Topography Model (see calendar above for due dates)

Part I: Transform image into topographic information:
Students will select an image found online and they will manipulate it to a black and white tonal image in Photoshop. The gradient tones will be transformed into line drawings, and using a displacement technique in Rhino they will produce a topographic rendition of the image. The image should be 18"x18". The final product of this step will be a well-crafted topographic physical model at 1:1 scale. High craft and clean material assembly is required. **Review #1: finished digital model.** Tutorial will be provided by instruction in both Photoshop and Rhino for this project.

Part II: Manipulate Topography:
Design one horizontal area of approximately a fifth of the 'site' and a street that connects the horizontal area with one perimeter edge. The maximum street slope shall be 1:12. Produce a drawing that clearly shows existing contour lines and the proposed. Build a 'sketch' model of this newly manipulated site. **Review #2: sketch physical model and new drawing**.

Part III: Build a **well-crafted final physical model** of the manipulated topography.

2. Quiz:
Multiple choice short quizzes of 10 questions covering lessons learned after the previous quiz.

3. Site Vignettes
Practice site design with vignettes provided by instructor.

4. Midterm Exam
Comprehensive multiple-choice exam of 50 questions selected from lessons throughout first half of the semester.

5. Final Exam
Comprehensive multiple choice exam 50 questions selected from lessons throughout entire semester.

NAAB CRITERIA
This course meets NAAB criteria: B-1, B-2, B-3, D-4

Realm B: Building Practiced, Technical Skills and knowledge. Graduates from NAAB-accredited programs must be able to comprehend he technical aspects of design, systems, and materials and be able to apply that comprehension to architectural solutions. In addition, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include:

- Creating building designs with well-integrated systems
- Comprehending constructability
- Integrating the principles of environmental stewardship
- Conveying technical information accurately

B-1 Pre-Design: Ability to prepare a comprehensive program for an architectural project that includes an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including exiting buildings); a review of the relevant building codes and standards, including relevant sustainability requirements and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

B-2 Site Design: Ability to respond to site characteristics, including urban context and developmental patterning, historic fabric, soil, topography, ecology, climate, and building orientation in the development of a project design.

B-3 Codes and Regulations: Ability to design sites, facilities, and systems that are responsive to relevant codes and regulations and include the principles of life safety and accessibility standards.

Realm D: Professional Practice. Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and the need to act legally, ethically, and critically for the good of the client, society and the public.

Student learning aspirations for this realm include:

- Comprehending the business of architecture and construction
- Discerning the valuable roles and key players in related disciplines
- Understanding a professional code of ethics, as well as legal and professional responsibilities

D-4 Legal Responsibilities: Understanding of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

COURSE POLICIES AND PROCEDURES:

Submittal of Late Work

All assignments and projects are due on the day and at the time specified by the instructor. Assignments submitted late without prior notice to the Instructor may receive an F. Late submittals will only be accepted with prior notice to the instructor and the grade for the late submission will be reduced 10 points for every 24 hours the project is late. If a student consistently turns in late work the instructor reserves the right to refuse the work and encourage the student to drop the class. (Additional policies may be set by your individual instructor).

Attendance Policy
The College of Architecture follows the class attendance policy set out in the Undergraduate/Graduate Catalog, 2017-2018. **The college supports the definition of four absences as being excessive and constitutes cause for having the student drop the class or receive a grade of "F".** Students in the college are expected to attend all scheduled class meeting times and activities (lectures & lab/studio sessions) for their full duration. Failure to work in class with undivided attention, any tardiness, leaving early, lack of participation, walking in and out of the classroom space, excessive socializing and disruptive behavior will count as absences. A total of four absences is considered excessive, requiring the student to drop the class or receive a grade of "F". Whether an absence is excused or unexcused is determined by the instructor, with the exception of absences to religious observance and officially approved trips according to guidelines specified in the TTU Catalog. Students are expected to comply with TTU rules for reporting student illness requiring absence from class for more than one week, or immediate family deaths.
Refer to the university's policy, procedures, and dates on dropping a course. See your academic advisor for additional information.

Absence due to officially approved trips:
The Texas Tech University Catalog states that the person responsible for a student missing class due to a trip should notify the instructor of the departure and return schedule in advance of the trip. The student may be allowed to make up work due during the absences, but it will still count as an absence.

Department chairpersons, directors, or others responsible for a student representing the university on officially approved trips should notify the student's instructors of the departure and return schedules in advance of the trip. The instructor so notified must not penalize the student, although the student is responsible for material missed. Students absent because of university business must be given the same privileges as other students (e.g., if other students are given the choice of dropping one of four tests, then students with excused absences must be given the same privilege).

Additional Attendance Policy may be set by your personal instructor.

CoA Policy on Class Attendance:
Adopted by vote of the faculty on September 1, 2010
Based on pages 53-54 TTU 2010-2011 Undergraduate/Graduate Catalog
http://arch.ttu.edu/wiki/Attendance_Policy

University Attendance Policy:
Responsibility for class attendance rests with the student. Instructors set an attendance policy for each course they teach. The University expects regular and punctual attendance at all scheduled classes, and the University reserves the right to deal at any time with individual cases of non attendance. Instructors should state clearly in their syllabi their policy regarding student absences and how absences affect grades.

CoA Attendance Policy:
Recording of absences is not a punitive record. Being present is evidence of minimal engagement with the material of the course, which is needed to matriculate and master the content of a course. Disallowing a student to matriculate through a course because of excessive absences is not a punishment, but rather evidence that the student has not been present for classroom instruction for a sufficient amount of time required to engage the material to an expected standard.

Therefore, the CoA considers as excessive four (4) absences in a studio, or in a lecture class that meets two or three times per week, and grounds for dropping the student from the course. However, for CoA courses, the College supports the instructor's absence policy as stated in the individual course syllabus.

In the event of excessive absences, the student must visit the instructor to discuss his or her status in the course. Excessive absences constitute cause for dropping a student from class. If the drop occurs before the 45th class day of the long semester or the 15th class day of the summer term, the instructor will assign a designation of either DG or DW (see section on "Dropping a Course"). If the drop occurs after the time period, the student will receive a grade of F. This drop can be initiated by the instructor but must be formally executed by the academic dean. In extreme cases the academic dean may suspend the student from the university.

If a student is absent because of official University or College approved trips, the student must not be counted absent, but the student is responsible for any work or exam missed during the absence, Trips sponsored by the CoA must be approved by the Chair of Instruction of the CoA. The Instructor responsible for the student's absence must notify the student's instructors of the departure and return schedules in advance of the trip. The instructor so notified must not penalize the student. Students who are absent because of University or College business must be given the same privileges as other students (e.g., if other students are given the choice of dropping one of four tests, the students with excused absences must be given the same privilege).

Reporting Illness:
Although Texas Tech University provides a mechanism for considering extended absences due to medical conditions, the University does not require instructors to excuse absences for medical reasons. In case of an illness that will require absence from class for more than one week the student must notify the Academic Dean of the CoA. The Dean's office will inform the student's instructors through the departmental office. In case of class absences because of a brief illness, the student must inform the instructor directly. Other information related to illness can be found in the Student Handbook.

Absence Due to religious Observance:
A student shall be excused from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student who intends to observe a religious holy day must make that intention known in writing to the instructor prior to absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

Computers
You are required to have a personal computer which meets the school's minimum requirements. Latest student computer minimum specifications are available at http://arch.ttu.edu/wiki/Computer_Requirement#Required. Technical difficulties, viruses, crashes, server and print bureau problems, or corrupted files will not be accepted as legitimate excuses. ALL WORK SHOULD BE CONTINUOUSLY SAVED AND REGULARLY BACKED UP.

Final Documentation
All drawings and models digital and physical will be documented in high quality digital forms for the end of the semester. This will be weighted with the rest of the semester's work towards the final grade.

Student Work Retention
The College of Architecture reserves the rights to retain, exhibit, and reproduce work submitted by students. Work submitted for grade is the property of the college and remains as such until it is returned to the student. For exhibition purposes keep all material available for the instructor at the end of semester.

Eye protection
Per OP60.10 in the TTU Operations Manual, all architecture students must use eye protection (goggles) when using Xacto knives or other sharp objects. In addition, these must be disposed of in appropriate containers clearly marked as containing "sharps".

Withdrawing from Classes:
Withdraw before or on the University drop date. Do not request a grade of "I" without documentation allowed but the University.

COVID-19 INFORMATION :

Face coverings are required. Texas Tech University requires that students wear face coverings while in classes, while otherwise in campus buildings, and when social distancing cannot be maintained outdoors on campus.

Signage. Be attentive to signage posted at external and some classroom doorways that indicates entry and exit ways, gathering and queuing spaces, and availability of masks and hand sanitizer.

Seating assignments (If this course switches to meeting in person). The purpose of assigned seating is to assist in contact tracing, if necessary, and to augment social distancing. Students are expected to sit at a minimum of six feet apart. A required seating chart will be created once everyone is positioned with appropriate social distancing. There will also be an orderly procedure, designed to ensure social distancing, for exiting the classroom.

Illness-Based Absence Policy
If at any time during this semester you feel ill, in the interest of your own health and safety as well as the health and safety of your instructors and classmates, you are encouraged not to attend face-to-face class meetings or events. Please review the steps outlined below that you should follow to ensure your absence for illness will be excused. These steps also apply to not participating in synchronous online class meetings if you feel too ill to do so and missing specified assignment due dates in asynchronous online classes because of illness.

1. **If you are ill and think the symptoms might be COVID-19-related:**
a. Call Student Health Services at 806.743.2848 or your health care provider. After hours and on weekends contact TTU COVID-19 Helpline at 806.743.2911.
b. Self-report as soon as possible using the Dean of Students COVID-19 webpage. This website has specific directions about how to upload documentation from a medical provider and what will happen if your illness renders you unable to participate in classes for more than one week.
c. If your illness is determined to be COVID-19-related, all remaining documentation and communication will be handled through the Office of the Dean of Students, including notification of your instructors of the period of time you may be absent from and may return to classes.
d. If your illness is determined not to be COVID-19-related, please follow steps 2.a-d below.

2. **If you are ill and can attribute your symptoms to something other than COVID-19:**
a. If your illness renders you unable to attend face-to-face classes, participate in synchronous online classes, or miss specified assignment due dates in asynchronous online classes, you are encouraged to visit with either Student Health Services at 806.743.2848 or your health care provider. Note that Student Health Services and your own and other health care providers may arrange virtual visits.
b. During the health provider visit, request a "return to school" note;
c. E-mail the instructor a picture of that note;
d. Return to class by the next class period after the date indicated on your note.

Following the steps outlined above helps to keep your instructors informed about your absences and ensures your absence or missing an assignment due date because of illness will be marked excused. You will still be responsible to complete within a week of returning to class any assignments, quizzes, or exams you miss because of illness.

If you have interacted with individual(s) who have tested positive for COVID-19:

Maintain a list of those persons and consult Student Health Services at 806-743-2911 or your primary care provider on next steps.

Do not return to class until you are medically cleared by your Health Care Provider.

ADA statement:
Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note: instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, please contact Student Disability Services in West Hall or call 806-742-2405.

Academic integrity statement:
Academic integrity is taking responsibility for one's own class and/or course work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then must be measured. Academic achievement includes scholarship, teaching, and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. Adhering to the standards of academic integrity ensures grades are earned honestly. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers. [Texas Tech University ("University") Quality Enhancement Plan, Academic Integrity Task Force, 2010]

Religious holy day statement:
"Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

Discrimination, harassment, and sexual violence statement:
Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other Title IX violations are not tolerated by the University. Report any incidents to the Office for Student Rights & Resolution, (806)-742-SAFE (7233) or file a report online at titleix.ttu.edu/students. Faculty and staff members at TTU are committed to connecting you

to resources on campus. Some of these available resources are: TTU Student Counseling Center, 806-742-3674, https://www.depts.ttu.edu/scc/(Provides confidential support on campus.) TTU 24-hour Crisis Helpline, 806-742-5555, (Assists students who are experiencing a mental health or interpersonal violence crisis. If you call the helpline, you will speak with a mental health counselor.) Voice of Hope Lubbock Rape Crisis Center, 806-763-7273, voiceofhopelubbock.org (24-hour hotline that provides support for survivors of sexual violence.) The Risk, Intervention, Safety and Education (RISE) Office, 806-742-2110, https://www.depts.ttu.edu/rise/ (Provides a range of resources and support options focused on prevention education and student wellness.) Texas Tech Police Department, 806-742-3931,http://www.depts.ttu.edu/ttpd/ (To report criminal activity that occurs on or near Texas Tech campus.)

Civility in the classroom statement:
Texas Tech University is a community of faculty, students, and staff that enjoys an expectation of cooperation, professionalism, and civility during the conduct of all forms of university business, including the conduct of student–student and student–faculty interactions in and out of the classroom. Further, the classroom is a setting in which an exchange of ideas and creative thinking should be encouraged and where intellectual growth and development are fostered. Students who disrupt this classroom mission by rude, sarcastic, threatening, abusive or obscene language and/or behavior will be subject to appropriate sanctions according to university policy. Likewise, faculty members are expected to maintain the highest standards of professionalism in all interactions with all constituents of the university (www.depts.ttu.edu/ethics/matadorchallenge/ethicalprinciples.php).

Lgbtqia support statement:
I identify as an ally to the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community, and I am available to listen and support you in an affirming manner. I can assist in connecting you with resources on campus to address problems you may face pertaining to sexual orientation and/or gender identity that could interfere with your success at Texas Tech. Please note that additional resources are available through the Office of LGBTQIA within the Center for Campus Life, Student Union Building Room 201, www.lgbtqia.ttu.edu, 806.742.5433."