Texas Tech University
College of Architecture

Architecture Program Report for 2016 NAAB Visit Continuing Accreditation

Master of Architecture
(pre-professional undergraduate degree + 42 graduate credits)

Year of previous visit: 2010
Current term of Accreditation: "At the July 2010 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the Visiting Team Report (VTR) for the Texas Tech University College of Architecture. As a result, the professional architecture program:

Master of Architecture

was formally granted a six-year term of accreditation with the stipulation that a focused evaluation be scheduled in two years to look at Professional Degrees and Curriculum and the progress that has been made in this area .

12. Professional Degrees and Curriculum

The accreditation term is effective January 1, 2010. The program is schedule for its next accreditation visit in 2016."

Submitted to: The National Architectural Accrediting Board
Date: September 14, 2015

Program Administrator:	Clifton C. Ellis, PhD, Associate Dean for Academics College of Architecture, 42091 18th and Flint Avenue Lubbock, Texas 79409 Tel: (806) 834-3103 Maria R. Perbellini, Associate Dean for Graduate Programs College of Architecture, 42091 18th and Flint Avenue Lubbock, Texas 79409 Tel: (806) 834-8702
Chief Administrator:	Andrew Vernooy AIA, Dean College of Architecture, 42091 18th and Flint Avenue Lubbock, Texas 79409 Tel: (806) 834-3103
Chief Academic Officer of the Institution:	Lawrence Schovanec, PhD, Provost Office of the Provost 104 Administration Building Box 42019 Lubbock, Texas 79409 Tel: (806) 742-2184
President of the institution:	M. Duane Nellis, PhD, President Office of the President 150 Administration Building Box 42005 Lubbock, Texas 79409 (806) 742-2121
Individual submitting the Architecture Program Report:	Andrew Vernooy AIA
Name of Individual to whom questions should be directed:	Andrew Vernooy AIA
Individuals who prepared APR:	Andrew Vernooy AIA Clifton C. Ellis, PhD Maria R. Perbellini, Assoc. AIA, OAI David J. Isern, ARdP, Assoc. AIA

SECTION 1. PROGRAM DESCRIPTION

I.1.1. History and Mission

A. Texas Tech University – History and Mission

Texas Tech is a fully accredited institution with a full complement of degree offerings and research initiatives. Degree programs are available at the baccalaureate, masters, doctoral, and professional levels. The faculty, staff, students, alumni, and administration of Texas Tech share a common bond.

History
Texas Tech University was created by legislative action in 1923 and has the distinction of being the largest comprehensive higher education institution in the western two-thirds of the state of Texas. The university serves a region larger than 46 of the nation's 50 states and is the only campus in Texas that is home to a major university, law school, and medical school.

Originally named Texas Technological College, the college opened in the fall of 1925 with six buildings and an enrollment of 910. Graduate instruction did not begin until the fall of 1927 within the School of Liberal Arts. A "Division of Graduate Studies" was established in 1935 and eventually became known as the Graduate School in 1954.

> The college grew slowly and survived a move in the legislature in 1933 to reduce sharply its size and scope. By 1939-40 enrollment stood at 4,246 and although it dropped during World War II, the college trained 4,747 men in its training detachments for the armed services. By 1955 enrollment was 7,992, and by 1969 when the college was renamed Texas Tech University, it had reached 19,490 students. Intercollegiate sports began at Tech in 1925. On May 10, 1956, Texas Tech was admitted to the Southwest Conference. In 1935 the college became a regional deposit library for government documents. By 1969 the college library held some 1,200,000 volumes in support of large and growing undergraduate and graduate programs. The first Tech Ph.D. was granted in 1952. Military training began as early as 1925, and in 1936 formal A&M ROTC training began: Air Force ROTC was added in 1946.[1]

By action of the Texas State Legislature, Texas Technological College formally became Texas Tech University on September 1, 1969. At that time the schools of Agricultural Sciences, Arts and Sciences, Business Administration, Education, Engineering, and Home Economics also became known as "colleges." From Engineering, Architecture became a College in 1986. Two colleges changed their names in 1993 to reflect the broadening fields each serves: the College of Agricultural Sciences became the College of Agricultural Sciences and Natural Resources and the College of Home Economics became the College of Human Sciences. The Honors College was established in the fall of 1999. The most recent College of Mass Communications was established in the fall of 2003.

Texas Tech was first accredited by the Southern Association of Colleges and Schools in 1928 and has been accredited continuously since that time. The university is classified as a Research University Extensive II by the Carnegie Foundation, making it one of the top 125 universities in the nation.

Today, Texas Tech University has over 35,000 students attending classes in Lubbock on the 1,839-acre university campus. The Texas Tech University Health Sciences Center functions as a separate institution that includes the School of Medicine (Lubbock and El Paso), School of Nursing, School of Allied Health, Graduate School of Biomedical Sciences, and the School of Pharmacy. The University also operates the Research Center-East Campus (Lubbock); Texas Tech University Farm at Pantex (agricultural research farm of about 16,000 acres in the Texas Panhandle); research facilities at Reese Center; agricultural field

[1] Lawrence L. Graves. http://www.tsha.utexas.edu/handbook/online/articles/view/TT/kct32.html, accessed August 13, 2003.

laboratories at New Deal; satellite medical facilities in Abilene, Amarillo, El Paso, and Midland-Odessa; Texas Tech University Campus at Junction (411-acre educational facility in the Texas Hill Country), and off-campus educational sites at Amarillo, Abilene, Highland Lakes, and Fredericksburg.

Although Texas Tech is one of the youngest major universities in the nation, a spirit of intellectual growth pervades the campus. Many of the special facilities for research are described in the catalog. The library is one of the finest in the Southwest with strong collections in the humanities and in biological and physical sciences. An International Cultural Center provides a unique approach to international education and contributes to ongoing efforts to diversify the campus and foster diversity among students

We believe in the strength of our University community, and we believe in fostering diversity and supporting access, equity, and opportunity for all members of our community.

Location
With a population of more than 243,000, Lubbock is located in the heart of the vast Southern Plains of West Texas and Eastern New Mexico. It is a major medical center for the entire area within a 300-mile radius of Lubbock and a major regional center for business and industry. The climate is semi arid, with over 3,550 hours of sunshine every year. Winters are dry and moderate (average annual rainfall is 18 inches) while the summer heat is tempered by very little humidity. An average annual temperature of 60 degrees coupled with the average noon humidity of 46 percent combine to make Lubbock comfortable year round. The city lies 320 miles west of Dallas and 320 miles southeast of Albuquerque. Several airlines and an interstate bus line serve the city, as well as an interstate highway and three additional U.S. highways.

Mission
*As a public research university, Texas Tech advances knowledge through innovative and creative teaching, research and scholarship. The university is dedicated to student success by preparing learners to be ethical leaders for a diverse and globally competitive workforce. The university is committed to enhancing the cultural and economic development of the state, nation and world.**

*Approved by the Texas Tech University Board of Regents on May 14, 2010

Vision
Texas Tech is a great public research university where students succeed, knowledge is advanced, and global engagement is championed.

*Approved by the Texas Tech University Board of Regents on May 14, 2010

Founding Principles
Committed to teaching and the advancement of knowledge, Texas Tech University, a comprehensive public research university, provides the highest standards of excellence in higher education, fosters intellectual and personal development, and stimulates meaningful research and service to mankind. Texas Tech University is committed to the values of mutual respect, cooperation and communication, creativity and innovation, community service and leadership, academic and intellectual freedom, pursuit of excellence, public accountability, and diversity. The university aspires to a national recognition of excellence and performance in scholarship teaching, research and service to its students and the community at large.

B. College of Architecture (CoA) – History and Mission

History
Architectural education was offered at Texas Tech University beginning in 1927 within the College of Engineering. The catalog of the first year stated that the major emphasis of the program was advanced construction and the mechanical equipment of buildings. There was one instructor for all the architecture courses. In 1928, Professor Florian A. Kleinschmidt was appointed Head of the newly created

Department of Architectural Engineering. That year also marked the first time a specialization in architectural design was offered.

Four years later, the architecture program became the Department of Architecture and Allied Arts. The emphasis expanded from engineering and structures to design. A Bachelor of commercial Art was offered in addition to a Bachelor of Science in Architectural Engineering. In 1933, the first Bachelor of Architecture degree was offered. The program was expanded from a four-year to a five-year program the following year.

Professor Nolan E. Barrick, FAIA, became Chairman of the Department of Architecture and Allied Arts in 1955. Within two years, the program was accredited by the NAAB and has been continuously accredited. Professor Barrick was Chairman of the department for 22 years.

In 1971 the program occupied its current building, which was designed by the firm of Ford Powell and Carson. Four years later, the regents designated the architecture program as the Division of Architecture and gave the chairman additional duties as an Associate Dean in the College of Engineering.
Upon Professor Barrick's retirement in 1977, administration of the program was assumed by W. Lawrence Garvin, AIA (1977-1983; Chairman), followed by A. Dudley Thompson (1984-1986, Interim Chairman). The division of Architecture became an independent college in 1986 with the following administration of the program: A. Dudley Thompson (1986-1987, Interim Dean); R. Wayne Drummond, AIA (1987-1990, Dean); Willard B. Robinson (1990-1991; Interim Dean); Michael A. Jones, Ph.D., RIBA, AIA (1991 Interim Dean); Martin J. Harms, Ph.D., AIA (1992 to 1997, Dean); James E. White, AIA (May 1997-Oct. 1997, Interim Dean; Dean, Oct. 1997-Jan. 2002); John Borrelli, BSAE, MSAE, Ph.D., (Jan 2002-July 2002, Interim Dean), and Andrew Vernooy, AIA (Dean July 2002 – present).

In 1982 the Master of Architecture degree (currently known as the Master of Science in Architecture as a post-professional degree) program was approved by the State Coordinating Board with the first M.Arch. (MS) degree conferred in 1985. In 1990 the Dean of the college assumed direction of the Ph.D. interdisciplinary program in Land-use, Planning, Management and Design. The Master of Architecture *professional* degree program was first awarded a full five-year accreditation in 1992.

In 1996, Texas Tech University College of Architecture became the **first architecture education program to offer a five-year Master of Architecture *first* professional degree.** The new degree program consisted of two parts: 131 credit hours at the undergraduate level followed by 42 credit hours at the graduate level. Students completing the required 131 hours of the pre-professional architecture curriculum receive the Bachelor of Science in Architecture, a degree requiring further coursework to qualify for professional licensure.

The admission procedures to the graduate level architecture coursework include a formal review near the end of the undergraduate work. The review criteria includes application and acceptance into the Texas Tech University Graduate School, followed by an internal review of the Graduate Record Examination (GRE) scores, grade point average, and a portfolio of work; ranked on a sliding scale. The full "first professional degree", as defined in the Texas Education Code, is 173 credit hours. Students admitted to the graduate level program, having entered at the undergraduate level, will receive an undergraduate degree at the completion of undergraduate level requirements, typically 3 ½ years after entering the College.

Students accepted into the Graduate School and meeting the entrance requirements for the College of Architecture Master of Architecture program generally complete the 42 graduate course credits within 18 months to two years.

The College of Architecture facilities provide necessary workspace, tools, and resources to develop their work. The College houses its own wood and metal shops, together with a model shop open to students, faculty, and staff to work on projects and develop an architecture culture and collaboration. The computer labs are equipped with the latest programs, with hardware and peripherals that facilitate the work done

within the College. The College also houses its own fully lending branch library under the direction and supervision of the main University library, yet being the only branch library outside the main library on campus.

Mission
The College of Architecture prepares professional architects, advances design practice, and promotes new architectural knowledge through diverse, creative, and interdisciplinary research and education. Recognizing the broad range of leading roles for architects today, the program nurtures a variety of skills and talents offering design specializations and innovative technology expertise to face the great challenges of our local, regional, global, and future environmental contexts. *

*Under revision, pending approval by faculty; Fall 2015.

Vision
The College of Architecture educates students for future design practice and advances knowledge of the discipline for the benefit of the academy, our profession, and society. Our multi-cultural identity combined with a unique sense of place offers students learning experiences that engage with design research specializations, interdisciplinary and professional collaborations, international programs, and design practices promoting environmental awareness and sustainable solutions. We constantly seek new knowledge that can foster a range of professional opportunities as well as further the social responsibility of architecture to impact the natural and built environment, both locally and globally. *

*Under revision, pending approval by faculty; Fall 2015.

Founding Principles
The College of Architecture encourages students to continually develop new methods of implementation and work, to remain livelong learners, and to challenge themselves in all areas of their work. As the profession is experiencing a rapid changes due to technological advancements and architecture methodologies, the College strives to include greater implementation of electronic and verbal communication, to improve digital design education, to increase skills that address the complexity of work, to implement international exploration, and to enhance the professionalism of the students for their future. The College of Architecture contributes to these changes by joining the exploration of conceptual approaches associated with increased technological knowledge and promoting an intensive design culture. Design skills are developed and refined through design exercises structured to engage sophisticated architectural theories and practices

The College of Architecture is committed to values of mutual respect, cooperation and communication, creativity and innovation, community service and leadership, pursuit of excellence and public accountability, and diversity. The College also recognizes the Hannover principles for sustainability and “The 1940 Statement of Principles on Academic Freedom and Tenure”.

C. Sample of Activities and Initiatives
The College of Architecture contributes education courses to the intellectual and academic life of the campus including: architectural history, freehand drawing, creative process, design environment and society, and introductory architecture design. The College offers delineation and building technology courses to Interior Design students from the College of Human Sciences and general education courses to all students at Texas Tech University. At the advanced level the College contributes many specialized skills including printing and output services, visualization techniques, documentation techniques and a strong service learning initiative in the Community Design studios that occurs in El Paso, Houston and Lubbock. In addition, the College oversees the multi-disciplinary Land-use Planning Management and Design Ph.D. Program.

The College sponsors events at college, university, and community levels. The College takes part in university engagement programs such as the *Institute for the Development and Enrichment of Advanced*

learners (IDEAL) that encourage students to pursue a post-secondary education, helping them increase their awareness of architecture as a career pathway. Further the College sponsors the Curtis W. Clerkley, Jr. Architecture Academy, taking place during a two week summer experience between Dallas or Houston and Lubbock, for Junior and Seniors in high school to gain an insight into the current profession, its culture, and education.

The College of architecture faculty also participates in institutional engagements and provides their services through participation on institutional committees such as the Faculty Senate, Graduate Council, Research Council, Academic Council, Associate Deans Council, Dean's gatherings, and Integrative Scholars. Prof. Gary Smith chaired the Quality Enhancement Plan (QEP) committee that contributes to the university wide improvement of student learning and is linked to the University Strategic plan for support of students, faculty, and other stakeholder groups.

The College engages the local community through its development of the Downtown Lubbock Facility, Urban Tech. This program focuses on developing and promoting the creation of new knowledge with community engagement in mind. Urban Tech is part of the Downtown Lubbock Revitalization programs hosting different events through out the year, such as First Friday Art Trail (FFAT), and other local exhibitions. Urban Stage, a collaboration between the University, the College, and Urban Tech was an event spearheaded by the College of Architecture and in collaboration with the College of Visual and Performing Arts, the City of Lubbock, The Civic Lubbock Inc., Lubbock National Bank, and other local and Institutional sponsorships. This event was a temporary street installation whose purpose was to demonstrate to the local community how economically, socially, culture and environmentally sustainable it can be to have an integrative social event. High Cotton, a community development for a homeless shelter facility was directed by David Driskill and other community organizations such as Link Ministries and the Salvation Army, with the help of the Lubbock City Council to developed a downtown homeless facility that is in the process for funding.

El Paso program and the Houston Practicum and Residency (HPR) have developed extensive community engagement projects. With involvement and collaboration with over 30 firms citywide and with growing community and city interest, the HPR program has been able to work on cultural projects such as the Houston Downtown management District Infrastructure Study, The East Downtown Management District Promenade Study, The Houston Public Library, City of Houston Public Library Board, the Jones Plaza Redesign for Central Houston, Inc. and Downtown beautification Project for Junction Texas Economic Development Corporation, to name a few. El Paso Program, has also engaged in projects with the community initiating the partnership with Borderplex Alliance, a non-profit organization, as well as the creation of The College of Architecture Mentoring Program (COAMP) that promotes new opportunities for the students.

D. Institutional Benefits to the Program

Texas Tech University was first accredited by the Southern Association of Colleges and Schools in 1928 and has been continuously accredited since that time. The University has ten colleges and two schools. The colleges of Agricultural Sciences and Natural Resources, Architecture, Arts and Sciences, Business Administration, Education, Engineering, Honors, Human Sciences, Media & Communications, Visual and Performing Arts, the School of Law and the Graduate School. The Texas Tech University Health Sciences Center (TTUHSC) includes degree studies in Schools of: Allied Health, Graduate School of Biomedical Sciences, Medicine, Nursing, and Pharmacy. The programs in the arts, the humanities, the sciences, and the professions are fully accredited and enjoy excellent reputations.

Texas Tech University is a rich and diverse doctoral research institution offering over 150 undergraduate degrees, 100 masters and 50 doctoral degrees. This does not include the programs also available through the Texas Tech University Medical Center, which shares the main campus. Texas Tech has over 35,000 students of which over 29,000 are undergraduate students and almost 6,000 are graduate students. The Law School has 600 law students and the Health Sciences has 600 medical students in five areas of study. The faculty at Texas Tech University numbers approximately 1,700, spread across ten colleges and two schools.

The College of Architecture students, faculty, and administrators take these conditions as an opportunity to benefit from and contribute to this academic context. We exchange intellectual and social benefits through the sharing of resources, collaborative research, teaching and service and participation in the governance of the University. Here the College of Architecture is extensively vested.

The University offers an essential array of learning resources including our Branch Architecture Library, located in the architecture building (8th & 9th Floors), the University General Libraries—**one of the top 50 university libraries in the country**; the Office for Institutional Technology, which sponsors advanced computing equipment, servers, software, and the wireless network; the Office of Student Affairs, which sponsors the Architecture Learning Community, the Ombudsman, the Center for Campus Life, and the elegantly remodeled Student Union Building.

The University also provides additional levels of infrastructure that include: the Office of International Affairs, which administers the International Cultural Center and all study abroad programs; the National Ranching Heritage Center, which conserves and maintains a building museum dedicated to the architecture of West Texas; the Southwest Collection, which documents the evolution of culture across the southwestern regions of the United States; the Teaching Learning and Technology Center, which helps with all aspects of teaching support; and the Texas Tech University Press. In order to support student learning the University has Mentor-Tech for students from underserved populations, the Student Disability Services and the TECHniques Center for students who have disabilities, the Women's Studies Program and the Writing Center.

The location of the University in West Texas affords a unique prospect on the world—rather than being disconnected from the culture of architecture one acquires a larger sphere of operation, which includes two countries, three states, six major metropolitan areas and the unparalleled natural beauty of the Hill Country, Big Bend, the Guadalupe Mountains and Marfa. Texas Tech University takes advantage of this position to run higher education learning centers in Abilene, Amarillo, Junction, and El Paso; where the College of Architecture conducts a one-of-a-kind program to provide architectural education to students from the Rio Grande Valley and eastern New Mexico. The Texas Tech System also includes Angelo State University in San Angelo, Texas.

The College and the University work together to form dual degree programs at the undergraduate pre-professional level and the graduate professional level. Students in the pre-professional level have the opportunity to take dual degree curriculums with the College of Business (Bachelor of Science in Architecture and Bachelor of business Administration), or with the College of Engineering (Bachelor of Science in Architecture and Bachelor of Science in Civil Engineering). At the professional level, students can obtain a dual master degree with the College of Business (Master in Architecture and Master of Business Administration). Further, the College has a program with TTUHSC Department of Public Health. Students in the College can benefit from the adjacent School of Art, some of which take classes independently from the Architecture curriculum. The Women's Studies Program gives the students the opportunity to explore gender issues within an academic context. The University's center in Spain affords opportunities for study abroad. The Wind Engineering Research Center attracts a number of our dual degree students both at the pre-professional and professional levels.

In summary, Texas Tech University is a rich intellectual and academic environment that provides a vibrant culture for the study of Architecture. In return, the College of Architecture provides one of the most dynamic portals into the University.

E. Holistic Development

The College strives to develop professionals who are innovative, and are capable to synthesize a range of aesthetics, technological, visual, environmental, social, and historical problems while being able to respond to the needs and aspiration of those affected by their work in an ethical manner. The College prepares students for an integrated practice in response to the continuing changing nature of the discipline and the profession. The traditional boundaries of Architecture are challenged by an increasingly

global society and by a broad range of professional roles. The College recognizes that the Architecture profession is more than aesthetics and technical knowledge, and that it encompasses a wide range of socio-cultural understandings and sensitivity for the users and their surroundings.

The College also has increasing number of students working with professionals in topical and comprehensive studios. The **Visiting Critics Studio** (ARCH 5501) allows students to explore the design process through a series of projects conceived and guided by critics, where the students explore and research design methods and theoretical applications. The **Collaboration Studio** (ARCH 5506) requires students to participate and collaborate with other students in disciplines such as landscape architecture and interior design. This studio allows the students to interact with instructors of the other disciplines who provide their expertise for a holistic project. The College also provides experience-based programs such as the **Atelier Studios,** which include projects in healthcare, sports, performance and high-rise Design. The **Houston Practicum and Residency** (HPR) program allowing students first-hand experiences in the architecture profession with the benefits of individual structured, practice based studio-learning experience. The **Practicum+Studio** (NCARB Award Winner) as well as the **Residency Program** offer professional opportunities to our graduates students that are unique to this College and University.

Our College also has **seven full-time faculties who are showing artists**. Their duties within the college of architecture are to teach required courses in Freehand Drawing (ARCH1341) and Creative Process (ARCH 2342), and to develop Media Elective (ARCH 4341) Courses around their specialties. Further, their duties help to promote a creative outlook and culture in architecture education, and to reinforce the new Architecture Perspectives established by NAAB.

I.1.2. Learning Culture

A. CoA Learning Culture
The College is committed to the goal of maintaining a healthy learning environment that encourages general health and well-being, work-school-life balance, and professional conduct, and that teaches students such skills as time management. Implementation of this goal is guided by our Studio Culture Policy (SCP), which was adopted in 2009 and is updated every three years. The three-year review and assessment of the SCP is conducted by a committee of four faculty and four students (two graduate students and two undergraduate students). The updated SCP is posted on the College website, the link is sent to faculty and students via email, and a link to the site is included on each studio syllabus each semester. The SPC was updated in 2012 and the next review of SCP is scheduled for Fall 2015.

Since its institution in 2009, the College's Studio Culture Policy has helped refine both the College's studio pedagogy and its commitment to a healthy balance of work-school-life. Faculty, students, and staff have access to the SCP at all times and fully understand and support its purpose. The Studio Culture Policy can be found at: http://arch.ttu.edu/w/images/d/d4/Studio_Culture_Policy_1_31_2012.pdf

Concomitant with the goals expressed in the SCP, the College encourages student and faculty learning inside and outside the classroom by providing the opportunity to participate together in a number of activities.

Student-led organizations are a robust presence within the College that engage the College community through the numerous events they sponsor. The national honor society for architecture, Tau Sigma Delta, and the AIAS chapter, both sponsor a speakers series. The Knights of Architecture is a student-led organization whose purpose is to promote an active and engaged community of learners who interact with each other across studio levels. The Knights sponsor our Mentor-Mentee Program in which upperclassmen serve as a mentor to entering freshmen and sophomores. They also organize a Book Club for each academic year, inviting faculty members to lead discussion on books chosen by both faculty and students. The Knights also sponsors regular all-college cookouts, called Burger Burns, that draw students from all studio levels, as well as faculty, into the central area of the Courtyard for informal meals and conversation. A group of students have formed an organization called "Dialogues" with the

purpose of bringing faculty and students together to discuss issues in architecture of specific concern to students. Dialogues draws crowds of 80 to 100 students to each of their six events during the academic year. Habitat for Humanity is led by a group of CoA architecture students and is active each Spring Break both in Lubbock and in other locations around the nation. Our students have founded a chapter of the Global Architecture Brigade, which is the world's largest student-led global health and sustainable development organization. The goal of the "Global Brigades" is to bring students, faculty, and professionals together "in skill-based programs that work in partnership with community members to improve quality of life in under resourced regions while respecting local culture." The Global Brigades have participated at volunteer in Honduras taking students representatives to work on design and construction architecture projects to benefit the local community. The USGBC also has a chapter at Texas Tech, which until recently was led by an architecture student as its president. The female faculty of our College founded Fe_Arch. "Fe_Arch, a College of Architecture group, exists at Texas Tech University to realize architecture as a gender-balanced profession. Through examples of women's work in architecture and design, Fe_arch inspires students and increases awareness of women's involvement in making the built environment. This equitable perspective serves to recruit, retain and grow globally aware, creatively inspired, intelligently responsible students within Texas Tech College of Architecture." Fe_Arch sponsors an annual design competition among female students and it sponsors Fe_Arch Day in which the winners of the competition are honored by a luncheon. The Day concludes with a nationally recognized female speaker. Past speakers have included Billie Tsien, Lise Anne Couture, and Winka Dubbeldam. All of these student organizations coordinate with each other via the Architecture Student Council (ASC), comprised of the presidents of each student organization, whose purpose is to support the student organizations in their stated missions. ASC also sponsors the College's annual Beaux Arts Ball.

The College's learning culture is enhanced by connections that the College maintains with the profession. The College has an increased number of students working with professionals in topical and comprehensive studios. The **Visiting Critics Studio** (ARCH 5501) allows students to explore the design process through a series of projects conceived and guided by critics, where the students explore and research design methods and theoretical applications. The **Collaboration Studio** (ARCH 5506) requires students to participate and collaborate with other students in disciplines such as landscape architecture and interior design. Guided by the professional organizations that have all three disciplines. This studio allows the students to interact with instructors of the other disciplines who provide their expertise for a holistic project. The College also provides experience-based programs such as the **Atelier Studios.** The **Houston Practicum and Residency** (HPR) program allowing students first-hand experiences in the architecture profession with the benefits of individual structured, practice based studio-learning experience. The **Practicum+Studio** (NCARB Award Winner) as well as the **Residency Program which** offers professional opportunities to our graduate students while they earn academic credit that are unique to this College and University.

The learning culture within the College is strong and multifaceted. A clear Studio Culture Policy provides the foundation on which students have built an active and engaging array of student organizations and on which faculty and administration have focused a pedagogy that promotes engaging the profession and the community.

B. Studio Culture Policy

http://arch.ttu.edu/w/images/d/d4/Studio_Culture_Policy_1_31_2012.pdf

I.1.3. Social Equity

A. Institutional Diversity and Inclusion
Texas Tech University and the College of Architecture, with all its constituent units, is an equal opportunity/affirmative action employer and recruiter that provides faculty, students, and staff – irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, sexual orientation,

marital, or veteran status – with an educational environment in which each person is equitably able to learn, teach, and work in accordance with federal and state law.

The University and the College are committed to create a respectful and positive environment for all students, faculty and staff. The College is aided by the *Division of Institutional Diversity Equity & Community Engagement* and the *Human Resource Office* by providing discussions, examinations, and resources that address issues of diversity, global competitiveness, gender-based harassment, discrimination, and sexual misconduct. All University employees – faculty, staff, and student employee – must complete Title IX, The Clery Act, Title VII online training every two years. The University's Human Resources Office educates faculty and staff on the university's policies and procedures to make them compliant with University Policies. The Division of Institutional Diversity and the College addresses social equity by striving to create an institution that is equitable by example.

University and College Policies:

> ***TTU O.P. 40.01***. Equal Employment Opportunity Policy and Affirmative Action Program policy verifies and directs that The College of Architecture of Texas Tech University not discriminate against any employee or applicant for employment because of race, color, religion, sex, national origin, age, physical or mental disability, Vietnam Era or Special Disabled Veteran Status. The TTU-College of Architecture will take affirmative action to include, but not be limited to the following employment transactions: upgrading, demotion, or transfer; recruitment or recruitment advertising; lay-off or termination; rate of pay or other forms of compensation; and selection for training, including apprenticeship. Procedure: It is the responsibility of the EEO Office to ensure that the College complies fully with all provisions of executive orders, legislative acts, federal guidelines, and pertinent case law, which form the legal basis of the TTU Affirmative Action/Equal Employment Opportunity policy. Procedures include: Development of the Affirmative Action Plan that covers: 1. workforce analysis, 2. current job classifications and pay plan, 3. rank, tenure and appointment status, 4. gender, 5. race/ethnicity for all faculty members by department, 6. faculty position vacancies by department. (Updated 7/28/15)
>
> ***TTU O.P. 32.16.*** Faculty Recruitment Procedure involves a carefully devised accountability process for affirmative action and equal employment practices in employment of faculty. Procedure: All faculty vacancy requests and information passed through the Provost and EEO office including forms for: Faculty Recruitment Procedure Checklist, Notification of Faculty Vacancy and Recruitment, Applicant Data Card, and Faculty Searches Affirmative Action In-Progress Review. All procedures are followed by COA faculty searches. (Updated 8/28/2014)
>
> ***TTU O.P. 34.01.*** Undergraduate Student Admissions. In addition to the normal quantitative/qualitative standards for class rank and SAT scores and the State of Texas mandate of automatic admissions for the top 10% high school ranking, TTU also expands its admission policy to provide opportunities for a more diverse student population. Applicants also provide information on the application form regarding high school course work; honors or advanced placement; extracurricular activities; leadership experiences; proposed field of study; civic or other service activities; any other information they wish to provide such as socioeconomic background, family educational background, bilingual proficiency; and other information that may be beneficial to the Admissions Committee. Applicants who do not meet the assured admission criteria will have their records reviewed in order to assess the impact of these other factors on their potential for success. (Updated 12/19/13)

The University is committed to prepare students for a global world by engaging in diverse cultural activities and programs. The University encourages first generation students, with the College leading the University in graduating first-generations students, through the PEGASUS program, as well as Women and Diversity through the Women's Study Program as an interdisciplinary academic program for students. Mentor TECH, a program that matches a undergraduate student with a faculty or staff within the University, seeks to enhance the quality of the education experiences of students from underrepresented

groups through programs and service on campus. The Hispanic Scholarship Fund provides scholarships to Latino students as well as related support such as necessary tools students need for a successful college career. Further, the University was selected for a third-straight year based on efforts to promote diversity and inclusion, by the Insight Into Diversity Magazine for the Higher Education Excellent in Diversity (HEED) award. The University Division of institutional Diversity, Equity & Community Engagement collaborates with the College to promote these initiatives and enhance diversity.

B. CoA Diversity of Faculty, Staff, and Students

The College is always striding to increase its socio-cultural diversity within the college, both at the student level and the faculty and staff level.

Students arrive from the major metropolitan areas of the state and the agricultural areas and small communities of the plains in Texas, New Mexico, and Oklahoma. About 50% are from larger metropolitan areas. Female participation has risen over the past ten years from 22% to 30%. The College has an active policy to increase the diversity within the student body by casting a broader net the first year, making connections to community-based institutions of higher education with a more balanced population, and working with special high schools. The College would classify itself as a Hispanic Serving Institution on its own. **Through the collaboration of the community colleges, the College has increased its diversity from 17% to over 48%.** This increase makes the College the most diverse college on campus.

Students enrolled in the College by Ethnicity, Fall Data (%)
**Based on the total number students accepted in the College

	2012		2013		2014		2015	
	M	F	M	F	M	F	M	F
White	47.67	45.88	34.46	10.49	29.66	10.66	42.55	41.18
Hispanic	36.32	35.88	29.96	9.55	30.35	11.37	40.38	36.47
Black	3.94	3.53	2.25	1.31	2.84	1.00	5.15	1.76
Asian	2.41	1.76	1.12	<1	1.00	<1.00	1.36	<1
Non-Resident	3.28	8.24	2.43	1.87	3.20	4.00	7.05	15.88
Multiple	3.72	2.94	2.80	1.12	3.20	1.00	2.44	2.35
Other	<1	1.76	1.31	<1	1.00	<1.00	1.08	1.76
Total	72.89	27.11	74.34	25.66	71.25	29.03	68.46	31.54

The College's students, faculty, and staff, all come from different backgrounds and ethnicities, and collaboration between all is highly encouraged. Achieving diversity among the student body is an essential part of the Strategic Plan of the College: *Goal #1: Increase Enrollment and Promote Student Success toward their Goals.* Under *Objective 1.2 Increase Student Diversity.* **The University was ranked among the top 100-minority degree producers by Diverse Issues in Higher Education** (http://diverseeducation.com), based on the amount of minority-graduated students and diplomas awarded. **The Issues in Higher Education ranked the College during the 2012-2013 academic school as having the "highest ranking with 64 undergraduate degrees awarded to minorities, ranking sixth in the country"** (http://today.ttu.edu/posts/2015/07/diversity-higher-ed-ranking). During the 2014-2015 academic year, the College of architecture was **ranked as the number one school in the state to award degrees to Hispanics in the field of Architecture**; having a 15% increase over the last academic year. Also, **the College had the highest rank graduating two or more minority races during the 2014-2015 academics years**, and having a 200% increase over the last academic year (http://diverseeducation.com/top100).

The College has established different pathways for underrepresented-minority students to gain access to the program, and is always actively trying to increase minority enrollment through direct connections and the representation of minority and non-Anglo administration, faculty and Staff. The El Paso program offers the study of architecture for those students who previously could not study architecture. Further, the College has different articulation agreements with multiple community and junior colleges allowing

students to transition to the architecture program in Lubbock or El Paso. This recognizes the trends within these communities to support community colleges and to include more Hispanics and African Americans students in this pathway. The College has followed suit by establishing agreements with San Antonio College, El Paso Community College, Del Mar College, Dona Ana College, and Texas South-Most College at Brownsville. All of these institutions have a culturally divers student population.

One way to support diversity in the student body is to foster diversity in the faculty. Over the last years the College has hired four-fulltime female faculty, one female faculty will be teaching at the El Paso location. 50% of all new faculty hired over the past two years were female, 20% of new hires were born and have a significant educational experience outside the United States. The College also increased its staff diversity by hiring three new staff members all of whom are from under-represented minorities; all have taken charge of key roles within the College.

The College has tried to build diversity into its leadership by asking a diverse group of faculty to serve in an administrative capacity. The Associate Dean of Graduate Programs is female and foreign with extensive education and practice outside the country, The Associate Dean of Research, holds a PhD and is from a minority gender group. The Directors of Academic Programs, past and current, are female. The faculty is also diverse, helping promote diversity in the program and the institution.

Texas Tech University & College of Architecture
Faculty by Ethnicity Fall 2014 Data (%)

(Only includes those faculty with instructional appointment and w/ 9-months salary reported in THECB)

	Texas Tech University		**College of Architecture**	
	M	F	M	F
White	33.84	26.33	44.68	17.02
Hispanic	3.57	3.36	12.77	6.38
Black	<1	<1	2.13	0
Asian	2.2	<1	2.13	0
Non-Resident	15.19	11.35	8.51	4.25
Other	<1	<1	2.13	0

C. Process of Plan Development

The College hosted or organized six Building Partners in Architecture Education (BPAE) conferences over the pass ten years. If the College is not hosting the event the College helps the host school bring all the individuals and institutions together for this conference. These conferences have generated a significant change in the method in which architecture education is structured. The last conference hosted on February 13, 2015 at our College brought 13 community colleges together along with the Texas Society of Architects to discuss the changes of architecture educations for community colleges. This discussion allows for sharing of ideas about transfer curriculum, transfer process, portfolio evaluations and organizations. The college has carried the cost of this initiative for the past ten years.

D. Diversity in the CoA and the Self-Assessment and Long-Range Plan

Advancing Knowledge

Texas Tech University is committed to the inherent dignity of all individuals and the celebration of diversity. We foster an environment of mutual respect, appreciation, and tolerance for differing values, beliefs, and backgrounds. We encourage the application of ethical practices and policies that ensure that all are welcome on the campus and are extended all of the privileges of academic life. We value the cultural and intellectual diversity of our university because it enriches our lives and the community as a whole, promoting access, equity, and excellence. Architecture is a small community within the larger community of Texas Tech University and it shares the commitments stated by the University.

Pathways to Community Colleges
The College initiated the community college pathway 12 years ago as part of its long range planning for serving under-represented and minority populations. When it first started the community engagement plan targeted community colleges from the west side of the state. Today, we have expanded to this initiative to include the entire state. We are currently working with 15 community colleges, and with th support of the Texas Society of Architects (TXA), we are extending pathways to an architecture degree to high schools across the state.

The College of Architecture at Texas Tech University has an aggressive program with state and regional community colleges. We have established articulation agreements with El Paso Community College, Blinn College, Tarrant County Community College, Austin Community College, San Antonio College, the Dona Ana Branch of New Mexico State University, Texas Southmost College, and Del Mar College, where we have a proposal to teach years 3 and 4 on their new campus. We continue to develop relationships with Community Colleges around the State. We are also working with several colleges that would like to start or revive a program. Texas Tech has just participated in a statewide effort to set definitions and learning objectives for the first two years of a foundation program, working with the Texas Higher Education Coordinating Board (THECB). To our knowledge this is the first time that NAAB SPC and Bloom's Taxonomy have been included in an Academic Course Guide Manuel (ACGM).

El Paso
The Texas Tech University College of Architecture has a four-year undergraduate program in El Paso that expands the pathways for El Paso students, and for under-represented and minority populations. The partnership between the schools allows El Paso students to complete their first two years of the degree program at El Paso Community College and then transfer to Texas Tech University, either the Lubbock or El Paso campus, to continue their final two years of the undergraduate program. Students who choose the El Paso campus of the CoA attend classes in repurposed facilities at the historic El Paso Union Depot, the train station designed by Daniel Burnham and built in 1905. The architecture programs of the TTU College of Architecture, El Paso and of the EPCC are now under one roof, sharing these facilities. Support for the program comes from the College of Architecture Alumni Advisory Council, the El Paso AIA Chapter, the Paso del Norte Chamber of Commerce and the El Paso Chamber of Commerce Board. We graduated the 100th student from the El Paso program in May of 2015.

Study Abroad
Off-Campus Programs. In order to encourage a global worldview and to gain first-hand knowledge of a foreign culture, the CoA encourages each undergraduate student will complete the final undergraduate architectural design studio with a choice of international study abroad programs. These programs are organized by the College of Architecture and led by College of Architecture faculty. They are located in several different cities, including Paris, Seoul, Seville, Venice, and Verona. Participation rates in Study Abroad are high:
2014-2015, 69 students participated in study abroad (95%).
2013-2014, 65 students participated in study abroad (77%).
2012-2013, 87 students participated in study abroad (75%).
2011-2012, 96 students participated in study abroad (83%)
2010-2011, 103 students participated in study abroad (80%).

Curtis W. Clerkley, Jr. Architecture Academy
The Curtis W. Clerkley, Jr. Architecture Academy is a two-week summer experience designed for rising juniors and seniors in high school, especially those from under-represented and minority populations. Students will gain an insight into the profession of architecture, its culture, and education. The first week is a day program based in Houston where students are responsible for their own housing. The second week is based at Texas Tech University with residence housing provided by the Academy. The students return to Houston for final presentations with family and friends.

Fe_arch
Fe_arch, a College of Architecture group, exists at Texas Tech University to realize architecture as a

gender balanced profession. Through examples of women's work in architecture and design, Fe_arch works to inspire students and increase awareness of women's involvement in the built environment. This equitable perspective serves to recruit, retain and grow globally aware, creatively inspired, intelligently responsible students within Texas Tech College of Architecture. The group holds a student competition, a gender recognition day, a lecture by a prominent female architect, and a roundtable for female students.

I.1.4. Defining Perspectives

A. Description of Perspectives and Student Development

Collaboration and Leadership: The College promotes a cohesive and collaborative culture for its faculty, staff, and students. Both students and faculty have an ongoing contribution and collaboration between each other. In the process of enhancing the program's curriculum and emphasizing collaboration, the college has set design classes and construction classes "in coordination" with each other. Students during their second and third year who are taking Design Studio (ARCH 2501, 3501, 3502) and Construction classes (ARCH 2351, 3350, 3355) work together in a project that will have a pedagogical and collaborative effects on both classes. Further, this collaboration also allows students to interact with one another and formulate ideas. "In coordination" classes also takes place with Design Studio II (ARCH 2501) and Digital Media I (ARCH 1353). These collaborations help students understand the necessities and benefits found when working in collaborations with other students and with other aspects of the architecture discipline.

Pedagogically the College promotes cultural awareness by offering a study abroad urban intervention design studio that all students are encouraged to take. The College has averaged 82% participation rate during the last 5 years. In study abroad, students are fully submerged in the culture of the host country where they reside for six to seven weeks. Their work in study abroad allows students to apply their knowledge in a new setting, mitigating the process of evaluating and resolving issues they see present within the context of the city. Further, study abroad groups foster a sense of unity and community; their reliance on each other for their experience and architecture work is fundamental and necessary to promote collaboration. The college has also hosted ARCHI-tours to countries such as China and India.

Students have the opportunity to diversify their education and collaborate with students in other disciplines by enrolling in dual degree plans. At the pre-professional level students can take a dual degree with engineering (B.S. Civil Engineering) and Business Administration (B.S. in Business Adm.) and in professional level a dual degree with a MBA. Students are also encouraged to take the Collaboration Studio (ARCH 5506), where design teams are formed with one to two architecture, interior design, and landscape architecture students. This helps all students collaborate across multiple disciplines and with other students and professionals. This allows students to hone interpersonal skills with professionals outside architecture, enhancing their experience with a diverse community of professionals.

All Design Studio Courses as well as many other technical and creative classes in the College emphasize Professional Communication Skills (A1). This is done to enrich the students' ability to present their work verbally and graphically to professionals and non-professionals. The students also learn to receive feedback and constructive criticism to help them grow as professionals. It is important to have the students engage with allied disciplines; therefore, their ability to communicate and engage at a professional level is crucial upon graduation.

Students can take many leadership positions within the College and others at the University level. The College helps promote students organization such as AIAS, Knights of Architecture, Habitat for Humanity, Global Architecture Brigades (GAB), Tau Sigma Delta, CROP, and CoA Dialogs. All these organizations allow students to serve the College and become leaders among their peers. These organizations have SORC representatives who meet every month with the Student Government Association (SGA) and all University wide organizations to create a cohesive entity. At the University Level, every year two students are elected as the College of Architecture Senators. These two students take very important leadership positions by representing the College at the University level. As Senators they are the voice of the

architecture student community and help lobby for the College and our students. Further the students have the opportunities to support the staff, teaching, and research efforts of the College through employment as a Graduate Part-time Instructor (GPTI), Research Assistant (RA), Graduate Assistant (GA) and Student Assistant-undergraduate (SA). Students are active on many of the ongoing committees including: Program Committees, and the Curriculum Committees. Students are also asked to serve on all service committees in the college. Students are also involved with faculty awards at both the University and College levels.

Design: Students at the College take Design studio classes that are built upon the previous studio, allowing students to apply the abilities they have learned. Students learn fundamental design skills and decision-making, and are introduced to methods used at various stages of design analysis and synthesis process in ARCH 1412. As the students are accepted into the Pre-professional program they take ARCH 2501, 2502, 3501, 3502 and 4601. These studios progressively introduce students to design skills centered on making and on inquiries about form, transformation, composition, spatial modulation, integrations of building elements; all in the context of site, infrastructure, land use, program, structures, system technologies, ecological devices, enclosure, building details, with emphasis on life safety, accessibility, and building codes. Core studios ARCH 2501, 2502, 3501, and 3502 are evaluated periodically by the Administration. Evaluation results are sent to the faculty in the form of guidelines. Once in the Professional Program, students take Comprehensive Studio (ARCH 5901). This studio focuses on a comprehensive architectural project based on a building program and site that includes the understanding of structures, systems, environment, assembly, sustainability and building codes and regulations. Further, student take three topical studios (ARCH 5501,2,3) where they do extensive research on specific topics related to their project. These studios require the students to apply their architecture knowledge, and do high-level thinking that generates strategies to create innovative designs. These topical studios are also, topic driven where the students can take specific concentration such as healthcare, historical preservation, urban design, or digital design fabrication.

The College fosters *the iterative design process*, where students are encouraged to cycle through the process of design, prototype, and evaluate. This process allows students to make refinements to their project thoughout the course of the studio, always addressing the complex problems that arise in the process.

Professional Opportunity: Students in the professional program are required to complete 300 hours of professional practice in order for their degrees to be granted. This professional experience can be achieved in collaboration with the College and the IDP Coordinator or the student can seek his/her own professional experience with approval of the IDP Coordinator. The College also provides the opportunity for students to take the Practicum+Studio program (NCARB Award Winner) in Dallas/Ft. Worth and Houston areas where the student works during the summer & fall or spring & summer in an architecture office. In the residency program a firm must be willing to commit to the education of the student; the student works for seven months on schematic design and design development for the firm. This program allows a student to replace on Topical Design Studio with an intense professional experience under direct tutelage of a mentor who is a licensed architect. Rather than focusing on one design project, the students progress though a series of 6 to 8 design exercises approved by the Director of External Programs. Firms in the residency program can be in or outside of Texas. The Atelier studio is based upon the collaboration of professional experienced practitioners who contribute to the college with their ‘experience-rich’ building types such as: healthcare facilities, educational facilities, sports facilities, perform arts center, and high rise structures. A firm noted for a particular type of project design provides the project brief and visits the college at every other week. There is a College of Architecture design faculty member also associated with the studio. All of these studios are intended to parallel the professional practice work, but ask questions through the discipline of architecture by conjecturing alternative solution to the work, and provide crucial professional experience to the students.

Diverse firms across the country have an ongoing relationship with the College and hire graduates from Tech. Each year the College hosts a Career Fair to expose students to the job interview experience. A digital portal, Archway, affords the opportunity to match students with potential employers year around. The College also enjoys a good relationship with the Texas Board of Architecture Examiners (TBAE), and students are referred to their websites for matters pertaining to professional experience and educational requirement for licensure.

The College has developed courses that focus on contract documents and systems, Building Information Technology (ARCH 3352) and Integrative Building Modeling (ARCH 4354; Spring 2016 ARCH 5354). These two classes focus on the analysis and communication of technical information, process, and documentation using Building information Modeling Programs such as Autodesk Revit.

The College has an active Alumni board with 20 architecture practicing members who visit the College yearly, and who raises questions with regards to the profession, the College involvement with architecture practice, the methods of adjusting to the changing discipline; as well as it updates the College with regards to the profession. The Alumni board it actively supporting the College, trying to inform the educational process and methods, and helping the students in the pre-professional and professional programs. The distinguished Alumni, visits the College every two years, providing guidance and consultation to the College, faculty, and students. Both of these groups provide the College with vital professional practice view and suggestions for the betterment of the program and its correlation with the profession.

Stewardship of the Environment: The College collaborates with its faculty to reinforce AIA Cannon VI: Obligation to the Environment. In the curriculum students are expose to environmental ideas in both the pre-professional level to the professional level. ARCH 2355 – Architecture Environmental Systems, introduces students to environmental principles of lighting, passive heating and cooling, and the responsibility the architect has towards the environment. This is reinforce win ARCH 3373 – Environmental Analysis - Site Planning where students take a closer analysis and applications of site analysis with regards to orientation, climate, geographical locations, natural phenomena that affect architecture as a built form. Further the College offers electives for students to learn more in-depth information concerning sustainability principles and application. The College also reinforces Stewardship of the Environment by hosting evens with student organizations such as CoA Dialogs were topics of Sustainability and Green Architecture have created a collective sharing of information between faculty and students. Students in the College can also be part of University events that promote environmental awareness. The Student Association Council (SAC) participates in the Arbor Day, where all student organizations from across campus get together to promote a healthier environment. U.S. Green Building Council (USGBC) also has a chapter at Texas Tech, which until recently was led by an architecture student as its president. Some of our faculties also hold membership with the USGBC North Texas Chapter. These faculty contribute to and awareness of the environment for the College and the Lubbock community at large. Students can become LEED certify with one semester course across campus. This course can be use as a graduate elective for students within the College and the students are eligible to take the LEED certification exam at the culmination of the semester. The College is also organizing a Symposium on Sustainability. Associate Profs. Robert Perl and Glenn Hill are taking the lead on recruiting national renowned speakers who are able to contribute and expand the awareness and knowledge for Sustainability and Environmental stewardship. As part of a statewide project Associate Professor Perl will initiate a blog to tie professional, industry, and educational interest. He is a member of the College Programs Council.

Community and Social Responsibility: The College has with it the responsibility to interact, collaborate and provide service to the community. Following AIA Canon II & III (*Obligations to the Public and Obligation to the Client*) all students get experience on this perspective through both curricular and extra-curricular activities. The University Downtown campus allows upper level students to work on projects that relate to the community advancement and cultural enrichment in its Urban Tech design center, http://tturbantech.org. Students taking classes at Urban Tech participate in studio projects that have constant dialogue with the community, making the projects a positive influence on the city development.

Projects that have taken place at Urban Tech in recent years are the "Bike System Proposal" that connects the University with surrounding neighborhoods. Also projects like the "North Connection Project," a housing project that engages the Hispanic community present in Lubbock. Other projects include High Cotton, The Downtown Lubbock Revitalization, and many other project *charrettes*. During the Fall 2014 semester, Urban Tech headed the Urban Stage installation whose purpose was to demonstrate to the community how to enrich an urban street. This Project engaged with the City of Lubbock officials, local business owners, private citizens, and different University colleges. Programs like the Houston Practicum and Residency (HPR) program allow students to gain professional and local connections to the community by its interaction and involvement with projects. The HPR program has produced over 40 projects, and average of 11 projects per year that engages the students and the community at large. Professor Joseph Aranha has led a Mexico Studio, in both the pre-professional and professional levels, to develop and urban interventions in cities such as Cholula, Puebla, Mexico. Bringing local architecture students to review and consult on the work produced. Prof. Aranha is on the College Program Council to build relationships with Mexico.

Students also participate in extra-curricular activities within the community. Students can be part of the Habitat for Humanity, which is greatly guided and supported by faculty of the College. AIAS also promotes community and social engagement within the College; the incumbent president and other AIAS members attend the local AIA chapter meetings. Students also have the opportunity to participate in University and City ventures engaging the local community.

B. Perspectives Program Support
The perspectives are fundamental principles to the educational process, and the college applies these perspectives to inform and support many activities with the college.

Our Studio Culture Policy incorporates as a formal objective Perspective A, Collaboration and Leadership; Perspective B, Design; and Perspective E, Community and Social Responsibility. Since 2014, our Curriculum Committee has been systematically reviewing our Curriculum and our courses in anticipation of strengthening the 1st year studio experience and of arranging courses more interactively. Since the 2014 NAAB Conditions were released, the Committee is also reviewing curricular and course objectives to find ways to better incorporate each of the Perspectives as a holistic guide to our architecture education. Architecture Freehand Drawing (ARCH 1341) and Creative Process (ARCH 2342) reinforce the Architecture perspectives by engaging a wider diversity of students from other colleges, promoting collaboration, and proving the students with a creative design outlet.

The Perspectives A, C, D, and E are well represented in the mission of our various student organizations such as AIAS, Habitat for Humanity, Knights of Architecture, and Global Architecture Brigade, each of which has a mission that represents one or more of the Perspectives. Each student organization has a faculty advisor who works with the students as needed. These Perspectives are also represented in the various Service Learning Projects that many of our faculty conduct.

The new NAAB Perspectives will be included as part of the CoA long-range planning in its Strategic Plan, which is undergoing its regularly scheduled review in Fall of 2015.

I.1.5. Long Range Planning

The Strategic Plan of the College of Architecture is a planning process for continuous improvement that identifies multiyear objectives within the context of the institution and program mission and culture. In addition to the Strategic Plan, the College has a process by which it identifies and evaluates its student learning objectives as part of its plan for continuous improvement in the context of its mission and culture.

The College's Strategic Plan serves as a guide to Long Range Planning. It is written by a Faculty committee appointed by the Academic Dean and is based on the mission of the College, which states that "The College of Architecture educates students for future design practice and advances knowledge of the

discipline for the benefit of society." The Strategic Plan is a five-year plan that identifies goals, objectives, and strategies. The five goals of the CoA Strategic Plan are:

1. **Increase Enrollment and Promote Student Success toward their Goals:** Increase student enrollment and attract a diverse student body by expanding the architectural education opportunities to prepare students for a successful career.
2. **Strengthen Academic Quality and Reputation:** Continue to build a dynamic learning community by attracting and retaining faculty and staff who effectively educate students and advance knowledge, thereby enhancing recognition of our programs.
3. **Advance the knowledge of Architecture:** We will advance the knowledge of Architecture by developing research, scholarship, and creative activities that lead to national and international recognition.
4. **Increase Outreach and Engagement:** We will seek and create strong relationships with the architecture profession, related disciplines, and organizations around the world an across the nation to support community improvements and to contribute to a better environmental quality.
5. **Resource Management:** We will increase funding for scholarships, professorships, and world-class facilities through enhancing our development efforts, maximizing our resources, and providing more efficient operations.

Each Goal has a set of strategies to achieve that goal, and each of these strategies is evaluated in the spring of each year through Texas Tech's Unit Assessment Report using a software called TracDat. The Unit Assessment Report is used by both the University and the College to determine how well the College is achieving its mission within the larger context of the University's mission.

A. Student Learning Objectives

The College of Architecture identifies its student learning objectives in accordance with three sources: the NAAB Student Performance Criteria; the Texas Higher Education Coordinating Board (THECB) Student Learning Outcomes (SLO); and *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*, Lorin Anderson and David. Krathwohl, eds., (New York: Longman, 2001). The NAAB SPC inform the professional curriculum, the THECB informs the core curriculum courses taught within the college, and *Bloom's Taxonomy* informs both the professional and the core curriculum.

B. Development of Objectives

The College uses several data and information sources to inform the development of the student learning objectives: End-of-Semester Faculty Walk-thru; End-of-Semester Administrators Walk-thru; the Binary Rubric; the Graphic Rubric. The individual results of these evaluations are copied explicitly on each faculty member's annual evaluation. (Rubrics found on Section 4: Supplemental Materials)

The most frequently used sources are the Faculty Walk-thru and the Administrators Walk-thru. The Faculty Walk-thru takes place each semester, after final reviews, when the entire faculty participate in a walk-thru of the studios after the official end of classes. The walk-thru is organized by the administration and is led by the Coordinators of each studio. One of the administrators takes notes during the walk-thru and during the discussion that follows. Exhibition of work is posted in the studios as well as the Gallery, Library and hallways. The Study Abroad exhibition is posted in the Gallery each fall and features our five (5) Study Abroad studios.

The Coordinators of each studio level are in important component of faculty involvement in ensuring the rigor of the student learning objectives. We have given more emphasis to the role of the Coordinators, and they are key figures as a liaison between faculty and administration. Coordinators and the administration have informal checkpoints during the semester to check on studio schedules and work. The coordinator also serves as resource for faculty teaching the respective studio, as the schedule, SLOs, and curricular changes are always evaluated and reinforced by the coordinator.

At the Faculty Walk-thru, each Coordinator briefly presents the studio projects, and each instructor is asked to identify high pass work so that the faculty can then tour the studio level noting whether the individual studios have addressed the NAAB SPC, and noting in general the quality and rigor of design instruction. Faculty then adjourn for lunch and discuss the semester's work and whether the studios are meeting objectives. Concerns are noted and correctives are suggested, and the Associate Dean for Academics and the Associate Dean for Graduate Studies are responsible for charging the coordinators and faculty specifically to address concerns the following semester. Guidelines for core undergraduate studios were derived from this process.

End-of-semester Faculty Walk-thru also includes reviews of the lecture classes. We have had presentations of our two (2) Digital Media classes and of our four (4) Construction classes. We have purposely linked assignments in Construction II and III to coordinate with design projects in Studios ARCH 3501, which features structures, and ARCH 3502, which features envelope. This new strategy to integrate the curriculum has worked well, reinforcing the inter-disciplinary nature of the architecture profession.

The College is regular in its review of studio classes, and we intend to develop a plan for faculty review of more lecture classes and required electives. This initiative will require strict time management of the Walk-thru.

The Administrators' Walk-thru takes place the day after the Faculty Walk-thru. The Dean and Associate Deans visit each studio and evaluate each instructor using a Binary Rubric. This rubric consists of the SPC assigned to each studio, and each faculty is evaluated by how well the student evidence has met the SPC. If the student's work shows evidence of having met the SPC well, that is noted by a + , and if the work shows little or no evidence, that is noted by a – ; thus the term "Binary Rubric." This rubric is used in annual faculty evaluations and serious deficiencies are addressed sooner, at the beginning of the next semester so that the faculty member may focus on areas of improvement..

The Graphic Rubric is used in our Program Assessment, which evaluates the progress and success of the curriculum as represented in seven (7) categories drawn from the three (3) Realms of NAAB 2009 Conditions for Accreditation:
Realm A: Critical Thinking and Representation:
Realm B: Integrated Building Practices, Technical Skills and Knowledge:
Realm C: Leadership and Practice:

Category Expectations	**Exceeds Expectations**			**Meets Expectations**			**Does Not Meet**		
	High	**Medium**	**Low**	**High**	**Medium**	**Low**	**High**	**Medium**	**Low**
Graphic Skills									
Formal Ordering Systems									
Fundamental Design									
Collaborative Skills									
Accessibility									
Site Conditions									
Technical Documentation									

The Graphic Rubric is used to evaluate the portfolios of all Bachelor of Science undergraduates who apply to the M-Arch program, which has averaged 50% during the last five (5) years. This rubric has proved to be an effective means of assessing the success with which the College is achieving the current

Student Learning Objectives and for developing strategies to augment that success and/or to address deficiencies.

The Texas Higher Education Coordinating Board (THECB) and the Student Learning Outcomes (SLO) are featured in the CoA curriculum in three courses that satisfy three different requirements in the University's Core Curriculum. Behavioral Science Requirement is satisfied by ARCH 1311 Design, Environment and Society; Humanities Requirement is satisfied by ARCH 2311 History of World Architecture I; Creative Arts is satisfied by ARCH 2315 History of World Architecture II. These three courses use both the NAAB SPC and the Value Rubric published by the American Association of Colleges and Universities and recommended by THECB. The Value Rubrics can be found at: https://www.aacu.org/value-rubrics

Bloom's Taxonomy informs the teaching methods of our faculty in achieving the *understanding* and the *ability* requirements of the SPC. For student performance criteria requiring 'understanding,' course content is structured to demonstrate the following Cognitive Processes: 2.1 Interpret, 2.3 Classify, and 3.2 Implement, which is taken from Table 5.1 *Taxonomy for Learning*. For student performance criteria requiring 'ability,' course content is structured to demonstrate the following Cognitive Processes: 4.2 Organizing, 5.2 Critiquing, and any of the 6.0 Create processes: 6.1 Hypothesizing, 6.2 Planning, or 6.3 Producing, also taken from Table 5.1 *Taxonomy for Learning*.

C. Role of Long-Range planning and initiatives

The CoA's Long Range Planning includes our post professional degrees, which are the Master of Science in Architecture and the PhD in Land Planning, Management, and Design. The Five-Year Goals for these programs are found in our Graduate Program Review Report, written in the Spring of 2015 and peer reviewed by external and internal peers appointed by Texas Tech University. The specializations incorporated in the Master of Science degree are a recent initiative, which needs additional support and development, but they represent a significant enrichment opportunity for both the first professional and post professional curricula. A copy of report can be accessed at (Secured File Transfer – TTU Large File Transfer):

https://appspace.ads.ttu.edu/LargeFileTransfer/DownloadFile.aspx?id=7e840d79-28a4-4cdb-964a-c1e0c8bae440&key=AB07D04EFC97E17EF5461EB8C16D40AA4278E7DF

The CoA's Long Range Planning is also part of the University's planning goals. The CoA's annual self-assessment, required by the University, is conducted in the spring of each year. Each Goal has a set of strategies to achieve that goal, and each of these strategies is evaluated in the spring of each year through Texas Tech's Unit Assessment Report using a software called TracDat. The Unit Assessment Report is used by both the University and the College to determine how well the College is achieving its mission within the context of the University's mission.

The College potentiated the curriculum for its long-range plan by hiring Danny Nowak as a Distinguished Lecturer of Practice, to teach and reinforced the comprehensive design studio (ARCH 5901) and suggests improvements to the curriculum. After three years the curriculum was changed to include the collaboration between the design and the technical sides of architecture by creating "in-coordination" collaboration between the studio classes and the construction sequence. This contribution reinforced the ability side of design and the practice technical side of the reality of architecture. Students now have a greater understanding of how the construction classes influence the design process and vice-versa. This was part of the long range planning initiatives incorporated by the College to provide the students with the understanding of architecture design as a holistic, multidimensional, and comprehensive process that is required of an architect.

D. Role of the Perspectives on Long-Range plan

The Five Perspectives defined by the NAAB also inform the long-range planning of the College. Perspective A, Collaboration and Leadership: The College's Studio Culture Policy emphasizes collaboration and leadership. The Policy's section on Fundamental Values, "Sharing," calls for a studio

environment that encourages a sharing and questioning of ideas and knowledge through a collaborative and interdisciplinary environment between and among our students and faculty. Each studio emphasizes this aspect of our Studio Culture Policy by including teamwork such as model building, precedent studies, and material and structural studies. These studies are then individualized as students apply the lessons to their own projects. In addition, the CoA offers Collaboration Studio, which is an interdisciplinary studio comprised of faculty and students from Architecture, Landscape Architecture, and Interior Design.

Perspective B, Design: The College's Curriculum Matrix emphasizes design as a multidimensional process. We have linked the same SPC between studio and construction classes and between studio and digital media classes in order to develop joint exercises that emphasize design as a multidimensional process. For example, A.4 Design Thinking Skills is developed as complementary exercises in Studio 2501 and Digital Media 3341. Similarly, Studios 2501, 3501, and 3502 are linked to Construction 2351, 3350, and 3355. The first course in our Graduate Sequence is Comprehensive design, which focuses on the integration of systems and assemblies that require students to treat design as a holistic endeavor. Our Digital Media courses and our Digital Design and Fabrication Lab have allowed us to develop not only elective courses in DDF at the undergraduate level, but also courses and a certificate with specialization at the M-Arch and MS levels. The integration of DDF into our curriculum allows students to explore the latest developments in digital technology, which increasingly is the focus of opportunity and value in the architectural profession today. Unlike most architecture programs, our DDF facility is open to all students.

Perspective C, Professional Opportunity: In order to educate students on the breadth of professional opportunities and to facilitate the transition to internship and licensure, the College has a faculty member who serves as the IDP Director. The IDP Director holds information sessions and works with students to obtain internships that accrue IDP credit. The College requires each student to complete 300 hours of internship in a professional office. Each spring semester the College holds a Career Fair, coordinated by the IDP Director. In Spring of 2015, 45 Firms participated in the Career Fair. The College also offers a Practicum+Studio in Dallas and Houston, which combines six months of internship with a Topical Graduate Studio. The College has expanded its studio and course offerings to represent the breadth of professional career opportunities and to prepare students for these opportunities. Graduate Certificates in Digital Design and Fabrication (DDF), Health Care Facilities Design, Urban and Community Design (UCD), and Preservation allow students to choose a focus for their studies.

Perspective D, Stewardship of the Environment: The College is committed to preparing students to take responsibility for the stewardship of the environment and natural resources. Sustainability is covered in ARCH 2355 Environmental Systems, in ARCH 3373 Environmental Analysis—Site Planning, and in electives offered by faculty. In the Fall of 2015 the College will host a two-day Sustainability Symposium. As mentioned above, the College is initiating an internet presence to link the profession, industry, and education across the state.

Perspective E, Community and Social Responsibility: The College actively and regularly leads students in community engagement, emphasizing the role that the architectural profession plays in building strong civic identity. Faculty regularly offer service-learning opportunities in their specialties such as Digital Design and Fabrication (DDF), Urban and Community Design (UCD), and Preservation. For example, in the Fall of 2014 students in a team-taught DDF Studio designed and installed interactive objects for *Urban Stage*, a collaborative event among the City of Lubbock, Texas Tech University, and the College of Architecture, and the College of Architecture's Downtown Studio program. Service-learning studios and courses are encouraged and supported by Texas Tech's Center for Active Learning and Undergraduate Engagement (CALUE).

I.1.6. Assessment

I.1.6.A. Program Self Assessment

A. Self-Assessment Process and Procedures

The Strategic Plan of the College of Architecture is the primary guide for the College's self-assessment process, specifically with regard to the ongoing evaluation of our program's mission and multi-year planning activities. The College's Strategic Plan serves as a guide to Long-Range Planning. It is written by a Faculty committee appointed by the Academic Dean and is based on the mission of the College, which states that "The College of Architecture educates students for future design practice and advances knowledge of the discipline for the benefit of society." The Strategic Plan is a five-year plan that identifies goals, objectives, and strategies, and is due to be reviewed in the Fall 2015. The five goals of the CoA Strategic Plan are:

1. **Increase Enrollment and Promote Student Success toward their Goals:** Increase student enrollment and attract a diverse student body by expanding the architectural education opportunities to prepare students for a successful career.
2. **Strengthen Academic Quality and Reputation:** Continue to build a dynamic learning community by attracting and retaining faculty and staff who effectively educate students and advance knowledge, thereby enhancing recognition of our programs.
3. **Advance the knowledge of Architecture:** We will advance the knowledge of Architecture by developing research, scholarship, and creative activities that lead to national and international recognition.
4. **Increase Outreach and Engagement:** We will seek and create strong relationships with the architecture profession, related disciplines, and organizations around the world an across the nation to support community improvements and to contribute to a better environmental quality.
5. **Resource Management:** We will increase funding for scholarships, professorships, and world-class facilities through enhancing our development efforts, maximizing our resources, and providing more efficient operations.

Each Goal has a set of strategies to achieve that goal, and each of these strategies is evaluated at the institutional level in the spring of each year through Texas Tech's required Unit Assessment Report using a software called TracDat. The Unit Assessment Report is used by both the University and the College to determine how well the College is achieving its mission within the larger context of the University's mission.

The College's Strategic Plan can be accessed at: http://arch.ttu.edu/wiki/Strategic_Plan

The College of Architecture's self-assessment uses several data and information sources to inform the development of our long-range planning, curriculum development, learning culture, and responses to external challenges: End-of-Semester Faculty Walk-thru; Alumni and External Critics for End-of-Semester Reviews; End-of-Semester Administrators Walk-thru; the Binary Rubric; the Graphic Rubric of B.S. graduates; the Graphic Rubric for M-Arch Professional Degree graduates.

The Faculty Walk-thru occurs each semester, after final reviews, when the entire faculty visit each of the studios after the official end of classes. The walk-thru is organized by the administration and is led by the Coordinators of each studio. Student work is posted in the studios as well as the Gallery and Library and hallways. The Study Abroad exhibition is posted in the Gallery each fall and features our five (5) Study Abroad studios. One of the administrators takes notes during the walk-thru and during the discussion that follows.

Coordinators are key figures as a liaison between faculty and administration. The Coordinators of each studio level are responsible for ensuring that the student learning objectives are met at each level, in each studio. Coordinators and the administration have informal checkpoints during the semester to check on studio schedules, progress, and work.

Each Coordinator briefly presents the studio projects at the Faculty Walk-thru, and each instructor is asked to identify high pass work so that the faculty can then tour the studio level noting whether the

individual studios have addressed the NAAB SPC, and noting in general the quality and rigor of design instruction. Faculty discuss the semester's work and whether the studios are meeting objectives. The Associate Dean of Academics and the Associate Dean of Graduate Studies are responsible for addressing with the coordinators any concerns about student work, and the academic deans guide faculty specifically to address concerns the following semester.

Further Self-Assessment procedures include a close relationship with the Alumni Board, which meets at the College every year, and the end of semester External Review Process. At the end of each semester external critics are brought to the College to review the work. Their opinions of the work are solicited informally; but they influence the discussion that follows at an Internal Review, which occurs on every 'dead day' immediately following the last day of class. The Internal Review is a half-day discussion of the full faculty that focuses on a different topic, or set of topics, each semester. Sometimes it takes the form of a tour of studio work. Responding to the Internal Review is not obligatory but it has a major effect on the teaching process and the pedagogical discussions that ensue.

The End-of-semester Faculty Walk-thru reviews lecture classes as well. We have had presentations of our two (2) Digital Media classes and of our four (4) Construction classes. We have purposely linked assignments in Construction II and III to coordinate with design projects in Studios ARCH 3501, which features structures, and ARCH 3502, which features envelope. This new strategy to integrate the curriculum has worked well. The College intends to develop a plan for faculty review of more lecture classes and required electives.

The Administrators' Walk-thru is conducted by the Dean and Associate Academic Deans who visit each studio and evaluate each instructor using a Binary Rubric. This rubric consists of the SPC assigned to each studio, and each faculty is evaluated by how well the student evidence has met the SPC. If the student work shows evidence of having met the SPC well, that is noted by a + , and if the work shows little or no evidence, that is noted by a – ; thus the term "Binary Rubric." This rubric is used in annual faculty evaluations and serious deficiencies are addressed sooner, at the beginning of the next semester so that the faculty member may focus on areas of improvement.

The Graphic Rubric is used to evaluate the portfolios of all TTU CoA Bachelor of Science undergraduates who apply to the M-Arch program, which has averaged 50% during the last five (5) years. This rubric has proved to be an effective means of assessing the success with which the College is meeting its mission and its multi-year planning objectives and for developing strategies to augment that success and/or to address deficiencies.

The Graphic Rubric is used in our Program Assessment, which evaluates the progress and success of the curriculum as represented in the four (4) Realms NAAB 2014 Conditions for Accreditation:
Realm A: Critical Thinking and Representation:
Realm B: Building Practices, Technical Skills and Knowledge:
Realm C: Integrated Architectural Solutions
Realm D: Professional Practice:

Category Expectations	Exceeds Expectations			Meets Expectations			Does Not Meet		
	High	**Medium**	**Low**	**High**	**Medium**	**Low**	**High**	**Medium**	**Low**
Graphic Skills									
Formal Ordering Systems									
Fundamental Design									
Collaborative Skills									
Accessibility									
Site Conditions									
Technical Documentation									

The CoA's Long Range Planning includes our post professional degrees, which are the Master of Science in Architecture and the PhD in Land Planning, Management, and Design. The Five-Year Goals for these programs are found in our Graduate Program Review Report, written in the Spring of 2015 and peer reviewed by external and internal peers appointed by Texas Tech University. A copy of report can be accessed at (Secured File Transfer – TTU Large File Transfer):

https://appspace.ads.ttu.edu/LargeFileTransfer/DownloadFile.aspx?id=7e840d79-28a4-4cdb-964a-c1e0c8bae440&key=AB07D04EFC97E17EF5461EB8C16D40AA4278E7DF

Students evaluate each course instructor each semester. These evaluations are distributed by the University. In addition to answering specific questions about the course, with answers ranging form "1 – strongly disagree" to "5 – strongly agree," students are encouraged to write comments. The following semester the University returns this handwritten comments to the home department. In the College of Architecture, these comments are transcribed by an administrative assistant into a word document, and the faculty's ranking and student comments are sent to individual faculty and to the administration. The student evaluations are a valuable and often-used source for Annual Faculty Reviews as well as a indicator of the success of pedagogies and teaching styles. The TTU student evaluation is standardized for all colleges and departments, and ask three questions with responses being 5 for strongly agree and 1 strongly disagree:

1. The course objectives were specified and followed by the instructor.
2. Overall, the instructor was an effective teacher.
3. Overall, this course was a valuable learning experience.

In addition to answering the questions, students may write comments. It is these comments that are transcribed and, along with the responses to the three questions, become part of the faculty's permanent file.

The Graphic Rubric for M-Arch Students is used to evaluate the collection of work that a Graduate student has completed after having taken Comprehensive Studio, and Two (2) Topical Studios. This evaluation is known as the Graduate Comprehensive Exam and is administered by teams of three faculty per student. All faculty participate in the GCE. This rubric has proved to be an effective means of assessing the success with which the College is meeting its mission and its multi-year planning objectives and for developing strategies to augment that success and/or to address deficiencies.

The Graphic Rubric for M-Arch Students is used in our Program Assessment, which evaluates the progress and success of the curriculum as represented in the four (4) Realms NAAB 2014 Conditions for Accreditation:

Realm A: Critical Thinking and Representation:
Realm B: Building Practices, Technical Skills and Knowledge:
Realm C: Integrated Architectural Solutions
Realm D: Professional Practice:

Graphic Rubric for M.ARCH Assessment

Skill	**Exceeds Expectations**			**Meets Expectations**			**Does Not Meet Expectations**		
	High	Medium	Low	High	Medium	Low	High	Medium	Low
Speaking									
Writing									
Critical Thinking									
Research (250-word essay in addition to drawings)									
Use of Precedents (250-word essay in addition to drawings)									
Program Preparation									
Building Systems Integration									
Comprehensive Design									

B. Self-assessment Influence on Long-range plan

All of these methods of self-evaluation have been important in identifying areas for improvement with the curriculum of the College. Specifically, the following assessments have been made using the methods described above:

1. ***Assessment:*** In fall of 2013 the administration held a discussion of goals, with the coordinating instructor, for Studio I, 1412, with regard to NAAB SPC A.4 Architectural Design Skills based upon the end of semester review in spring of 2013, using a binary rubric. ***Action 1:*** It was requested that Studio I address this SPC more directly in preparation for Studios II and III, and we replaced teaching assistants with two faculty members. Review of Studio I in the spring of 2014, using the same binary rubric, indicated that the SPC A.4 was still not met to the satisfaction of the administration. ***Action 2****:* Studio I was reorganized given different coordination for spring of 2015 and new pedagogy and methodology for addressing the NAAB SPC was used.
   Reassessment: The results of this change were assessed by the administration, using the binary rubric established for this course, established that NAAB SPC A.4 has been successfully addressed.

2. ***Assessment:*** Review of studio work by the college administration using a binary rubric for SPC and level wide learning objectives for Studio III, 2502 in spring of 2012, and Collaboration Topical Studio, 5506 in fall of 2011, revealed weaknesses in Architecture Design Skills A.4 and Design Thinking Skills A.2 as well as level wide learning objectives. ***Action:*** This resulted in removing a professor from studio instruction and redirecting him to teach Theory 5362, History and Theory of Historic Preservation 5324, and Contemporary Issues 3314. ***Reassessment:*** Overall

reassessment of Studio 2502 in the Spring of 2013 and the Collaboration Studio in fall of 2012, using a level wide skills assessment chart, showed substantive improvement with a new instructor team.

3. ***Assessment:*** In 2010 the new strategic plan of the University set Further Outreach and Engagement as a strategic priority. The CoA Deans' Council reviewed the College strategic plan relative to the strategic priorities of the University and determined that the CoA needed to increase its community engagement in order to meet the strategic priority. ***Action 1:*** The CoA set up a downtown studio in Lubbock—UrbanTech—in order to increase and focus urban and community design research on pressing problems for Lubbock's urban core. ***Reassessment:*** Continued support of UrbanTech, the High Cotton project and the UrbanStage project demonstrate continued success. Review of the work in 2013 by the Distinguished Alumni Roundtable verified the success of this action. ***Action 2:*** Establish a Practicum/Residency program in Houston in 2011. **Reassessment:** The Houston program completed 44 community engagement projects over a period of 4 years ending in 2014. ***Action 3:*** As a result of newly established Defining Perspectives by the NAAB in 2014, which included "Community and Social Responsibility", the CoA initiated the establishment of a Master of Science Specialization in Urban and Community Design in Houston. ***Reassessment:*** Graduate student enrollment of 15 by fall 2017.

4. ***Assessment:*** Graphic rubrics associated with NAAB SPC A.1 Professional Communication Skills indicated that the curriculum was not providing enough upper division instruction in discipline-centered, writing intensive exercises. Similarly, graphic rubrics at the graduate level indicated that professional communication skills associated with writing were still a problem. ***Action 1:*** In 2011 Architecture Theory 4363, an intensive writing course, was moved to the graduate level. ***Reassessment:*** In 2013 the Advisory Board suggested that communication skills be strengthened in the graduate curriculum. In 2014 the NAAB included "Collaboration and Leadership" in their Defining Perspectives. ***Action 2:*** Pursuant to these events the CoA has made SPC A.1 a requirement for all graduate studios, 5901, 5501, 5502, and 5503. ***Reassessment:*** These studios will be assessed for their written communication in spring of 2016 using a graphic rubric. ***Action 3:*** In order to introduce better writing skills at the undergraduate level Contemporary Issues, 3314, and History III, 3313, were made intensive writing courses. ***Reassessment:*** The essays from these courses were reviewed in 2012. ***Action 4:*** A common writing rubric was established for all writing intensive courses in 2013. ***Reassessment:*** This will be reassessed in Fall of 2015. Preliminary reassessment of end of semester papers in 3313 showed a marked improvement from the previous year in terms of structure and writing skills with over 80% in the A and B range. The writing intensive rubric:

Writing Skills							
	Exceptional 4 90-100%	**Good 3 80-89%**	**Fair / Adequate 2 70-79%**	**Limited 1 60-69%**	**Poor / Unacceptable 0 0-59%**	**Points Available**	**Points Awarded**
Structure/Organization	Well organized from introduction to conclusion; paragraphs and ideas flow coherently	Easy to follow, but would benefit from some restructuring and/or stronger transitions between ideas	Readable, but order of ideas and/or transitions between ideas need work	Paper is difficult to follow	Ideas are presented randomly with no clear logic governing their order or transitions between them	**15**	
Citations	Appropriate style (MLA, APA, Chicago) is followed with no flaws	Punctuation or other minor errors in documentation, but in-text citations are clearly coordinated w/ bibliography	Includes both in-text citations and bibliography, but they are inconsistent or incomplete	Either in-text citations or bibliography missing	Material taken from sources not cited at all	**5**	
Formal/professional language	Highly articulate academic tone	Clear and appropriate language	Acceptable language use overall, but some informal language	Some acceptable language use, but overall tone is informal	Lack of respect shown to subject through use of slang and/or overly casual or colloquial language	**5**	
Grammar (sentence structure, subject/verb agreement, pronoun/antecedent agreement, etc.)	No grammatical errors	Occasional errors in grammar (one or two per page)	Several minor errors per page	Grammatical errors make it necessary to reread sentences and/or sections to discern meaning	Coherence of overall meaning unclear due to grammar	**15**	
Punctuation, capitalization, & spelling/word choice	Punctuation, capitalization, and spelling are all correct.	No more than one error of this type per page	Approx. two or three errors of this type per page	Approx. four or five errors of this type per page	Paper requires extensive editing/proofreading in this area	**10**	
						Total Points Possible	**Total Points Earned**
						50	

5. ***Assessment:*** As the profession of Architecture evolves to embrace new materials and manufacturing techniques, architecture education has been encouraged by the profession and the Knowledge Committees of the American Institute of Architects to address these changes at the graduate level through research, design and creative activities. ***Action:*** In 2012 the existing Model Shop was outfitted to address this assessment. The new digital design and fabrication shop affords CoA students hands-on experience with material-based processes and fabrication tasks complemented by experiments with state of the art technology, using a Robotic arm, 3D-printing equipment, Computer Aided Manufacturing (CAM) software and a 3 axis CNC gantry

router. These innovative technologies activate emergent design techniques and entrepreneurial research opportunities further developed in the Topical Design Studio 5500 sequence, complemented by specific faculty interests. ***Reassessment:*** The administration has been using a binary rubric to establish that NAAB SPC C.1-RESEARCH has been successfully addressed in a variety of Topical Studios facilitating faculty research opportunities and interdisciplinary collaborations supported by the shop. This reassessment gave rise to a need for an addition to the building (see the next action).

6. ***Assessment:*** Within the effort to expand and enhance researches and creative activities, a CoA faculty committee determined that additional fabrication facilities were needed. ***Action:*** In 2013 the College faculty supported a new Strategic Plan with a proposal for an Interdisciplinary Digital Fabrication Facility (an addition to the Architecture Building), which includes the future development of the Digital Design and Fabrication Program, interdisciplinary collaborations with engineering, plans for future facilities and equipment needs, and new spaces for the shop. ***Reassessment 1:*** Since 2013, this extensive proposal was updated every year, by the Deans' Council of the College in response to concerns for Academic Quality and Reputation, a strategic priority of the University. The proposal was successfully embraced by a private donor and currently is in the final design phase with the collaboration of the College administration, faculty and a prestigious architectural firm. The completion of the new Digital Fabrication Shop expansion will increase digital equipment, implement innovative Robotics technology, and provide opportunity for interdisciplinary research and grants. ***Reassessment 2:*** The goal is to provide space for sophisticated equipment that will be available to all Architecture students and for interdisciplinary use mostly with Engineering. One of our priorities is to potentiate research opportunities in collaboration with the profession and the industry, supporting teams of professionals, faculty and students. The proposals, collaborations and researches generated by the facility will be assessed in 2018, two years after the construction is complete, by an ad-hoc faculty committee. The Digital Fabrication Shop expansion also fulfills B. Design and C. Professional Opportunities, both Defining Perspectives of the NAAB. This is important because the Defining Perspectives of the NAAB must be part of the strategic planning and self-assessment process of the college.

7. ***Assessment:*** A review of results of the annual Undergraduate Portfolio Rubric in the Fall of 2014 showed that the content ARCH 4354 Integrative Systems would be more appropriate if moved the Graduate level and paired with ARCH 5901 Comprehensive Studio. ***Action:*** ARCH 4354 was given a graduate course number, ARCH 5345, which will be taught each semester, beginning Spring of 2016. In that same semester, ARCH 5901 will be given a new number, ARCH 5601, and paired with the new ARCH 5345. ***Reassessment****:* This change will be reassessed at the end of Spring 2016 and Fall 2016 using a level wide skills assessment chart during the Faculty Walkthrough

8. ***Assessment:*** SPC related to Construction were 'Not Met' in the NAAB visit in 2010. Improvement in construction courses was needed. ***Action:*** We conducted two national searches for faculty who had specific expertise in construction. These searches resulted in faculty hires for Fall of 2012 and Fall of 2013. The Construction courses ACH 2351 and 3350 were reorganized. ***Reassessment:*** Both a graphic rubric for graduate admissions and a binary rubric showed significant improvement in Construction acumen. Goal Accomplished.

9. ***Assessment and Action:*** As a result of NAAB accreditation concerns about the History Sequence of the curriculum, the content of History I, II, and III were augmented to include more coverage of National and Regional traditions. ***Reassessment:*** Review of evidence shows that the goal of Understanding National and Regional Traditions has been accomplished.

10. ***Assessment:*** Review of studio work by the college administration using a binary rubric for SPC and level wide learning objectives for ARCH 2501 Studio III in Fall of 2012, and ARCH 5501

Topical Studio in Spring of 2012, revealed weaknesses in Architecture Design Skills A.4 and Design Thinking Skills A.2 as well as level wide learning objectives. ***Action:*** This resulted in removing a professor from studio instruction and redirecting her to teach Media Elective 4341, and Contemporary Issues 3314. ***Reassessment:*** Overall reassessment of ARCH 2501 Studio in the Fall of 2013 and ARCH 5501 Studio in Spring of 2012, using a level wide skills assessment chart, showed substantial improvement with a new instructor team.

11. ***Assessment:*** Review of studio work by the college administration using a binary rubric for SPC and level wide learning objectives for ARCH 3501 Studio V in Fall of 2013, revealed weaknesses in Design Thinking Skills A.2, Use of Precedents A.6, Codes and Regulations B.3, Technical Documentation B.4, Structural Systems B.5 as well as level wide learning objectives. ***Action:*** This resulted in removing a professor from studio instruction and redirecting him to teach Media Elective 4341, and Special Topics 5301. ***Reassessment:*** Overall reassessment of ARCH 3501 Studio in the Fall of 2014 using a level wide skills assessment chart, showed substantial improvement with a new instructor team.

12. ***Assessment:*** Need to include core courses that meet behavioral sciences, humanities, and creative arts requirements set by the Texas Higher Education Coordinating Board. ***Action:*** the College of Architecture took the opportunity to incorporate into our curriculum courses that would meet core requirement in the behavioral sciences, the humanities, and the creative arts. Three of our courses have been restructured in order to qualify as core courses: ARCH 1311 Design Environment and Society meets the core requirement for behavioral sciences; ARCH 2311 History of World Architecture I meets the core requirement for humanities; and ARCH 2315 meets the core requirements for creative arts. ***Reassessment:*** Evidence demonstrating compliance was reviewed in FY14; the college is compliant with THECB Learning Objectives.

13. ***Assessment:*** A review of results of the annual Undergraduate Portfolio Review and its graphic rubric and the concomitant level wide skills assessment chart in the Fall of 2011 indicated that the content of ARCH 3351 Construction II, ARCH 3352 Construction III, ARCH 3501 Studio and ARCH 3502 Studio needed to integrate construction and studio content in order to more effectively meet the NAAB SPC of Codes and Regulation B.3, Technical Documentation B.4, and Structural Systems B.5. ***Action:*** Beginning Fall of 2012 the content of these courses were integrated by coordinating construction assignments with design studio assignments. ***Reassessment 1:*** During a review in Spring of 2014 of the Undergraduate Portfolio Rubric and of the level wide skills assessment chart there was evidence that the coordination of construction classes and design studio had produced substantial improvements of the targeted NAAB SPC. ***Reassessment 2:*** In the Spring of 2015 the Undergraduate Portfolio Review and level wide skills assessment chart continued to indicate substantial improvement. No additional action necessary.

I.1.6.B. Curricular Assessment and Development

A. Curricular Assessment Process Members

The College has a process for curricular assessment and adjustments that involves the college Curriculum Committee, The Programs Council, and The Deans' Council.

The Curriculum Committee is comprised of six faculty of all three ranks, and includes ex-officio members of the Associate Dean of Academics and the Director of Academic Programs. The Curriculum Committee is responsible for initiating curriculum changes, taking suggestions for curriculum changes, adding and approving new courses, and deleting courses. All changes to the curriculum must be presented to the faculty for discussion and response and forwarded to the Deans' Council for further discussion and response.

The Programs Council is comprised of the Directors of the four Certificate Programs offered within the M.Arch Degree: Digital Design and Fabrication (DDF); Urban and Community Design (UCD); Health Care Facilities Design (HCFD); and Historic Preservation (HP). Each Program has a Director and faculty

whose specialty is directed related to the Program. The Certificate curriculum of each Program is determined by the Program Committee and must not conflict with the rest of the curriculum.

The Deans' Council is comprised of the Dean, Associate Deans, Assistant Dean, and Development Officer. Both the Curriculum Committee and the Programs Council report to the Deans' Council. The Deans' Council is charged with approving and implementing changes requested or suggested by the Curriculum Committee and Programs Council.

B. Results of Curricular assessment: Faculty, Students, and Graduates
In the Spring of 2015 the Graduate Programs of the CoA were evaluated by an internal TTU team and two external reviewers as part of the University's regularly scheduled Graduate Program Review (GPR) of all TTU graduate programs. The GPR process included interviews with faculty from all ranks:

"Faculty members showed great pride that the School has built a good reputation and cultivated a strong alumni base. They pointed out that a recent alumni survey showed high satisfaction and appreciation of the program, where the TTU program ranked 7th among all the programs represented in the survey. While the survey was unofficial, the high ranking does show the strength of the M.Arch program.
They consider the college to have many strengths that contribute to the M.Arch program. It offers both graduate and post-graduate degrees. With multiple regional locations, it makes quality university education accessible to Texas and the neighboring states. The topical studios provide diversity in professional pursuits, help develop critical thinking, and take advantage of the faculty's resources and passions. In their opinion the College provides sufficient resources for its students."

The GPR process included interviews with students from all levels:
"Students showed overall very high level of satisfaction with the program. Many students stated that they consciously chose the college. It seems that the M.Arch program attracts and retains students owing to numerous factors:

1. Good reputation among architectural firms in Texas and the neighboring states: Students learned, even before their entry to the program, that graduates from TTU have good work ethics. They learned that architectural firms in both Texas and in New Mexico were eager to hire TTU graduates.
2. Good resources: Facilities are among the best one can find in the country. Even from other location of TTU architecture program, students decide to move to Lubbock to take advantage of the full benefits that the college offers. In particular, DDF track was identified as one of the key attractions.
3. Combination of practical and technical experiences with academic learning.
4. Dual Degrees: Four students who are now enrolled in Master of Architecture + Master of Business Administration programs expressed that such dual degree programs was the reason for them to stay at TTU.
5. Good transition from undergraduate to graduate school.
6. Studios: According to the students, the topical studios allow specialization, provide inspiration, help connect to faculty members closely, and also enable integration between practice and theory. The enrollments in the Urban and Community Design (UCD) and Healthcare Facilities Design (HFD) specializations have increased significantly between 2011 and 2014."

Graduates' assessment is taken from a survey by Graduateprograms.com, which conducted a survey in Fall of 2014. The survey included responses from 70,000 students representing more than 1,600 graduate programs nationwide. TTU CoA was listed #7 in the top 25 programs. In Fall of 2015, TTU CoA ranked 22nd. Although informal, the survey nonetheless indicates a high level of satisfaction among graduates of the program. The survey is found at: http://www.graduateprograms.com/top-architecture-programs/

C. Institutional Requirements for Self-Assessment

TTU requires that all departments and colleges perform an annual self-assessment using the university's software called TracDat. This self-assessment measures the progress of the College's curricular goals and aspirations in accordance with the CoA Strategic Plan.

SECTION 2. PROGRESS SINCE THE PREVIOUS VISIT

Conditions not met:

13.13 National and Regional Traditions (*Updated: A.7 History and Global Culture*)

VTR 2010: "The team found evidence of National but not Regional traditions."

History of World Architecture / ARCH 2315_ELLIS

1. In a comparative essay, students analyze two Anglo-American examples from the colonial period – Cedar Park, 1702, Galesville, Maryland, and the Parson Capen House, 1683, Topsfield, Massachusetts. Students must analyze and explain the varying construction methods of these two dwelling types and analyze and explain the varying room uses as the result of the different economic, social, and religious systems (free labor vs. enslaved labor; dissenting vs. conforming social and religious systems) that developed in the Chesapeake and New England.
2. In a short essay, students analyze and explain Palladio's work in the Veneto as a regional phenomenon of economic and political expediency, and as a concomitant ideological movement "sacra agricoltura" that was particular to the region.
3. In a short essay, students analyze and explain the Serpent Mound, c. 1070, of the Native American Mississippian Culture in Ohio, as an example of Native American effigy mound building of the Pre-Contact era. Students must explain the heretofore unappreciated complex nature of the social, political, economic, aesthetic, and religious institutions that Native Americans had developed before Europeans made contact with the Americas.
4. In a short essay, students analyze and explain Teotihuacan, c. 250, of the Aztec Civilization as an example of the complex social, political, economic, aesthetic, and religious institutions that the Aztecs developed before European contact with the Americas, focusing on the space-defining architectural forms of the stepped pyramids and the monumental urban nature of the spatial arrangements of the ceremonial complexes.

History of World Architecture / ARCH 3313_VERNOOY

1. In three essays students explain 20th century architecture of Texas as a regional variant of modernism, using examples of major works by regional architects such as O'Neal Ford.

13.14 Accessibility (Updated: B.3 Codes and Regulations)

VTR 2010: "While the team found evidence of this ability in site design work, it was not evident in building design material presented to confirm 'ability' compliance"

ARCH 3501, Architectural Design Studio IV_PARK, coordinator:

1. In a short (one week) teamwork exercise, students develop a studio requirement booklet explaining and analyzing the life-safety, accessibility, and code requirements, also further elaborate to spatial needs and site conditions for the specificity of the studio project. Students have to use self-produced diagrams and scaled drawings to explain and communicate the spatial needs and site requirements for the studio project. References are not limited but including The Architect's Studio Companion (5th edition), Building Codes Illustrated (4th edition), & City Code of Ordinances.
2. For the final review presentation and submission, students have to individually compose presentation boards containing a series of detailed plan, detailed elevations, detailed sections, diagrams and tables, which response to the studio requirement booklet. All drawings, diagrams, and tables have to be directly related to his/her individual design project in the studio.

13.18 Structural Systems (*Updated: B.5 Structural Systems*)

VTR 2010: "The program did not present students evidence in support of this criterion"

CONSTRUCTION I / ARCH 2351_GLASSELL

1. The course addresses five materials (wood, masonry, concrete, steel, and glass) sequentially and seven forces (tension, compression, torque, torsion, lateral, shear, and moment) focusing on the gradual understanding of aggregate, composite, structural assemblies. Quizzes and exams

require students to diagram and draw various wall assemblies, addressing each material's structural ability.
2. Students assess lateral forces through both physical testing and written format via an analog bridge project.
3. Basic structural systems are demonstrated via a physical 4'-0" wall assembly designed and constructed by students in teams of two. Each wall assembly constructed must address all layers within a typical wall assembly and be able to stand alone when completed. Additionally students submit a detailed, hand-drafted wall section of their completed assembly and a two-to-three page written response describing the design intent as it relates to each layer, connection, and foundation of the full assembly
4. Basic structural systems are tested and demonstrated via a physical concrete cast panel (36"x18"x4") that addresses appropriate aggregate and reinforcement. This project outlines the principles of concrete foundations as it applies to both a structural skin as well as a structural foundation. Done in teams of two, students are required to design their own formwork, build their own cast, and mix their own concrete. Individually, each student additionally submits a written response outlining his or her design intent as it relates to the successful execution of appropriate concrete use in a structural system.
5. Each student regularly maintains a required sketchbook, and must complete eight sketches a week, three of which are drafted wall assemblies. Requirements vary from precedent studies to assumed sections of local structures.

CONSTRUCTION II / ARCH 3350_RAAB

1. During Project 01: Elements, students in teams of two design and construct models to test forces that move through structural models [ie: bow string truss, box truss, laminated beam, tetrahedron, triangulated form, cantilever and variable length beams]. These models are thoroughly tested, diagrammed and presented to the class to show the ability to analyze and describe the forces of compression, tension, bending and lateral forces within these simple structural forms.
2. During Project 02: Extrapolate, students investigate a structural precedent to at both the scale of the structural system and the detail through drawing and model to evaluate existing structural form and its response to loading. This is collaborative project that has been integrated with ARCH 3501 [Architectural Design Studio IV], in order to better facilitate the selection and application of appropriate structural systems within the student's designs.
3. During Project 03: Intervention, students translate their previous knowledge into full scale [1:1] constructions that must be occupiable – able to take the load of a person and contain space – in order to synthesize complex structural concepts into a physical constructs. Each student must convey both architectonic knowledge of jointing various materials, constructing an intervention that must take real loads, while engaging the existing courtyard to aid in the structural conveyance of loads.
4. The structural diagram is used extensively in the course as a means to test the student's knowledge of how a building or structure is translating loads to the ground. These diagrams are represented within lecture and lab, and evaluated by the instructor through each project and exams with the student's ability to convey understanding of structural response of a building to various concerns of materiality, seismic forces, lateral loads, triangulation, etc.
5. Mathematical equations and problems are used to explain complex structural concepts and the student is required to both understanding the theory of how buildings convey forces through load tracing exercises, as well as compute forces within beams, columns, lateral bracing situations and understand shear, moment, stress and strain at a computational level. This understanding is tested through homework, labwork, quizzes and examinations.

13.19 Environmental Systems (*Updated: B.6 Environmental Systems*)

VTR 2010: "The program did not present student evidence in support of acoustical and lighting understanding"

ENVIRONMENTAL SYSTEMS / ARCH 2355_HILL

1. Acoustics - Two lectures on the principles of acoustics in architecture. The Students are then required to execute these principles by applying acoustic procedures to an architectural context.
    a. Lectures and Quizzes
        i. Principles of Acoustics: The Physical Phenomena of Sound.
        ii. Acoustic Concerns in Architecture
    b. Assignments.
        i. Acoustic Basics for Design Professional by McGraw-Hill.
2. Lighting - Lectures and readings on the principles of light, and natural and artificial methods of lighting architecture. Students must recall these principles during quizzes and a test and execute daylighting principles, concepts and strategies, using design guidelines and computer analysis.
    a. LECTURES and Quizzes
        i. Principles of Light: The Physical Phenomena of Light
        ii. Natural Light: The Principles and Concepts of Daylighting
        iii. Daylighting Strategies
    b. READINGS and Quizzes. Heating, Cooling and Lighting by N. Lechner.
        i. Chapter 12 – Principles of Lighting. Chapter Quiz.
        ii. Chapter 13 – Daylighting. Chapter Quiz.
        iii. Chapter 14 – Electrical Lighting. Chapter Quiz.
    c. ASSIGNMENTS
        i. Daylighting Analysis: The use of BIM software to analyze daylighting potential
        ii. Daylighting Design: The use of general rules of thumb to establish lighting strategies in conceptual design.

13.25 Construction Cost Control (*Updated: B.10 Financial Considerations*)

VTR 2010: "The program did not present student evidence in support of this criterion"

PROFESSIONAL PRACTICE / ARCH 5392_TORRES-MACDONALD

Course lectures, "Running A Practice, Part I", and " Running A Practice-Part II". Topics addressed include: financial planning and steps necessary for streamlining; establishing a profit plan; use of net multipliers; various types of financial management systems; terms used in financial management and their relationship to practice; types of accounting methods used; financial reports; managing cash flow; business forecasting; risk management and methods used; insurance (professional liability, other liability and employer-related); and benefits structure considerations.

Measurement resulting in evidence:

1. A quiz that randomizes questions for the students from a pool of the above topics. An exam that addresses above topics. This material is later reinforced in the Final Exam that is comprehensive though all course material. Students must complete short answer, fill in the blank, and multiple choice responses.
2. Three guest lectures from licensed professionals: one by a firm principal introducing the business of architecture, and the process and structure used to create a successful and profitable business. One by a firm vice president presenting the structure of large firms, including the financial structure of partnerships, corporations, national and international office structures, travel, and equipment needs in a global firm environment; one by a firm principal covering the importance of financial and business aspects in the practice of architecture. All students must submit a question to the speakers. Students are required to write a short essay in response to a question relating to the topics presented by guest professionals.

13.28 Comprehensive Design (*Updated: C.3 Integrative Design*)

VTR 2010: "Students are required to work in teams for this studio (ARCH 5501, which is not listed as the same studio course number in the curricular present in APR Section 3.12 – Professional Degrees and Curriculum). The student work presented did not demonstrate consistent

compliance on a per project basis. While individual components of the criterion were evident in separate projects, no project in either 'Pass' or 'High Pass' categories demonstrated fulfillment of the complete set of abilities. Syllabi were well-crafted and thoughtful in expected outcomes but resulted in complex, varied analysis and resolutions to address 'ability' competence."

COMPREHENSIVE DESIGN / ARCH 5901_NEIMAN

1. Each student is required to design their own project. They no longer work in teams. In this way we more effectively determine if they have personally achieved the objectives and learning outcomes of the course as well as fulfill the C.3 NAAB Condition.
2. Each student is required to produce a program for the architectural project, which includes analysis of activities, site, climate, context, space requirements, International Building Code (IBC), International Energy Conservation Code (IECC), and ADA Guidelines. The program includes a base building typology analysis of typical building strategies for daylighting, structural, mechanical, envelope, and interior systems. Evidence: 40+ diagrams assembled into a program booklet.
3. Integration of Structure, Envelope, Mechanical and Interior Systems. Evidence: Each student is required to produce a BIM model, which includes the envelope assemblies (wall sections), structure (plan & isometric), interior systems (plan & perspectives) and HVAC (plan and distribution).
4. Each student is required to construction level technical documents of the wall assemblies. Evidence: Technical Documentation.
5. Life safety and ADA design analysis and documentation. Evidence: A Life Safety and ADA design response drawing sheet, including IBC anaylisis of occupancy type, occupancy by floor, construction type, allowable area, allowable increase, plumbing fixtures, parking requirements, egress path, stair egress, corridor widths, dead-in corridors, and other relevant information.
6. Design a daylighting system for the building. Evidence: Daylighting diagrams and computer analysis.

13.30 Architectural Practice (*Updated: D.3 Business Practices*)

VTR 2010: "No student evidence found for time & project management, risk mitigation, or arbitration/mediation methods, and current trends that affect practice."

PROFESSIONAL PRACTICE / ARCH 5392_TORRES-MACDONALD

The students are exposed to **Time and Project Management** through at the following web links:
http://www.managearchitecture.com/#!project-management/c1ajm and,
http://www.managearchitecture.com/#!time-management-for-architects/c5pa
The links include articles on the topic as well as questionnaires addressing the following related topics: what time means for the architects business; poor time management impacts; how busy are we really?; symptoms of poor time management; and what time habits an architect needs; project management for the project manager; techniques for controlling time, costs, risks, communication, and integration; the technique of the project manager.

Measurement resulting in evidence:

1. Students must read articles from the above links and respond to an essay prompt by the instructor.

The students are exposed **Risk Mitigation** through one lecture "Legal Aspects of the Profession" addressing use of reasoned judgment and skill necessary for the architect; and standard of reasonable care. In addition, this topic is covered in two readings: "Research Journal, Vol. 4.02", Perkins + Will, 2012 and "Concepts in Risk Management", Voluntary Education Program for Design Professionals, Schinnerer.

Measurement resulting in evidence:

1. A quiz that randomizes questions for the students from a pool of the above topics. Lectures may be viewed as many times a necessary. The comprehensive Final Exam in which students must complete short answer, fill in the blank and multiple choice responses.
2. A short essay to a topic prompt in response to a guest lecture on current trends in legal action towards liability of the architect, using case studies.

3. Students are required to complete two readings and respond to a topic prompt with a short graded essay.

Students are required to read the article, **"Mediation & Arbitration"** that covers topics: mediation basics; arbitration basics; limitations of mediation; discovery and subpoenas; contracts & service agreements; and factors to consider in mediation or arbitration.
Measurement resulting in evidence:
1. Students are required to read the article and respond to a topic prompt with a short graded essay.

Marketing, Organization and Entrepreneurship and Current Trends Affecting Practice – globalization, outsourcing, project delivery, expanding practice settings, diversity, and others.
Two course lectures on "Professional Trends" and "Marketing Strategy & Practice", "Leadership and Collaboration in the Profession". Topics addressed include: current changes in the profession; competition in the marketplace & emerging markets; alternative services; complementary services; outsourcing; changes in design & communication tools; consolidating roles; collaboration; performance measures; data & smart component integration; sustainable product demand; marketing – building credibility; developing a marketing plan; winning clients; relationship building; goal setting; strategic planning; SWOT analysis; branding; communications plan; positioning the firm for a target; Leadership & Collaboration – leadership styles; relationships; professionalism; ethics in the workplace; ethics in the profession; AIA Code of Ethics; collaborative structures including joint ventures, workplace collaboration; team building; Marketing – determining and preparing a marketing budget; business development and sales; networking; developing leads; client selection processes-qualifications-based selection (QBS); value based selection (VBS); cost-based selection (CBS); direct hire process. Additionally, they include topics on mergers for business survival.
Measurement resulting in evidence:
1. A quiz that randomizes questions for the students from a pool of the above topics. The comprehensive Final Exam with short answer, fill in the blank and multiple choice responses.
2. Guest lecture from a partner, registered architect and interior designer responsible for leading marketing efforts in a large international firm. Students write a short essay to the instructor's prompt.

Causes of Concern:

"**Curriculum Revision:** The program has revised the curriculum extensively since the last team visit (2004), with the resulting need to methodically assess curricular effectiveness. These revisions also affect student-advising processes to advice all student with such curricular complexity and increased point of access."
Since the 2010 Team Visit, the CoA has devised several means by which to assess its curriculum effectively, including University self-evaluations required by all TTU departments. In addition, two full-time Advisors regularly advise and register students, and make annual audits of each student's progress. Each 3rd year student is sent a letter, the "Senior Letter," that outlines the remaining courses to be completed for B.S in Architecture.

"**Studio Culture:** Future attention should be paid to implementing and assessing the Studio Culture Policy (Condition 3.5) with the formal and ongoing input of students"
Since the 2010 Team Visit, the CoA has instituted a Studio Culture Policy, written by a committee of faculty and students and approved by the faculty. The Studio Culture Policy is reviewed every three years, and as of this writing, September 2015, is currently under review by a committee of faculty and students.

"**Physical Resources:** The College of Architecture building does not fully comply with current standards for life safety and accessibility"
Since the 2010 Team Visit, the CoA building has been fully outfitted with sprinkler systems and fire doors to bring the building up to code. In addition, three (3) handicap restrooms have been added.

SECTION 3. COMPLIANCE WITH THE CONDITIONS FOR ACCREDITATION

I.2.1. Human Resources & Human Resource Development

A. Faculty Resume
A downloadable PDF copy of the Faculty Resumes can be found following this link (Secured File Transfer – TTU Large File Transfer):

https://appspace.ads.ttu.edu/LargeFileTransfer/DownloadFile.aspx?id=eb5daaf1-b578-4bca-a4fa-47ffe0569c0d&key=068A586FC6A87E98541063DC1F45D080AF729A9F

TTU CoA Faculty Lists, 2015-2016
(Total of 56 Full-time faculties)

Tenured / Tenure-Track

1. Aranha, Joe (licensed)
2. Buelinckx, Hendrika
3. Davis, Jimmy
4. Duran, Rafael (licensed)
5. Driskill, David (licensed)
6. Ellis, Clifton
7. Flueckiger, Upe (licensed)
8. Glassell, Mari Michael
9. Gonzalez, Robert, Director El Paso (licensed)
10. Haq, Saif (licensed)
11. Hill, Glenn (licensed)
12. Jaddo, Lahib
13. Kripa, Ersela (El Paso)
14. Louden, Elizabeth
15. Neiman, Bennett
16. Park, Kuhn
17. Perbellini, Maria (licensed)
18. Perl, Robert (licensed)
19. Pongratz, Christian (licensed)
20. Raab, Peter (licensed)
21. Shacklette, Ben (licensed)
22. Smith, Gary (licensed)
23. Taylor, Chris (licensed)
24. Torres-McDonald, Mary Alice (Director Houston)
25. Vernooy, Andrew (licensed)
26. Watkins, James
27. White, Jim (licensed)
28. White, John (licensed)
29. Zugay, Brian

Full Professor of Practice

1. Ray Pentecost (licensed)

Visiting Assistant Professor (VAP)

1. Isern, David
2. McReynolds, Victoria (licensed)
3. Maher, Terah
4. Wade, Darrick (licensed)

Lubbock Instructors

1. Campbell, Dana
2. Chinn, John
3. Fairbetter, LaGina
4. Gomez, Javier (licensed)
5. Gonzalez, Manuel
6. Martin, Michael (licensed)
7. White, Dustin
8. Zook, Julie

El Paso (Robert Gonzalez, Director)
El Paso Instructors

1. Barajas, Guillermo (licensed)
2. Brown, Morris (licensed)
3. Dalbin, Frederic (licensed)
4. Llevanos, Carlos (licensed)
5. McDonald, Melissa
6. Mueller, Stephen
7. Quesada-Rivas, Daniela (licensed)
8. Svarzbein, Peter
9. Velazquez, Providencia
10. Wright, Geoffrey (licensed)

Houston (M. Torres-Macdonald, Director)
Houston Instructors

1. Bayer, Thomas (licensed)
2. Clegg, John T. (licensed)
3. Robinson, David (licensed)
4. Sinkewich, Aton

Tenured / Tenure-Track RANK

Horn Professor

1. Watkins, James

Full Professor

2. Aranha, Joe
3. Flueckiger, Upe
4. Haq, Saif
5. Louden, Elizabeth
6. Neiman, Bennett
7. Perbellini, Maria
8. Pongratz, Christian
9. Vernooy, Andrew
10. White, Jim
11. White, John

Associate Professor

1. Buelinckx, Henrika
2. Davis, Jimmy
3. Driskill, David
4. Duran, Rafael
5. Ellis, Clifton
6. Gonzalez, Robert
7. Hill, Glenn

8. Jaddo, Lahib
9. Park, Kuhn
10. Perl, Robert
11. Shacklette, Ben
12. Smith, Gary
13. Taylor, Chris
14. Torres-McDonald, Mary Alice
15. Zugay, Brian

Assistant Professor

1. Kripa, Ersela (EP)
2. Glassell, Mari Michael
3. Raab, Peter (Licensed)

B. Faculty Matrix

A downloadable PDF copy of the Faculty Resumes can be found following this link (Secured File Transfer – TTU Large File Transfer):

https://appspace.ads.ttu.edu/LargeFileTransfer/DownloadFile.aspx?id=7a3181d8-428b-4b74-b7e7-dd3ad159b131&key=883B25B245AD3C2B40313517C8CB2130703E7127

C. How Faculty Stay Current on changing discipline, practice and license

The College of Architecture has a total of 56 full-time faculty members in 2015. The number of graduate faculty is 42. Each faculty member divides her or his time between teaching, research and service. An assessment of the division of each faculty member's effort is filed with the University annually. New faculty members receive a light teaching load for three semesters and the help of a Student Assistant so they can focus more on scholarship at the beginning of their appointments.

Licensure is an important goal. With 52% of the faculty licensed, the CoA has the second highest percentage in the state. The College rewards faculty each year with merit points toward a raise if they are licensed.

The College is a very diverse place with faculty coming from about 15 different countries bringing their cultural and professional backgrounds into a level of invaluable contribution and knowledge that enriches our pedagogical goals and vision.
Each year our faculty has been very productive with prestigious publications, conference presentations, and invited lectures. A good number is serving as reviewers of books, conference papers, and tenure and promotion dossiers. A few are invited to International conferences and international design awards juries. Almost all the licensed faculty are active with professional architectural projects, exhibitions and publications of their works, and some of them have won distinguished design competitions and awards. A great number of faculty members teaching design studios is involved with numerous exhibitions, community engagement, service learning and outreach projects with the participation of students. Through our faculty expertize and specialized graduate programs, we are active in offering a variety of workshops on digital methods and techniques, GIS and laser scanning, using advanced and latest technologies with the help of invited prominent experts, practitioners, researchers and educators. Many of our professors are invited as reviewers and lecturers at reputable national and international Universities. Student-faculty teams have won national NCARB, ACSA, and AIA design competitions. **A group of 7 showing artists is a unique presence in our school.** They have participated in almost 30 art exhibitions on an average each year in the last six years.

The College provides opportunities for the faculty to further their knowledge and their involvement with the discipline and practice of architecture:

- The College encourages and supports faculty development leaves, which are competitive and determined by a University committee of faculty.
- The Dean's Excellence fund supports special faculty projects and research.
- Faculty members are encouraged to develop study abroad programs that strengthen their expertise and connections with academia, the profession and the industry.
- The College supports an Architecture Research and Design Center to help faculty structure and maintain their scholarship.
- The Atelier Program encourages members of the design faculty to work with some of the most prestigious firms in the country on experience-rich projects.
- Specialized graduate certificates work with professionals, industry, researchers and designers;
- Advanced Architectural design studio specialized in Digital Design and Fabrication, Healthcare Facilities Design, Historic Preservation and Urban and Community Design are exposed to workshops and collaborations with professionals and researcher on their specialty;
- The Visiting Critic advanced Studio is taught by three of the best professionals in the nation each spring, teaching 4 weeks each;
- Comprehensive Design Studio is running every day for 4 hours with the same structure of an architectural firm, including the contribution of consultants specialized in sustainability, codes and regulations, and mechanical systems;
- The exhibition spaces in the Gallery and in the Library support faculty scholarship interests by giving faculty an opportunity for public review of their work.
- The College supports faculty travel with small grants of money to help fund travel expenses related to Conference attendance and presentations. Unfortunately, the financial help is not enough to support all the other expenses related to a conference participation.
- The College each year supports faculty initiatives as Symposia related to faculty expertize or program specializations;
- The College would like to have more funds to support international conference presentations and participations (presenting papers, chairing a session, moderators);
- The College each semester sponsors the Lecture Series and other guest Lecturers visiting the College for workshops or special events;
- The College invites 5 to 7 Visiting Critics at the end of each semester for studio final reviews;
- The College supports community related projects as the Avenue J redevelopment or Urban Stage with students proposals and installations, University, city of Lubbock and local organizations involvement;
- The college supports faculty teaching large classes providing Graduate or Student Assistants;
- Each semester the College organizes Continuing Education sessions with the participation of Alumni and professionals;
- A dialogue with the Alumni Advisory Council is always open and the College value suggestions and insights.

For the benefit of students and faculty alike the College endeavors to find new ways to fund projects and support the intellectual culture of the College. This past year the College found funds to support **Urban Stage**, an Interdisciplinary University event in collaboration with the City of Lubbock, local stakeholders and other units at Texas Tech University proposing a new vision for Downtown Lubbock intended as an Urban Design proposal for the future of our local community. The College is also present each year in **"Art+Architecture"**, another University event in collaboration with the College of Visual & Performing Arts.

Faculty teaching in our Master of Architecture program are also involved with Graduate Certificates and Master of Science in Architecture specializations. The College promotes entrepreneurial initiatives supporting the participation of faculty and students in interdisciplinary external research proposals within the effort of seeking opportunities for collaboration with other researchers, designers, professionals and the industry. Our Graduate Certificate and Master of Science specialization in Digital Design and Fabrication (DDF) is actively working with the College of Engineering at TTU on 3D printing and Robotics

technologies, with the industry and in partnership with design firms, and is benefiting from a network of international schools sharing design research approaches. Research models and innovative approaches are in direct response to questions of inquiry brought forward through our network of partners in professional practice and academia. DDF faculty works with other TTU units on external grant proposals, new courses and initiatives. The intent is to have qualified and updated faculty able to prepare students for recent market changes with an exponential increase in digital and information-driven design-build projects. The DDF Graduate Certificate linked to our Master of Architecture is a specialty component of the Digital Design and Fabrication Program. Faculty and students in the DDF program are involved with studio and courses related installations, design products in 1:1 scale, and material experimentations. Also, with community engaged and service learning projects as the Avenue J-City Green Scape and Urban Stage, focusing on the redevelopment of downtown Lubbock through built interventions with an activation of new conditions, attractive urban activities, and new connections with the city and local organizations.

The College supports the successful Practicum + Studio program in Dallas and a Practicum + Residency program in Houston, enabling students to gain professional experience while completing one architectural design studio. Since this time, it has significantly contributed to the Graduate Certificate and to the Master of Science in Architecture with a specialization in Urban and Community Design. Houston is the ideal host city as an open laboratory for learning environment for first professional M.Arch students. Other attracting factors are: no zoning, international architecture, job market, professional resources, art and technology, environment, just to name a few. Houston is the fourth largest city in the nation and soon will surpass Chicago as the 3rd largest.

The Houston Program established 30 professional firm partners that provide a variety of engagement opportunities and employment opportunities for students. It is recognized by local management districts and integral partners. We can count over 20 Service Learning projects to date and work with over 10 local community organizations. In addition to Houston Practicum Endowment, $15,000 in additional funds were distributed for scholarships to support graduate students. Houston facilities are supported by the local firm (alumn) Wilson Architectural Group and HOK, Inc. With the participation and volunteer service by over 40 local professionals, the program established a rich alumnae network for growth of support.
An important aspect of the Houston Program is the involvement of over 30 firms city-wide for placement of students. Practicum has grown from a 3-month summer practicum to a 7-month summer/fall program. 100% of the graduates have received employment from their practicum firm within 6 weeks of graduation.

It is a very exciting time to be at the TTU College of Architecture. We aspire to invest on our faculty expertize and prepare our students to be successful in today's globalized world promoting the leadership and preparation of our faculty. Besides evolving a sophisticated Post-Professional culture of theory and scholarship, we are committed to several important projects, which are crucial accomplishments for the future growth of our Graduate Programs:

1. The **Interdisciplinary Digital Design and Fabrication Shop Addition** is in Design Development. It will house a robotics and new materials casting facility that will be integrated with the College of Engineering. So far, we have the new robot installed, provisionally, in the existing shop. Initiated by our DDF Director, Professor Christian Pongratz with Dean Sacco from the College of Engineering, this installation has been a joint effort by students and faculty of both colleges. We plan to write it up. The schematic plans of the addition have been presented to the principle donor and she is very excited about the project; she made another donation! Dean Vernooy has been part of the design effort in order to pair it down to a doable project that stays on its main task. We now have a sensible and efficient plan and section, but there is a lot of design work ahead in order to give the addition the *image presence* that it needs to be able to attract research and graduate students for both colleges and to fit into the campus. Dean Vernooy will be working on this with our Shops Director D. White and our Digital Design and Fabrication Director, C. Pongratz.

2. The **Health and Design Research Institute (HADRES)** has taken a large step forward with the arrival of Dr. Ray Pentecost. We believe that this is a great opportunity for the Texas Tech System, tying seven colleges from two universities together. We expect that this will take continued effort and weekly meetings in order to move the initiative forward. In the end, the effort will be worth the time, as we believe that we will attract a new cadre of graduate students—mid-career professionals—and we will establish a new area of research working with the new program in Public Health. Dr. Saif Haq will help us with this. This new institute will also add opportunities for research and it will strengthen our Healthcare Facilities Design Program currently offering a graduate certificate and with the future goal to offer a M.S. specialization.

3. The **Houston Program in Urban and Community Engagement** has been a very successful opportunity for our first professional students. It has also helped the CoA as it has brought in a quarter of a million dollars of direct and in-kind support over the five years that it has been active. As Houston becomes the third largest city in the United States and as its downtown begins to mature, the international potential of this program becomes more present. Houston is certainly well known throughout the world. We are working to establish academic contacts in the cities that we visit each summer with our Study Abroad Studios and next year we will actively advance the Houston Program. There are challenges there along with opportunities. This year we will lose our free rent space and we will need to find another location. There are a couple of non-profit agencies with whom we have worked who have offered to go in with us on a joint rental. This is exceptional, as it demonstrates that they identify with us and see us as part of Houston's future. The Houston Program has completed more than 50 "engagement projects" in five years. Dean Vernooy will be traveling there several times this semester and next to work out an arrangement and to help the program get to the next level. He and Associate Dean Perbellini will work with our Director, Associate Professor MaryAlice Torres-Macdonald.

4. The **Visiting Critics (Marfa) Studio** engages some of the top design talent in the country. It has the opportunity to become an internationally recognized program like *Ghost* at Dalhousie University, Nova Scotia. This studio was offered for the third time in the spring of 2015. The Deane Pierce Chair, given by the same donor who has supported the addition to the Interdisciplinary Digital Design and Fabrication Shop Addition, supports the studio as a "window on the world" for the College, as our students have the opportunity to study with some of the best designers in the country. On the Continent—Tom Kundig, FAIA, Mark Wellen, FAIA, John Grable, FAIA, Brian McKay-Lyons, FAIA, Mell Lawrence, FAIA, and Cade Hayes. This studio was developed and is taught by Dean Andrew Vernooy.

5. Support and restructuration of the current Graduate Certificate in **Historic Preservation** in Lubbock, with the development of an undergraduate track in El Paso. This specialization has a long tradition in the College as an interdisciplinary certificate that focuses on the documentation and preservation of historic architecture. The certificate has three major areas of interest: architecture history and theory, preservation policy and law, and building analysis technology.

Faculty Promotion and Merit

Texas Tech University is a comprehensive university with academic programs at both the undergraduate and the graduate levels. Therefore, it is essential that its faculty be dedicated to achieving excellence in teaching, research and creative activity, and professional service in order to preserve and strengthen the vitality of the university. Academic promotion and tenure are awarded to faculty making continuing contributions in these areas. While promotion and tenure determinations are separate and distinct, similar standards and procedures apply to both. The preservation of quality requires that all persons recommended clearly satisfy the general criteria presented by the University and College Operating Procedures. The College Policy on Tenure and Promotion and TTU OP 32.01 are attached to the end of this section.

Research, creative activity, professional and citizenship involvement each have an effect on the ability and performance of a faculty member as a teacher and as a representative of the College. Such involvement is encouraged but not at the expense of the basic commitment to teaching. Shortcomings in one area of accomplishment may be offset by demonstrated community engagement according to the College OP.

Faculty members file an annual report each year to document the accomplishments of the preceding year in the areas of teaching, scholarship and service. The annual report determines the "merit points" earned for the year and eventually the merit raise given for the next year. The teaching section is reviewed by the Chair of Instruction, the scholarship section is reviewed by the Associate Dean for Research, the service section is reviewed by the Associate Dean for Academics and the full evaluation is reviewed by the Dean who makes the final determination of merit points and writes a brief summary. The evaluation is discussed with each faculty member and the Dean. See the College Policy on Annual Reports and the Dean's Position on Merit are attached to the end of this section.

Students evaluate faculty in every course through a standard evaluation form. This form contains questions about teaching effectiveness and course content. The results are available for faculty to see on the web. A copy of the standard evaluation form follows at the end of this section. The faculty-student teacher ratio for studios of all design levels is controlled through comprehensive review of student work at the end of the first year—for entry into the Pre-Professional Program—and at the end of the third year—for entry into the Professional Program.

Annual evaluations follow TTU O.P. 32.32, COA O.P., and a Dean's Position document that allows for appeals and sets clear guidelines for teaching, scholarship and service.

Course and Instructor Evaluation

TEXAS TECH UNIVERSITY

Directions: Your thoughtful responses to the following questions will help us improve the quality of the instruction and content of this course. Instructors do not view evaluations until the semester grades have been submitted.

Marking Instructions:
- Use black or blue pen or a number 2 pencil.
- Make dark marks that fill the oval completely.
- Do not use pens with ink that soaks through the paper.
- Make no stray marks.

Correct Mark ● Incorrect Marks ⊘ ⊘ ◒ ◔

Today's Date: _____-_____-_____

SCANTRON Mark Reflex® EM-295271-1:654321 ED99

COURSE INFORMATION:

Subject: _____ Number: _____ Section: _____

Instructor: _____

TERM: ○ Fall ○ Spring ○ Summer 1 ○ Summer 2 **YEAR:** 20____

My classification is: ○ Freshman ○ Sophomore ○ Junior ○ Senior ○ Graduate ○ Law ○ Other

Please respond to the questions below by marking the appropriate oval. The ovals form a rating scale of 5 (Strongly Agree) to 1 (Strongly Disagree).

COURSE AND INSTRUCTOR EVALUATION:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The course objectives were specified and followed by the instructor.	⑤	④	③	②	①
2. Overall, the instructor was an effective teacher.	⑤	④	③	②	①
3. Overall, this course was a valuable learning experience.	⑤	④	③	②	①

Please make any overall comments or observations about this instructor or course:

College Culture as a tool to stay current
The College life is vivacious and full of events. We budget visiting lectures and visiting critics for each semester that become an integral part of the culture of the College. At the end of each semester an external review of the studio work brings visitors from the profession, alumni, and educators from other universities. Over 70 visiting critics have visited the College for these reviews over the past 6 years.

The College is fortunate to have additional money for special lectures on future practice, fabrication, sustainability, design excellence and urban design; and, every year it produces a symposium on a specialized topic. In the past 5 years we hosted Symposia on Historic Preservation, Urban Design, and on Research. This year faculty are organizing a Symposium on Sustainability with a focus on Energy and Meso American architecture.

Currently, the College has a comprehensive exhibit featuring the seminal illustrations of Steve Oulde, but the exhibit budget for the College is modest and used mostly for producing exhibits internally; this gives faculty an opportunity to pursue individual interests in a public manner. Invited exhibitions featuring external guests are also curated once a year. A very popular Exhibition is dedicated to our Study abroad Programs every fall. All year long, we exhibit studio, media and construction courses work in the Gallery and in the building. Further, the College hosts a 'Firm Day' each semester. On this day a firm gives a lecture at noon on an aspect of practice and a lecture in the evening on their work. Examples of the firm's work are posted in the Student Lounge for the semester.
Every semester the College hosts the Alumni Advisory Council and establish a prolific dialogue on curriculum improvements looking into the professional needs.
This semester we will celebrate the Mark Humphreys Chair with a Press Conference and the Urban Design work exhibition.

A crucial part of the College culture are the events proposed by the Student organizations and groups: CoA Dialogues, Crop, Dean's Cup, Knights of Architecture, TSD, Pecha Kucha, AIAS, Architecture Global Brigades.

D. Resources Available to Faculty

- A small amount of money for travel ($500 per year);
- A small budget for printing ($200 per semester);
- Student Assistants or Graduate Assistants on specific courses, mostly for large classes, 15 hours per week;
- State of the art Shop facilities with latest digital technology and machinery as a CNC machine, 3D printers, Robotic arm, laser cutting machines, thermoforming vacuum; shop includes also wood, metal and painting sections;
- Dedicated rooms for specializations (DDF, HP, HCaF Labs);
- Downtown Studio for UCD specialization;
- Architecture Research and Design Center (ARDC) with meeting room and working spaces for graduate assistants;
- Outstanding IT Bureau in house with assistance to faculty and students;
- Excellent printing facility in house with exceptional service;
- Support for lecture series, symposia, invited guests;
- Support for final reviews with external critics;
- Architectural Library in house with outstanding service and assistance;
- Computer labs and selection of software;
- Classrooms with technology for on-line instruction;
- Exhibition spaces in the Gallery and in the Library;
- Support for special projects of merit (Dean's Excellence fund);

List of Departmental Resources for research and teaching (i.e., classroom space, lab facilities):

Offices – 53 rooms: Administration, faculty, and staff - 12,730sqf.
Teaching – 51 rooms: 38,835sqf.
Storage – 9 rooms: 4,560sqf.
Gallery (Lecture-Exhibition space) – 1 room: 1,975sqf
Huckabee Student Lounge – 1 room: 1,045sqf.
Architecture Research Design Center (ARDC) – 4 rooms: 1,650sqf.
Library – 11 rooms: 9,245sqf
Print Bureau – 2 rooms: 1515sqf
Photo Lab – 1 room: 300sqf.
Drop-in Computer Lab - 1 room: 525sqf.
Computer Labs – 2 rooms: 1,335sqf
Model shops (Metal, Wood, Model, 3-D print room, Assembly) – 5 rooms: 6,852sqf
Kitchen/Lounge – 2 rooms 1,145sqf.
TOTAL ROOMS: 142
TOTAL SQ.FT. : 81,712

E. Past and Projected Faculty Research

SUMMARY OF THE NUMBER OF PUBLICATIONS, PRESENTATION, CREATIVE ACTIVITIES							
	08-09	**09-10**	**10-11**	**11-12**	**12-13**	**13-14**	**14-15**
Books	1	2	1	0	0	1	3
Book Chapters	1	0	1	1	2	6	8
Publications (Invited/Journal/Magazines/Proceeding)	10	14	13	8	18	21	10
Invited Lectures	20	14	24	20	20	12	15
Conference Presentations	19	20	10	22	10	9	13
Symposia/Panel Member	2	2	4	5	3	4	5
Professional Work	10	10	10	8	7	10	22
Competitions Entered	2	3	1	3	2	3	7
Competition Wins	2	0	0	1	1	2	2
Exhibitions	31	19	19	25	17	24	20

RESPONSIBILITIES AND LEADERSHIP IN PROFESSIONAL AND ACADEMIC SOCIETIES							
PROFESSIONAL LEADERSHIP	**08-09**	**09-10**	**10-11**	**11-12**	**12-13**	**13-14**	**14-15**
Leadership positions in National Organization	2	0	0	3	3	4	12
Editor/Reviewer/Jury Member	4	7	10	13	13	22	25

Graduate Student Committee's faculty have served for the past 6 years (Master of Science in Architecture and Ph.D in LPMD)

	Committees Chaired		Committees Served in Department		Committees Served Outside Department	
Faculty	**Masters**	**Doctoral**	**Masters**	**Doctoral**	**Masters**	**Doctoral**
Rima Ajlouni	1					
Hendrika Buelinckx		1		1		
Clifton Ellis			3			
Urs Flueckiger	2		2			
Saif Haq	1	1	2			3
Glenn Hill	4					
Lahib Jaddo			2			
Elizabeth Louden			5			
Kuhn Park	2		4			
Maria Perbellini	2		4			
Christian Pongratz	5		5			
Ben Shacklette	1					
Gary Smith	1		2			
James White			1			
John White			2		2	2
Brian Zugay	1		1			1

Selected EXHIBITIONS with student participation

Bebop Constructions. School of Architecture Gallery, University of Arkansas, 2008. Faculty: B. Neiman

Analog-Digital Sketches. Measuring, Drawing, Making: the process of architectural design and construction. Christian Devitt Exhibition Hall at LHUCA, Lubbock, Texas, 2008. Faculty: B. Neiman

Verona-Lubbock Summer Studio. MARMOMACC, 43 International Exhibition of Stone Design and Technology, in Verona-Italy, 2008. Faculty: C. Pongratz, B. Neiman

"Field Reports: Documents and Strategies from Land Arts of the American West." Temple Gallery, Tyler School of Art, Philadelphia, Pennsylvania (Nov 2008 – Feb 2009). Faculty: C. Taylor

"Land Arts Exhibition." Louise Hopkins Underwood Center for the Arts, LHUCA Warehouses on Mac Davis Lane, Lubbock, Texas, 2010, 2011, 2012, 2013, 2014. Faculty: C. Taylor

"Verona Acting School (VRAS)", CoA Summer Studio 2011 in Italy, Exhibition at Marmomacc Stone Academy with AIA, RIBA and RAIC, "Forum del Marmo", "Progetto Didattica Formazione

2011", 46th Marmomacc, Veronafiere, Verona, Italy, September 2011; Faculty: M. Perbellini, C. Pongratz, D. White;

"Avenue J- CITY GREEN SCAPE", *Arts Festival,* Exhibition at the Lubbock Civic Center of Parametric Advanced Design Studio at the College of Architecture, Texas Tech University, Lubbock, TX, April 2011; Faculty: M. Perbellini, C. Pongratz;

Graduate Course Projects Exhibition at *"Art + Architecture",* *Arts Festival,* Lubbock Civic Center, collaboration with the School of Art at TTU, Lubbock, TX, April 2012, 2013, 2014; Faculty: U. Flueckiger, M. Perbellini, C. Pongratz

2012 Student Biennial Exhibition, AIA Houston, Architecture Center, Traveling Exhibition with TSA Convention, CoA submission of best student works, July-October 2012; Curator: M. Perbellini

ACSA ARCHIVE100, CoA submission, **online exhibition of faculty and student projects and stories intended for the public to better understand the experience of architecture school.** Funded and supported by the Association of Collegiate Schools of Architecture (ACSA) as part of their 100-year anniversary celebration. The exhibit opened to the public on March 01, 2012, as part of the ACSA's 100th Annual Meeting at the Massachusetts Institute of Technology, Boston. Curator: M. Perbellini

"Verona Lab", CoA Study Abroad Summer Studio 2013 in Italy, Exhibition at Marmomacc Stone Academy with AIA, RIBA and RAIC, "Forum del Marmo", "Progetto Didattica Formazione 2013", 48th Marmomacc, Veronafiere, Verona, Italy, September 2013; Faculty: M. Perbellini, D. White;

2014 Student Biennial Exhibition, AIA Houston, Architecture Center, Traveling Exhibition with TSA Convention, CoA submission of best student works, July-October 2014; Curators: M. Perbellini, D. White

Class Projects EXHIBITIoNS at First Friday Art Trail
at LUHCA Campus, Lubbock, TX (Date available from Dec. 2010)

Date	Faculty
Dec-10	Taylor, Driskill, Zugay, Jaddo, Buelinckx, Nesbitt, McReynolds, Nason, Neiman
May-11	Driskill
Jul-11	Driskill, Martin
Sep-11	Driskill, Jaddo, Perbellini, Pongratz
May-12	Pongratz, Park, Watkins, D. White, Perbellini, Limmer, Chinn, Fairbetter, Watkins, Campbell, Gonzales, Neiman
Dec-12	Davis, Chin, Fairbetter, Gonzales, Campbell, Jaddo, Raab, Pongratz, Louden, Buelinckx, Perbellini
May-13	Pongratz, Perbellini, Park, Watkins, Nesbit, Haq, McReynolds, Driskill, Maher, Buelinckx, Campbell, Fairbetter, Chin, Gonzales, Jaddo, Davis
May-14	Park, Louden, Shacklette, Flueckiger, Aranha, Watkins, Campbell, Fairbetter, Chin, Gonzales, Jaddo, Watkins, Davis, D. White
Dec-14	Watkins, Jaddo, Driskill, Pongratz, Louden, Gomez, Martin, Hill, Schacklette, Flueckiger
May-15	Park, Pongratz, Perbellini, Nesbit, Louden, Shacklette, Flueckiger, Aranha, Watkins, Campbell, Fairbetter, Chin, Gonzales, Jaddo, Watkins, Davis, D. White

Selection of Academic COMPETITIONS with student participation and Awards				
2010	ACSA Faculty Design Award Association of Collegiate Schools of Architecture.		Faculty: Neiman	Honorable Mention.
2010	TSA Studio Award		ARCH 5502 Studio-Faculty: Perbellini	
2010	HKS Design Research Collaborative Competition			
2011	Nurture's Collegiate Healthcare Design Competition		Student: Esmareldo Cpnanan VII- Faculty: Haq	Honorable Mention
2011	AIA Merit Award, Outstanding Architectural Design and Achievement for the Design Build Project of the Sustainable Cabin In Crowell, TX		Faculty: Flueckiger	Winner
2011	ACSA Faculty Design Award Association of Collegiate Schools of Architecture.		Faculty: Perbellini, Pongratz	
2011	AIA Lubbock Design Awards: Award of Merit "Prefabricated Dwelling: A Laboratory for the Study of Sustainable Architecture and Technology in West Texas"		Faculty: U. Flueckiger, Ben Shacklette	
2011	DRYLANDS DESIGN Competition for Retro-fitting the American West	California	ARCH 5502-StudioFaculty: Driskill, Perbellini, Pongratz	
2011	Center for Health Design Charrette Competition	Nashville	Students: Joel Benavides Matthew Davis Leo Spurgin Tyler Washburn Faculty: Haq	
2013	AIA Fort Worth Excellence in Design - Brooklyn Ferry Terminal	Fortworth	Student: Christopher Arth Faculty: Nesbit	Winner
2013	AIA Fort Worth Excellence in Design – Holland Tunnel Toll	Fortworth	Student: Justin Bell Faculty: Nesbit	Winner
2013	AIA-SES students Healthcare design competition	Houston	Student: Jennifer Bagby Rachael Wilson Martin Gonzales Emmanuel Castrellon Faculty: Haq	
2013	Preservation Achievement Award by Historic Fort Worth, Inc.		Faculty: Louden	Winner
2014	ACSA Open Cities. Design & Research Award, Stitch Morphologies: Shanghai		Faculty: Nesbit	Winner
2014	AIA-SES students Healthcare design competition	Houston	Students: Catherine Anglin Erika Meyerkord Cplin Zalesak Kyle McAlonan Faculty: Haq	Winner

2014	Center for Health Design Charrette Competition	San Diego	Students: Kyle Kennerley Francisco Encerrado Joseph Mueller Kelsey Beach Kyle Norton Faculty: Haq	
2015	2015 Busan International Architectural Design Workshop	Busan, Korea	Students: Andrea Chavira Caleb Lightfoot Ty Mason Christopher Pope Faculty: Park	2nd Prize

Selected SERVICE LEARNING, COMMUNITY ENGAGEMENT PROJECTS with Student Participation

Additions to the Texas Tech **Law School Library** Arch 5604 Studio, 2008. Faculty: B. Shacklette

ARCH 5302, Product Design Elective, a Design Build Class around the building of a **Sustainable Cabin**, 2008-2009. Faculty: U. Flueckiger

Burkhart Autism Research Center Texas Tech University, Arch 5605 Studio, 2009. Faculty: B. Shacklette

ARCH 5302, Product Design Elective. Design Build Class furniture design and build a table stools and a chair for the **Sustainable Cabin**. 12 Students. 2010-2011-2012. Faculty: U. Flueckiger

"Avenue J- CITY GREEN SCAPE", Interdisciplinary collaboration with College of Visual & Performing Arts (Art, Dance, Music) and the Flatland Dance Theater, Event Organization, Student work on the revitalization of downtown Lubbock, Exhibition and Community Engagement with performances and activities, Lubbock, TX, April 2011. Faculty: D. Driskill, U. Flueckiger, M. Perbellini, C. Pongratz

ARCH 5302, Product Design Elective. Centered around a funded student projects and a competitive service learning project for Tables on Casters for **Charles Adams Gallery** in the Downtown LHUCA Campus, 2012, 2013. Faculty: U. Flueckiger

Msaidia Museum of African American History, Lubbock, TX, Arch 5901 Studio, 2012. Faculty: B. Shacklette

A New Branch Public Library for Southwest Lubbock, TX, Arch 5901 Studio, 2013. Faculty: B. Shacklette

Klavern Auditorium (Ellis Pecan Building) project proposals. Analysis, Planning and Design proposals for the adaptive use of the 1924 historic building, a National Register for Historic Places listed building. ARCH 5501 Preservation Studio + ARCH 5622 Studio students presented their rehabilitation project proposal to the city and community leaders, Fort Worth, TX. December, 2013. Faculty: E. Louden

Urban Stage, Interdisciplinary University event in collaboration with other units at Texas Tech University, vision for Downtown Lubbock, Urban Design proposal, Studio projects, 2014; Organization: A. Vernooy, D. Driskill; CoA Design Team: M. Perbellini, C. Pongratz, D. White

Fort Worth Community Arts Center project proposals. Analysis, Planning and Design proposals

for the adaptive use of the 1954 historic building. ARCH 5502 Preservation Studio students presented their projects to city and community leaders at Fort Worth, TX, April, 2014. Faculty: E. Louden

Urban Stage, The Paseo 2015 Artists, selection of installations from DDF Studio projects, Taos, NM, 2015, CoA Studio Instructors: C. Pongratz, D. White.

List of recent PROJECTS with student participation

Bruno Plaza Table and Benches. Design, Build, Service-Learning Project. Spring 2015

Urban Stage Fall 2014 in Lubbock; The Paseo 2015 Artists, Taos, Fall 2015

City of Lubbock, Downtown Historic Resources Survey, Summer 2014

3D laser scanning at El Rancho de las Golindrinas, Santa Fe, NM. Natural History Building Museum, Spring 2015

Bassett Farm, Kosse, TX, Spring 2015

Main Street Project, Clarendon, TX, Fall 2015

Fort Worth Stockyards Project, Fort Worth, TX, Fall 2015

Managing expansion 2015 Annual SES Student Healthcare Design Competition, AIA Houston

Committee on Architecture for Health, Jan 23rd to Feb 19th, 2015

ARCH 5501: Anton Sinkewich **"International Park'ing' Day"** for East Downtown Management District. "Development Proposal for EaDo" for East Downtown Management District, Fall 2014

ARCH 5502: John Clegg **"Use Reconsideration for the High School for the Performing and Visual Arts"** for HSPVA and Montrose Neighborhood Association, Spring 2015

ARCH 5384: MaryAlice Torres-MacDonald, Spring 2015:

- **"Engaging Park Design"** for Herman Park Conservancy
- **"Design/Build Assessibility Ramp"** for Rebuilding Together Houston
- **"Lemonade Day Adoption Event"** for Morris Safehouse
- **"Vintage Township: Understanding and Evaluation for Future Projects"** for City of Lubbock – Planning and Zoning Department
- **"Micro-Housing Proposal"** for Chatman Hill Neighborhood Assn
- **"South Overton Pedestrian Quality Index Assessment"** for South Overton Historic District
- **"Save the Godbold"** for Lubbock Heritage Society
- **"Pedestrian Environmental Quality Index Assessment"** for Wester Neighborhood District, Lubbock, TX
- **"Four Bedroom House"** for Habitat for Humanity
- **"Buddy Holly Center Adult Playground Design"** for the Lubbock Arts Alliance

Selected PAPERS published with student participation (student name in bold)

Berhie, Girmay and Haq, Saif, (2015), *The Role of Configuration on Residential Location Choices and Walkability to Work: Space Syntax Exploration of Pittsburgh, Pennsylvania*, Environmental Design Research Association (EDRA) Annual Conference, *brainSTORM: Dynamic*

Interactions of Environment-Behavior and Neuroscience, Los Angeles

Haq, S. and **Y. Luo** (2012). 'Space Syntax in Health-Care Facilities Research: A Review'. *Health Environments Research & Design* 5(4): 98-1

Haq, Saif, Hill, Glenn, & **Pramanik, Adetania**. (2009). 'Topological configuration in wayfinding and spatial cognition: a study with real and virtual buildings for design relevance' *ARCC 2009 - Leadership in Architectural Research, between academia and the profession* University of San Antonio, TX: 171-178

CONFERENCE POSTERS with student participation (student's name in bold)

Space, Speed and Architecture, peer reviewed poster, ACSA Regional Conference, CAD Savannah, GA, Fall 2009. Faculty: J. Gomez

Body+Kinematics, peer reviewed poster, Re-building, ACSA National Conference, New Orleans, LA Spring 2010. Faculty: J. Gomez

Colleen Linn, Saif Haq, Pat Delucia, Sharon Decker, and Glenn Hill. (2011). *Automated Dispensing Cabinets: Usability Study Using Virtual Reality Simulation*. Poster presented at the EDRA 42nd Annual Conference, 'Make No Little Plans', Chicago. (poster published)

(DADA)rchitecture, peer reviewed poster, Digital Aptitudes, ACSA 100 Annual meeting, Boston MA, Spring 2012. Faculty: J. Gomez

Mi Casa, es su Casa, Make yourself at home, peer reviewed poster, Digital Aptitudes, ACSA 100 Annual meeting, Boston MA, Spring 2012. Faculty: J. Gomez

PROPOSALS, GRANTS, DONATIONS/CONTRACTS	**08-09**	**09-10**	**10-11**	**11-12**	**12-13**	**13-14**	**TOTAL**
Proposals/Grants/Contracts (funded)	10	14	18	15	21	9	**87**
Proposals Submitted (Not Funded)	6	8	11	11	4	7	**47**

External Research Expenditures

Grants, Donations, Institutional Advancements	08-09	09-10	10-11	11-12	12-13	13-14
CH Foundation		$20,000	$6,667			$106,465
Helen Jones Foundation			$30,000			
Alderson Enterprises Inc	$3,000	$3,000	$5,000	$5,000	$5,000	
United			$5,000	$5,000	$5,000	
Lubbock National Bank						$10,000
Sysco West Texas			$15,000			
Service Title			$15,000			
Pyco			$15,000			
Kevin Glasheen			$2,500			
Scott Robertson		$16,000				
Benchmark			$5,000			
Private Donor (confidential)	$57,000	$40,000	$35,000	$270,500	$319,013	$ 267,000
TRIP Match					$125,000	$150,000
Various Donors	$10,064	$9,884	$10,026	$11,512	$11,466	$11,493
TOTAL:	***$70,064***	***$98,884***	***$144,193***	***$292,012***	***$465,479***	***$545158***

ENDOWMENTS FOR PROFESSORSHIP	2013	2014
Elizabeth Sasser Professorship	$403,109.00	
Mark Humphrey's Chair		$1,245,265.00
H Deane Pierce Chair	$875,000.00	

New Digital Technology:

ROBOTIC ARM
Provided by PEPSICO Inc. in Feb 2013
Amount: $138,670.00

TTU and El Paso Community College HSI STEM Grant

Total Amount Grant **$ 5.9 million**
TTU part is $635,516 (10%)
El Paso CC part is (90%)
10/01/2011-Grant Start
9/30/2016-Grant End

Source of Internal Funds (TTU)						
	08/09	**09/10**	**10/11**	**11/12**	**12/13**	**13/14**
Research Enhancement	0	0	0	0	0	0
Research Incentive	0	0	0	0	0	0
Line Items	0	0	0	0	0	0
Interdisciplinary Seed Grants	0	0	0	0	0	0
New Faculty Start-ups	0	0	0	0	$2,175	$5,050
Matching from VP of Research	0	0	0	$115,231	0	0
Special needs and opportunities	0	0	0	0	0	0
Research Promotion	0	$10,498	0	$51,863	$58,192	$9,000
Graduate School Fellowships	0	0	0	0	$27,000	$24,000
HEAF	$147,000	0	0	0	0	0
TOTALS:	***$147,000***	***$10,498***	***0***	***$167,094***	***$87,367***	***$38,050***

F. Students Support Services

The majority of the students enter the College as freshmen. They are polite, hard working, practical and intelligent students from Texas and contiguous states. Most work while in school and the median family income is below the $80,000 median family income of the flagship Universities of the state at Austin and College Station. Texas Tech offers free tuition and fees to any student whose family's income is below $40,000. In fall of 2015 there were 424 undergraduates, 113 graduates. The College is actively looking for creative and responsible ways to increase enrollment.

Our in-state students come from throughout the state with each AIA chapter district in Texas being represented. Our largest numbers of students come from the Panhandle-South Plains and DFW Metroplex areas with El Paso, Houston and San Antonio being the next highest areas of representation. Approximately one-third of our students come from West Texas and the Panhandle. The student population is split almost equally between metropolitan and rural school districts. While no statistical data has been assembled, it would appear that the majority of students come from high schools with enrollments of less than 1,000.

The graduate Professional Program is relatively selective. Our undergraduate students have an automatic admittance with a 3.0 GPA. Those under the 3.0 GPA and students submitting application from outside the college are required to take the GRE, submit a portfolio, submit three recommendations and a letter of intent. While it is clear that the student body has increased considerably over the past six years, the faculty resources have also grown from 45 faculty in 2009 to 56 in 2015 including El Paso and Houston, and the studio student/faculty ratio has decreased from 11.8 in 2009 to 9.6 for FY 2015.

Student enrollment is controlled through comprehensive review of student work at the end of the first year—for entry into the Pre-Professional Program—and upon graduation from the B.S.Arch—for entry into the Professional Program. In each case the comprehensive review consists of the evaluation of a portfolio, grade point and an analytical writing exam, and a letter of intent. All components of the reviews are scored numerically and points are given for extra factors including cultural diversity and experience.

Generally, there is a 50% reduction in cohort over the first year and between the first year and the second year. The University retains between 86% and 93% of the students who leave the College of Architecture to study in other areas. Between the second year and the third year the College retains 85% of the students enrolled and about 60% continue into the graduate program. The College retains virtually all of the students who enter the graduate Professional Program. Most students take six years to complete their degree. The College has been asking for money to fund more graduate studios in the summer in order to encourage students to complete their professional education within 5 years; this is our NAAB mandate.

Retention: with 252 beginning as freshmen in 2009, 78% retained. Graduation rates are as follows: with 118 students beginning the sophomore professional program in the Fall of 2009, total of 101 graduating in 5 1/2 years and under (57% graduating).

Enrollment in Fall 2015 was 113 for the professional M.Arch program, 424 in the pre-professional program, 7 in the post-professional MS.Arch, 8 for the Doctoral. The total number of students in 2015 was 537 with 207 Hispanic, 23 African American, 6 Asian, 1 American Indian (57% from diverse populations) and 171 female (29%).

The College offers the following student support services:

- ALC - The Architecture & Design Learning Community (ALC) is a unique living environment offered by Texas Tech University and the Department of Housing and Residence Life. The community is set aside within the Hulen/Clement complex as a community in which architecture and design majors live and work with each other.
- Student lounge
- Student organizations
- IT assistance and Computer Labs
- Print Bureau
- Shops including Digital and Fabrication Shop
- Architecture Library
- Audio Visual Resources
- Graduate Advisor
- Academic advising by faculty
- Career Guidance
- Internship placement
- Studio Culture Policy
- Attendance Policy

http://arch.ttu.edu/wiki/Resources

Academic Advising
There are two academic advisors available to the students in Lubbock and one in El Paso. Advisors are equipped/trained to assist students with scheduling questions, on campus course information and availability, elective courses available each semester, equivalent course numbers at other colleges, university/college policies, assist with questions involving other offices on campus, and know who to call to find answers to questions the Academic Programs Office (APO) can not immediately answer.

Opportunities
The College structures opportunities through the curriculum and through ancillary activities. The curriculum includes, study abroad, Practicum+Studio—NCARB award winning program of employment and design instruction—the new Residency program, the Collaboration Studio—a studio that includes Landscape Architecture and Interior Design students—the Downtown Lubbock Studio, the Visiting Critics Studio with leading professionals, the four Certificate Programs— Digital Design and Fabrication, HealthCare Facilities Design, Historic Preservation, Urban and Community Design,—and the Atelier Studio, which specializes in experience-rich architecture projects with prestigious firms.

Ancillary activities include the Habitat for Humanity, Phi Kappa Phi and the service organizations of the Knights of Architecture, Tau Sigma Delta, and AIAS. These service organizations are an essential part of the culture of the College and provide opportunities for students to develop leadership skills as ambassadors, tutors, and young professionals respectively.

University Support Services
There are a multitude of support services available to the students at the University level. A few examples of the TTU Academic Support Services: AccessTECH: promotes a supportive learning community for students with disabilities through the provision of reasonable academic accommodations. Programs for Academic Support Services (PASS): This center provides free peer tutoring, on-line tutoring service, study skills assistance, self learning computer/video lab, supplemental instruction in specific courses, and testing accommodations for students with disabilities. Success Center: Located in a first year residential complex, the Success Center assists students by providing referrals to campus resources, academic support, career exploration software, and other services that assist with student success. University Writing Center: working with writers at any stage of the writing process, the staff of the Writing Center can help writers interpret assignments and brainstorm, as well as read and respond to drafts and documents.

Campus Guidance
The APO considers the faculty as resources to guide students into areas of special interest. College of Architecture Career Fair; Each March the College holds a Career Fair with as many as 45 firms, in the recent past. The University has a Career Center, which assists students with career advising, offers workshops, helps with internships, holds job interviews and assists with resume writing. The students can use Archway, career management software, to direct their efforts, post their work and connect to potential employers.

The College offers Programs for mentoring and professional preparation for students in the Professional M.Arch program

ARCH 5392 Professional Practice:
The professional practice class is taught from Houston as a distance education course in Blackboard organized with three general tracks. Track one includes pre-recorded lectures focusing on core content material including: legal aspects of the profession, ethics in architecture, contracts, marketing, business operations, general project management, among other practice-based topics; track two includes a series of readings related to professional practice that are reinforced through student essay responses; and track three includes a live speaker track with professionals in the field of architecture and associated fields that share their topic specific expertise with both Houston and Lubbock students. In addition, students are asked to respond to specific questions generated from the guest speaker's presentation. Professionals also share their career track with the students to give them an idea of paths available to them. The guest speaker track often reinforces the core knowledge within the lectures increasing student understanding.

Topics include: The Business of Architecture; Marketing a Firm and Yourself; Working with a Contractor; Working with Consultants and the Client; Ethics in Architecture; IDP: The Road to Becoming a Licensed Architect; The Role of the Designer in Practice; The Job Hunt: Getting
Hired; Large Firm Organization/Small Firm Organization; What Architects Should Know; The Role of Design to All Professionals; and Working in the Public Sector. Student knowledge is reinforced through quizzes, tests, reading essays, speaker response essays, and a final exam. As a
distance education course, the consistent layering of knowledge is intentional as a means of reinforcement learning outcomes.

DESCRIPTION OF THE HOUSTON PRACTICUM AND RESIDENCY PROGRAM

Professional preparation in Houston takes place as an integral component of knowledge-based education in five fundamental ways:

1) Studio and Community Design & Development projects include 'real world' problems set within the context of a design problem that responds to a contextual urban or community-scale issue. As such, the projects include upfront input from the 'client organization' along with design research that often includes survey material that involves citizen feedback. Instructors are selected for their academic credentials along with their professional expertise and accomplishments. The instructors meet with the director to set up the studio problem and assure that curricular learning outcomes are met;
2) Three courses taught in the program include guest speakers that reinforce academic knowledge relevant to the practice of architecture. These include; ARCH 5392 Professional Practice, ARCH 5383 Infrastructure in the Built Environment and ARCH 5501 Advanced Design Studio- Urban Design Topical Studio I;
3) The second semester includes two out-of-class professional learning components (six field trips that range from on-site construction to a professional portfolio workshop with ten professional firms);
4) The final seven months of the 1-1/2 year program include a practicum work experience with a local architectural firm creating a 'bridge to practice' that marks the beginning of the students' Intern Development Program toward professional licensure; and
5) The final semester of the practicum program includes a mentor-led/instructor supervised studio that includes four design problems associated with or responding to the firm's current work.

Mentoring in the Houston Program takes place in four fundamental ways:

1) Instructors also practicing in the field of architecture become advocates and mentors for their students, sharing on-going practical knowledge as a supplement to the coursework and could be considered as an integrated teaching method;
2) Speakers for two of the courses (ARCH 5392 and ARCH 5383 are available to students for further support by request and interest in areas of aligned goals (for example, if a student is interested in moving towards public sector work, a public sector speaker offers support and encouragement for the student upon request);
3) The mentor-led/instructor supervised final studio takes place within the context of the practicum firm, providing students with ongoing professional mentorship in addition to the studio design problem set,
4) And new to the program: a limited number of practicing graduates of the Houston Program volunteer their time to mentor existing students, providing insight about early professional practice, design studio review, scholarship application review, and early support towards acclimation to the Program.

Design research is integrated into the following courses: ARCH 5501, 2, and 3 (Urban Studio I, II, and III, ARCH 5384 Community Design and Development Resources, and ARCH 5301 Special Topics in Architecture).

DESCRIPTION OF THE PRACTICUM AND RESIDENCY PROGRAMS

Residency: a new look at the apprenticeship tradition in Architecture

The Residency Program is part of the M. Arch plan and it is an individually structured, practice based, studio-learning experience. This program allows a student to replace one Topical Design Studio with an intense, 7-month professional experience under the direct tutelage of a mentor who is a licensed architect. It accepts, as its basic premise, the notion that professional practice engages intellectual issues that enhance the academic experience of the student. The object of the Residency Program is to engage an individual Architecture student in profession intensive design exercises—6 to 8—under the direction of a mentor who is a senior member of the firm for whom the student works. These exercises are focused in scope and directly related to “work products” on which the student is working during the 7 month Residency period. The “academic exercises” are related to but separate from the “work products”. It is assumed that the student will work approximately 35 hours a week during a 15 week “academic-exercise period” and that the exercises themselves should occupy roughly 25 hours a week of the student’s time

outside of work. It is also assumed that a senior level mentor in the firm will be available to dedicate 2 hours a week reviewing the work and setting up the next exercise. Two members of the firm may share this responsibility. This tradition of close work with a senior professional reflects the apprenticeship system employed during the 19th century and first half of the 20th century and offers educational experience that cannot be achieved in a University classroom.
To begin the 15 weeks "academic exercise period" set up 2 to 3 exercises and begin to work. It is not necessary or productive to layout all 6 to 8 exercises up front. The nature of the exercises will change as the student is employed on the "work product" and as the academic work proceeds. Some exercises may be short—over the course of a weekend. Some may last 2 and ½ weeks but none should be longer than that. "Academic exercises" should be small relative to the larger scope of the "work product". If the "work product" is a house the "academic exercise should be room scale. If the "work product" is a large-scale plan of a sector of a city the "academic exercise should focus on a small public space, within the plan, and an adjacent façade.

The mentor's job is to help the student develop design skills that can be used to generate reasonable and elegant design alternatives. The goal of the exercise is to explore the craft of Architecture—how intellectual firmness can lead to formal elegance. The "academic exercises" are never part of the "work product"; but, they should be "inspired" by the work product so that the discussions that ensue from their execution fertilize discussions in the office regarding the work. In this way the exercises should be as fun for the involved members of the firm as they are for the student.

Practicum + Studio
The object of the Practicum + Studio Program is to take advantage of the Urban Metroplex, in Dallas and Fort Worth with the assets of many diverse and leading architectural firms. An individual Architecture student will participate in a Design Office experience for a total on one long semester and the summer. The student will work full-time in the Spring or Fall semester, accumulating professional experience (300 hour requirement), as well as Intern Development Program credit.

During the summer semester the students involved will meet at a designated firm office and work on a studio project, topical in nature. The site will be in the city in which they are engaged. It is assumed that the student will work a reduced load of approximately 32 hours a week during 10 weeks. A faculty member will be in attendance for a full day each week to conduct the studio. Online reviews will also take place during the week. The student will receive credit for ARCH 5601.

The College of Architecture doesn't have the resources to support Graduate Part-time Instructors, RAs or TAs. We are mostly offering Student Assistant and Graduate Assistant positions for a maximum of 19-hours/per week paid through ADIA fees. The assignment of these positions is based on merit and financial needs.

FINANCIAL SUPPORT - STUDENT SCHOLARSHIPS

Texas Tech University
Texas Tech has several options for financial support to TTU students.

Undergraduate Scholarships (competitive):
The College offers scholarships to both undergraduate and graduate students. These scholarships are entirely funded by private donors who establish interest-bearing scholarship accounts. All scholarships are funded by the interest on these accounts. In 2015, the College awarded 109 scholarships that totaled more than $140,000.

Graduate School Fellowships (competitive for TTU students):

Presidential Fellowships. Students to be considered for these fellowships must be nominated by the department and not by individual faculty. They are for the top echelon of prospective students. Given the prestigious nature of these fellowships, are expected ten awards for semester.

Recruitment Fellowships. These fellowships are intended to be supplements to department stipends in order to make more competitive offers to top applicants. The fellowships are $4000/y for four years for Ph.D. students and $4000/y for two years for master's students and may be used to recruit students. The College of Architecture allocation is 4 fellowships.

The TTU Graduate School is also offering financial assistance through **General Graduate School Fellowships.** A diverse array of fellowships is available. Awards range from $2500 for one year up to $30,000/yr for three years.

AWARD	Student	Department	Fall 2015	Spring 2016
Helen DeVitt Jones Part-time Graduate Fellowship	Espinet, Pedro	ARCH	$750	$750
J.T. and Margaret Talkington Graduate Fellowship	Shimul, Shakil	ARCH	$2,000	$2,000
J.T. and Margaret Talkington Graduate Fellowship	Tabatabaeianaraki, Nazanin	ARCH	$2,000	$2,000
AT&T Chancellor's Graduate Fellowship	Ruvalcaba Dobbs, Jose Miguel	ARCH	$2,000	$2,000
J.T. and Margaret Talkington Graduate Fellowship	Menkiti, NWasinachi	ARCH	$2,000	$2,000
United Supermarkets Graduate Fellowship	Sjue, Jordan	ARCH	$2,500	$2,500
Elo and Olga Urbanovsky Fellowship	Fereshtehnezhad, Seyed Milad	LPMD	$10,000	$12,500

AWARD	Student	Department	Fall 2014	Spring 2015
Elo and Olga Urbanovsky Fellowship	Plummer, Lionel	LPMD	$10,000	grad
Helen DeVitt Jones Part-time Graduate Fellowship	Reyes, Gabriela	ARCH	$1,750	$1,750
James D. and Mary Hazlewood	Rich, Bradley	ARCH	$1,500	$1,500
AT&T Chancellor's Fellowship	Nevlida, Miroslav	ARCH	$2,000	$2,000

Doctoral Dissertation Completion Fellowships - These awards are designed to increase the completion rate of Ph.D. students and to enhance recruitment of new students. Recipients must be advanced to candidacy for the Ph.D. and expect to complete their dissertation. Support will be available for up to 12 months to enable students to dedicate their time exclusively to dissertation research. The stipend level will be the equivalent of their current assistantship stipend, and it may be augmented from other sources.

The Graduate Fellowship Office is available to assist students with the preparation of their applications. http://www.depts.ttu.edu/gradschool/funding/external_fellowships.php

TTU Scholarships and Grants						
	08/09	**09/10**	**10/11**	**11/12**	**12/13**	**13/14**
Scholarships	$8,578,156	$6,248,053	$6,917,491	$7,191,195	$7,698,684	$7,637,444
Grants	$1,138,547	$1,841,614	$1,044,481	$1,513,351	$1,170,705	$1,165,816

College Of Architecture Scholarships

Based on merit and skills, students at the COA are eligible to be considered for a Graduate Assistant position at the College of Architecture, which involves 20 hours/week of paid work assisting the instruction of our faculty.
Additionally, at the beginning of each spring students can apply for College of Architecture's Assistantships awarded the following fall.

AWARD	**08/09**		**09/10**		**10/11**	
	$	**# Stud**	**$**	**# Stud**	**$**	**# Stud**
AT&T Chancellor's	8500	5	5000	3		
Hazlewood	3000	1				
Helen Devitt Jones						
HD Jones PT						
Summer Dissertation	2300	1				
United Supermarkets						
Department scholarships	33,800	31	37,250	30	28,800	25
Total:	***47,600***	***38***	***42,250***	***33***	***28,800***	***25***

AWARD	**11/12**		**12/13**		**13/14**	
	$	**# Stud**	**$**	**# Stud**	**$**	**# Stud**
AT&T Chancellor's						
Hazlewood					3000	1
Helen Devitt Jones						
HD Jones PT			1500	1		
Summer Dissertation						
United Supermarkets					5000	1
Department scholarships	51,300	35	43,700	37	61,650	56
Total:	***51,300***	***35***	***45200***	***38***	***69650***	***58***

Percentage of full time master and doctoral students who received financial support

Master of Architecture: 30%
Master of Science: 100%
Ph.D: 100%

CoA - Graduate Endowment Balances for Scholarships 2013	
	Amount
AIA Lubbock Chapter Memorial Scholarship for Graduate Studies	$ 76,216
Nolan E. Barrick Scholarship	$ 105,807
James and Sheila Brown Endowed Scholarship	$ 21,987
James A. Burran and Walter L. Calvert/AIA Memorial Scholarship	$ 23,804
Carl and Mary Childers Scholarship	$ 28,692
Thomas and Gloria Curtis Endowed Scholarship	$ 9,505
Demarest Family Scholarship Endowment	$ 34,117
William C. Early Scholarship	$ 10,000
Justin P. Haire Memorial Architecture Scholarship	$ 38,060
Houston Practicum + Studio Endowment	$ 68,136
Sybil Ruth and J. Carlos Jones Endowed Scholarship in Architecture	$ 36,653
R. Turner and Panze Kimmel Scholarship	$ 8,049
Jerry Kirkwood Memorial Scholarship	$ 36,937
MPI Architects Endowed Scholarship	$ 26,023
Albert R. Moffitt, Jr. and Doris E. Moffitt Graduate Scholarship	$ 138,332
George Tso Chih Peng Urban Studies Endowed Scholarship	$ 24,246
Michael and Donna Peters Scholarship	$ 10,000
Samuel Thomas Ritter Memorial Scholarship	$ 9,545
Willard B. Robinson Memorial Scholarship	$ 23,703
Gary W. Smith Scholarship Endowment	$ 10,884
Steve and Jill Souter Scholarship Endowment	$ 54,561
William Timothy Terry Memorial Scholarship	$ 15,559
Vaughn Construction Scholarship	$ 4,590
Wilson Architecture Group Endowed Scholarship	$ 42,819

G. Architect Licensing Advisor Information

Darrick G Wade AIA, has been a practicing licensed architect in the State of Colorado for 25 years. Over the years he has hired numerous interns. Many of them participated in the Intern Development Program and have since become licensed and successful architects. He is a member of the American Institute of Architects (AIA) and of the National Council of Architectural Registration Boards (NCARB). After earning a post-professional masters degree at the University of Texas at Austin he has returned to the Texas Tech University College of Architecture as a practicing instructor. He will be attending the Licensing Advisors Summit in the summer of 2016.

Requirements for Licensure as an Architect can be found on the CoA wiki page with links to the NAAB, NCARB, AIA and the Architect Licensing Advisor Contact information. Wiki page can be found at: http://arch.ttu.edu/wiki/Requirements_for_Licensure_as_an_Architect

I.2.2. Physical Resources

A. Description and Floor plans of Building

The College of Architecture is housed in its own building on the Texas Tech campus. The building, a ten-floor structure, was completed in 1969. All design studios, visual communications studios, computer instruction laboratory; workshops and most lecture rooms are housed in the building, along with the Branch Library, administrative and faculty offices. Large lecture classes are conducted at other locations on campus, within a three to five minute walk from the Architecture Building. There is a large courtyard, which is shared with art that works well for studio activities, project display area, College wide events, and informal gatherings of the student body.

Studio space is located on floors four through eight. The typical arrangement of the space allocated to the design studios is approximately 3,000 square feet symmetrically located on each side of the elevator/fire stair core. Approximately 6,052 square feet of the studio space is located on the fourth, fifth and seventh floors respectively, and 3,026 square feet of studio space occurs on the sixth and eighty floors respectively. Display tack space is located on both sides of the corridor walls and on the concrete masonry end walls of each studio. All of these spaces are completely networked and have adequate power supply and storage units. They are also on a wireless digital system.

There are two audio/visual lecture rooms on the southern half of 9th floor together with the state of the art print bureau. One multimedia classroom equipped with sound system, projection screen, and computer networked for on-screen presentations for distance learning and online classes on floor six. There are six seminar/review spaces located on the 5th, 6th, 7th, and 8th floors. Each one is equipped with a large conference table, chairs, and window blinds.

The Department of Art currently uses most of the third floor and the entire second floor. These areas are not shared with the College of Architecture.

The building has an abundance of hall space that is used for review and exhibition space alternatively. The Student Lounge and the Gallery on the 1st, ground, floor are used for exhibitions as well as a 700 square feet Architecture Library Gallery.

The Architecture Branch Library occupies the northern half of the ninth floor and three-fourths of the northern half of the eighth floor. An interior stair connects the floors. The Library is an essential part of the College and the only branch to the Main Library on campus. Student use of this facility is dense because it offers a resourceful place to study, work and rest during the week.

The Architecture Resource and Design Center (ARDC) occupies the southern half of the sixth floor and includes research workspaces, a conference area with Distance Education System, and office space for administrative and research staff including the Associate Dean for Research. This suite of offices manages and supports all of the scholarship and funded research of the College.

The Computer Lab, Print Bureau, Photo Lab, IT department and Audio/Visual resource centers are located on the southern half of the 9th floor. There are two computer instruction spaces. The Advance Lab is equipped with twenty-five top end workstations, plus an instructor's master computer station (Room 903). The other lab is used for instruction and scanning with 15 computer monitors controlled by the Instructors master computer station, and relies on the laptops that the students use to do their work (Room 904). The Mini Lab has 9 complete dual screen computers for general use (Room 904A). All computers are equipped with the latest software including Adobe CC6, ArcGIS, ArchiCad 18, AutoCAD 2015, Bonzai, Digital Project, Emendo Software, Energy 10, Evolute, Form Z, Giomagic, Leica Geosystems, Lumion, MasterCAM, MS Office 2013, Rhino 4.0, Rhino 5, Rhino for Mac, Rhino Nest, Rhino Resurf, Rhino Terrain, RhinoCam, RhinoNest, Rhino Vault, VisualARQ, Vray for Rhino 5, and Windows 7. Having the Mini Lab available for students allows the to complete their work since some for the programs installed on the College's computers are expensive for students to acquire. All students

entering the College of Architecture must purchase a laptop. Facilities for data processing and visualization/animation are located at the University Advanced Technology Learning Center (ATLC) and the Teaching, Learning, and Technology Center and the Main University Library.

The Print Bureau is open throughout the week and evenings, Monday thru Thursday from 8:00AM to 9:00PM, Friday 8:00AM to 5:00PM, and on Sunday from 1:00PM to 9:00PM. There are two full time staff members working in the print bureau during office hours, and four student assistants who work until closing time and on the weekends. In the Print Bureau students have access to five Letter-size scanners located on the Advance Lab, seven 12" x 17" scanners located in the Mini Lab, one 42" scanner located on the Print Bureau Office. There are three paper/matt cutters (40", 48", and 120") that students can use themselves. There is a 43" Sating and Glossy laminator, a heavy-duty stapler, saddle stitch stapler, a semi professional Book Binding machine that can bind up to 12" x 18" x 2.5" perfect bound books, and a 12" x 18" heavy duty folding machine. There are eight 44" plotters, one 24" plotter, and one 60" plotter. They can print on a variety of papers including 36" plain bond, coated bond, and clear film, vellum; 24" and 44" photo paper, water color paper, stain cloth, banner fabric, bright white and matte canvas. There are two heavy duty laser printers, that can print 8.5" x 11 and 11" x 17" plain bond, velum, and clear film, as well as one Professional C75 laser printer that print 12" x 18", 11" x 17", 8.5" x 11" matt and gloss paper. The Print Bureau produces a broad range of output to accommodate the needs of the students, faculty, staff and College. For high quality printing on large format most of the University uses the College of Architecture Print Bureau, fulfilling orders for students and other Colleges from campus and the university wide system.

The Photo Lab is a 300sqf. space equipped with multiple colored backdrops, studio lights, and surfaces for professional photos for use by the student, faculty, and staff. There are eight 16 Megapixel Cameras, three Nikon D40 available for student and faculty to use.

The College has its own in-house IT department. Not all colleges have an in-house IT department, this privilege helps the college fulfill its necessities and those of the students, faculty and staff as well as provide fast and reliable support in any technological request. Five IT Staff members staff the IT Department and Print Bureau, with Maria L. Jeffery as the IT Unit Manager and head of the print Bureau. They provide technical support on desktops, laptops, printers, and other peripherals for the college.

Shop facilities occupy almost all of the courtyard level. On the south side the main shop houses wood machinery and the metal shop. This includes saws, lathes, sanders, jointers, planers, hand tools, worktables and storage. The shop has a complete under-floor dust collection system attached to all major pieces of equipment. A paint booth is located outside the shop for after hours use. The shop is open to all architecture students' from 8:00 am to 10:00 pm Monday through Friday and Sunday afternoon. At the end of the semester and at other peak times during the semester the shop runs on extended hours.

The Model Shop is located on the north side of the courtyard level. It houses small-scale equipment, worktables, two CNC laser cutters, and an exhausted paint booth. It also accommodates assembly areas for student use. The fabrication lab is adjacent to the model shop. It houses a three-axis CNC router, a six-axis robotic arm, a blade cutter, and a Vacuum Form. The 3d Printing Lab is located across the hall from the Model Shop. The lab has three 3d Printers: one Dimension Elite, one ZPrinter 350, and one Rapman. The Materials Lab is adjacent and houses more than 300 samples of materials. Students use the lab to develop an awareness of the properties of different types of materials.

The College also houses three essential lab spaces—each one dedicated to a different area of research within the curriculum: Historic Preservation on the 5th floor (Room 506), a Digital Design Fabrication (DDF) Lab on the 5th floor (Room 511). These labs help students and faculty pursue research in these areas of study. Graduate students in the Master of Science and Doctorate programs have offices located in room 508.

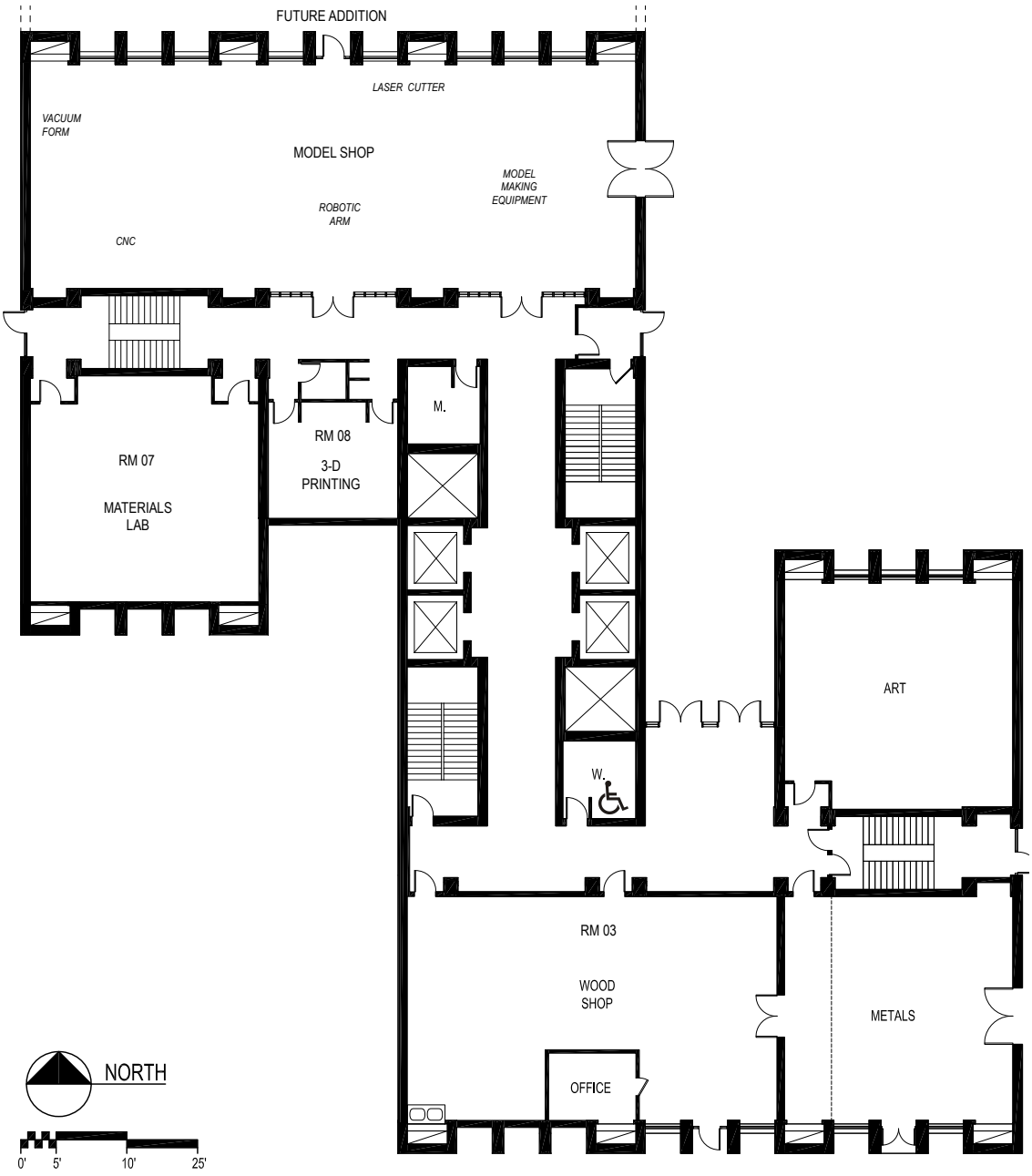
The Historic Preservation Lab includes sophisticated digital equipment that is used in the documentation of significant historic structures. There are six workstations, a GIS station, a LIDAR 3d scanners, a FLIR infrared thermo-graphic camera, two hands held 3D scanners, one ground penetrating radar, a Leica HDS 3000 scanner, and HDR cameras and computers all for student investigative use. The state of the art work accomplished in the historical preservations lab include the Statue of Liberty and Chaco Canyon using 3-D laser scanner given our Historic Preservation program an international reputation.

With over 10,000 square feet of shops and labs facilities, the College is able to pursue a pedagogy that confronts in an immediate and physical manner the configuration of architecture, the logic of its tectonics, the theory of its production, and the manner in which all of these conspire with the enterprise of design. The shops and labs represents the core values of the program and functions as the heart of the College.

There are two spaces in the College that are dedicated to the support of specialized instruction—the Building Information Technology (BIT) classroom located on the 8th floor is a dedicated classroom to ARCH 3352 – BIT class that instructs students on the fundamental principles of construction documents, Revit, and the use and process it takes to develop such documents. The Distance Learning Classroom located on the 6th floor is a space dedicated for online classes and it is equipped with the latest software and hardware to create seamless distance learning environment. This room has seating for 25 people and was upgraded to provide automatic connection using any two laptop or tablet simultaneously with two locations. It has two high resolutions projectors, a high quality projection screen, and a retractable cable connections system. It has a microphone system that allows full integration of sound as well a high-definition camera for clear picture from the room with the remote location. This room is mostly use in long distance upper level classes.

On the ground floor next to the main entrance to the building the Student Lounge offers a quiet haven for architecture and art students and it is open 24/7. The hallway outside of the Lounge overlooking the Shop contains tables and chairs with electrical service, that allows students additional individual non-programmed workspace. Next to the Gallery on the ground floor there is a room that supports the architecture student organizations and student councils.

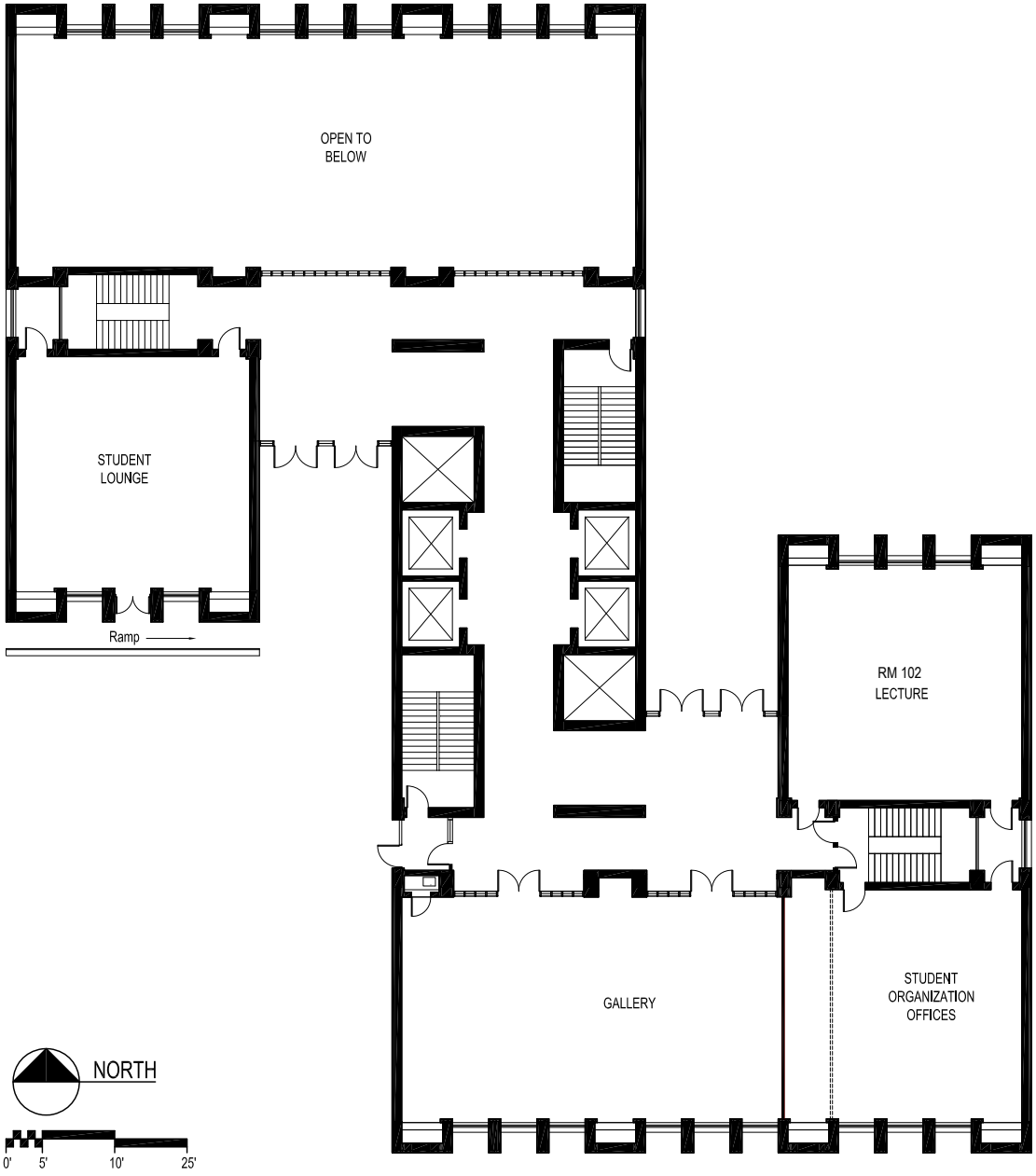
The college has five pairs of Accessible restrooms, on the courtyard, 2nd, 5th, and 10th Floor.



C

Courtyard Level Floor Plan

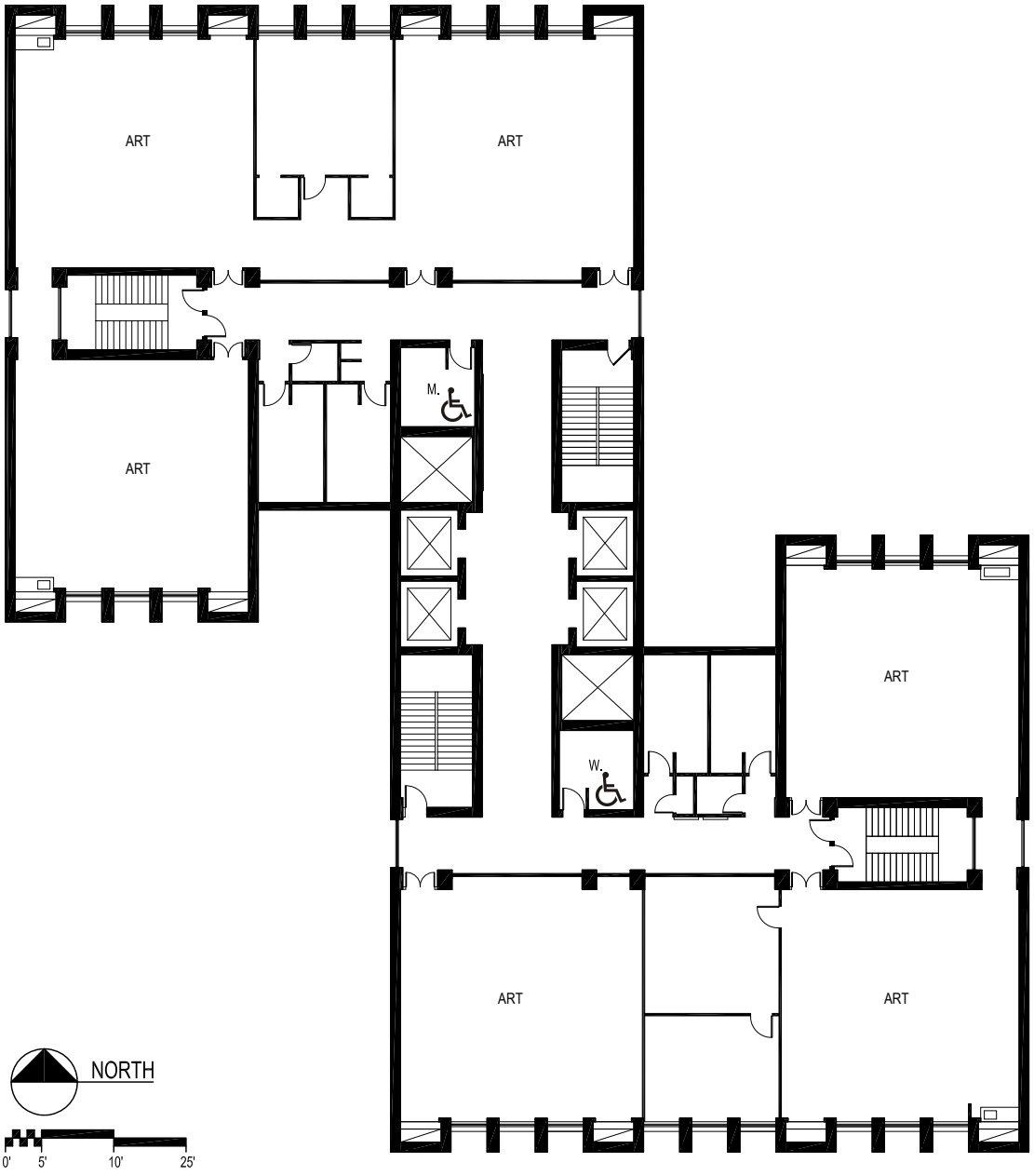
TEXAS TECH UNIVERSITY
College *of* Architecture™



G

Ground Level Floor Plan

TEXAS TECH UNIVERSITY
College *of* Architecture™



2 School of Art

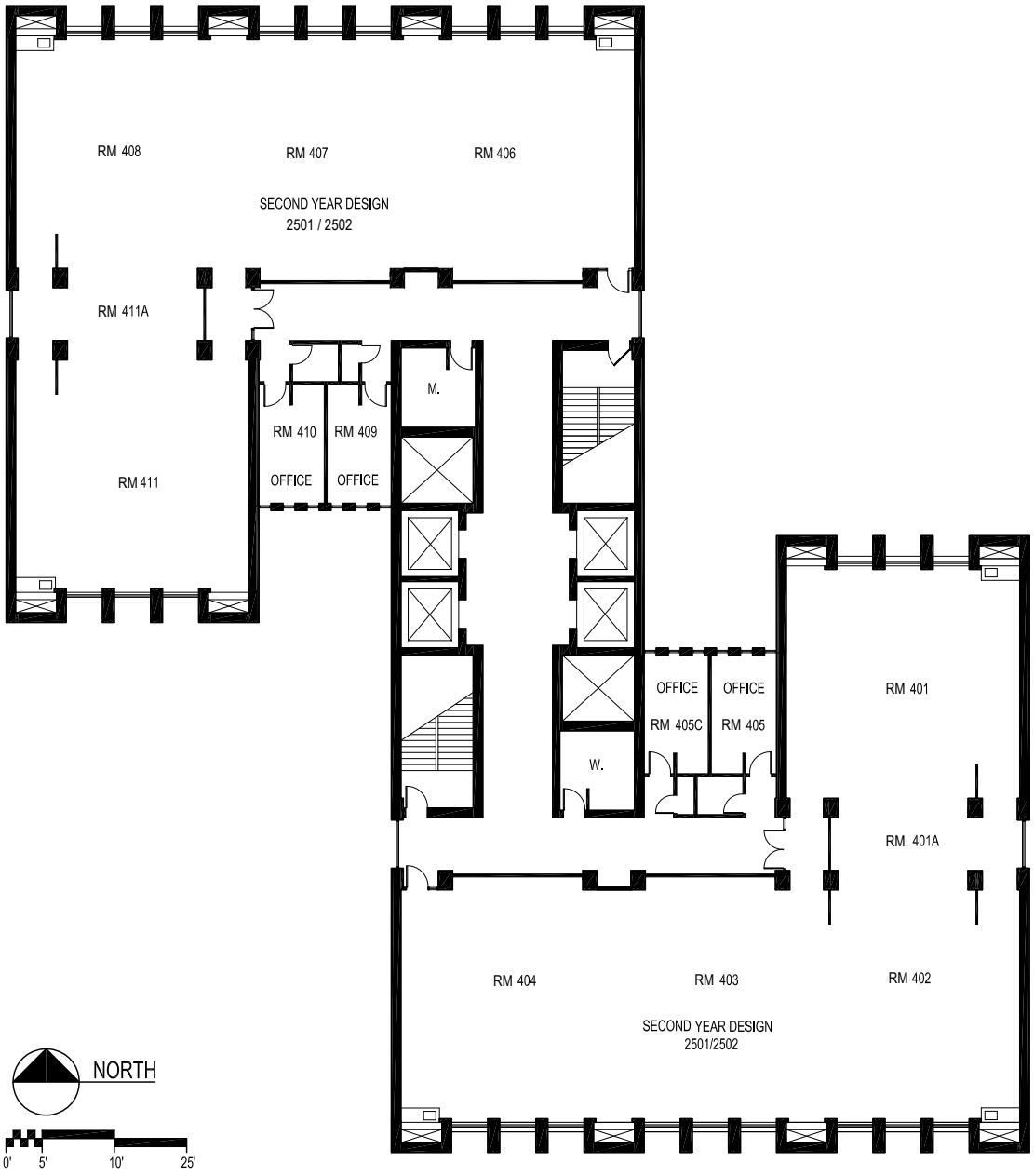
Second Level Floor Plan

TEXAS TECH UNIVERSITY
College *of* Architecture™

3

Third Level Floor Plan

TEXAS TECH UNIVERSITY
College *of* Architecture™



4

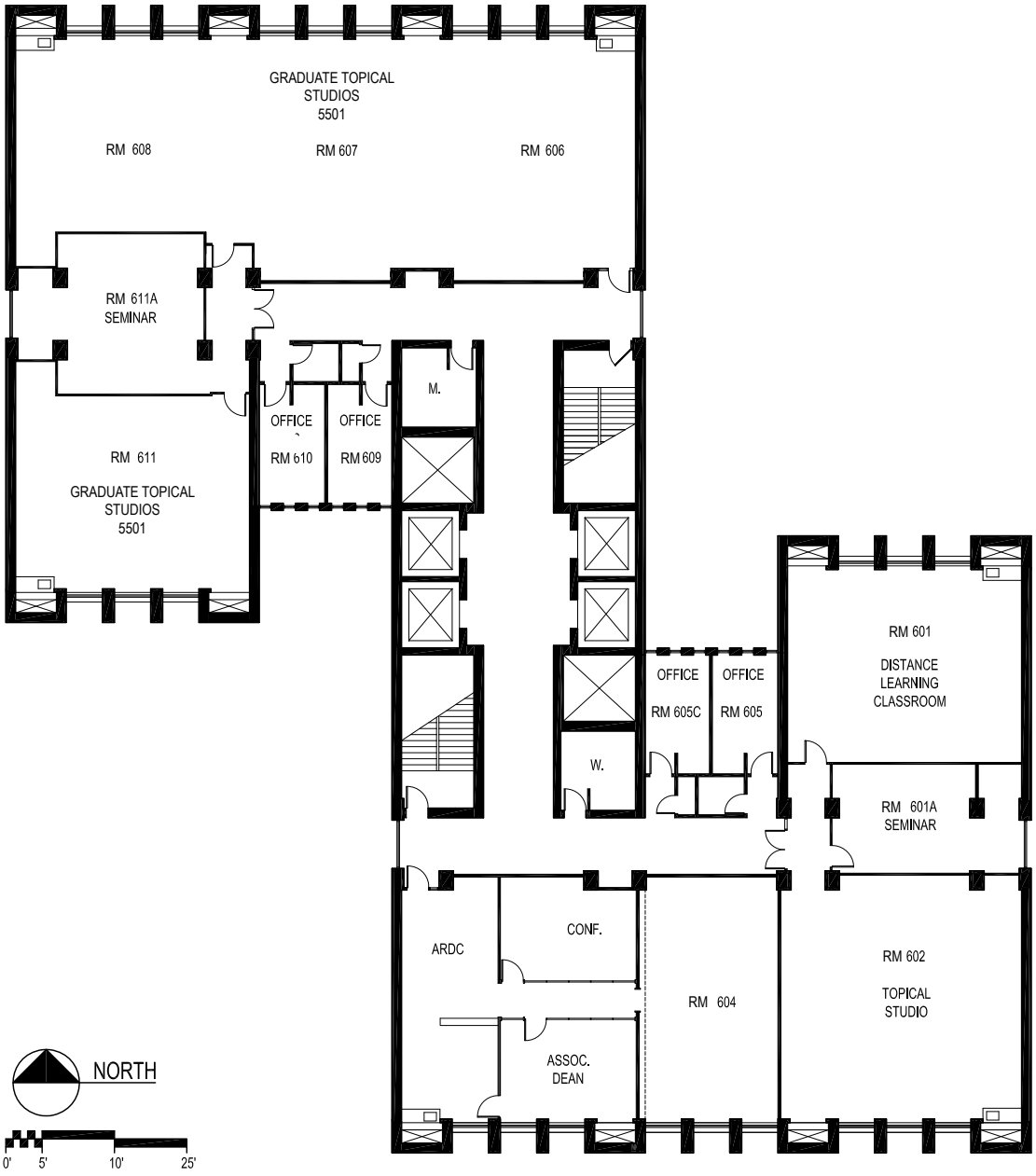
Fourth Level Floor Plan

TEXAS TECH UNIVERSITY
College *of* Architecture™

5

Fifth Level
Floor Plan

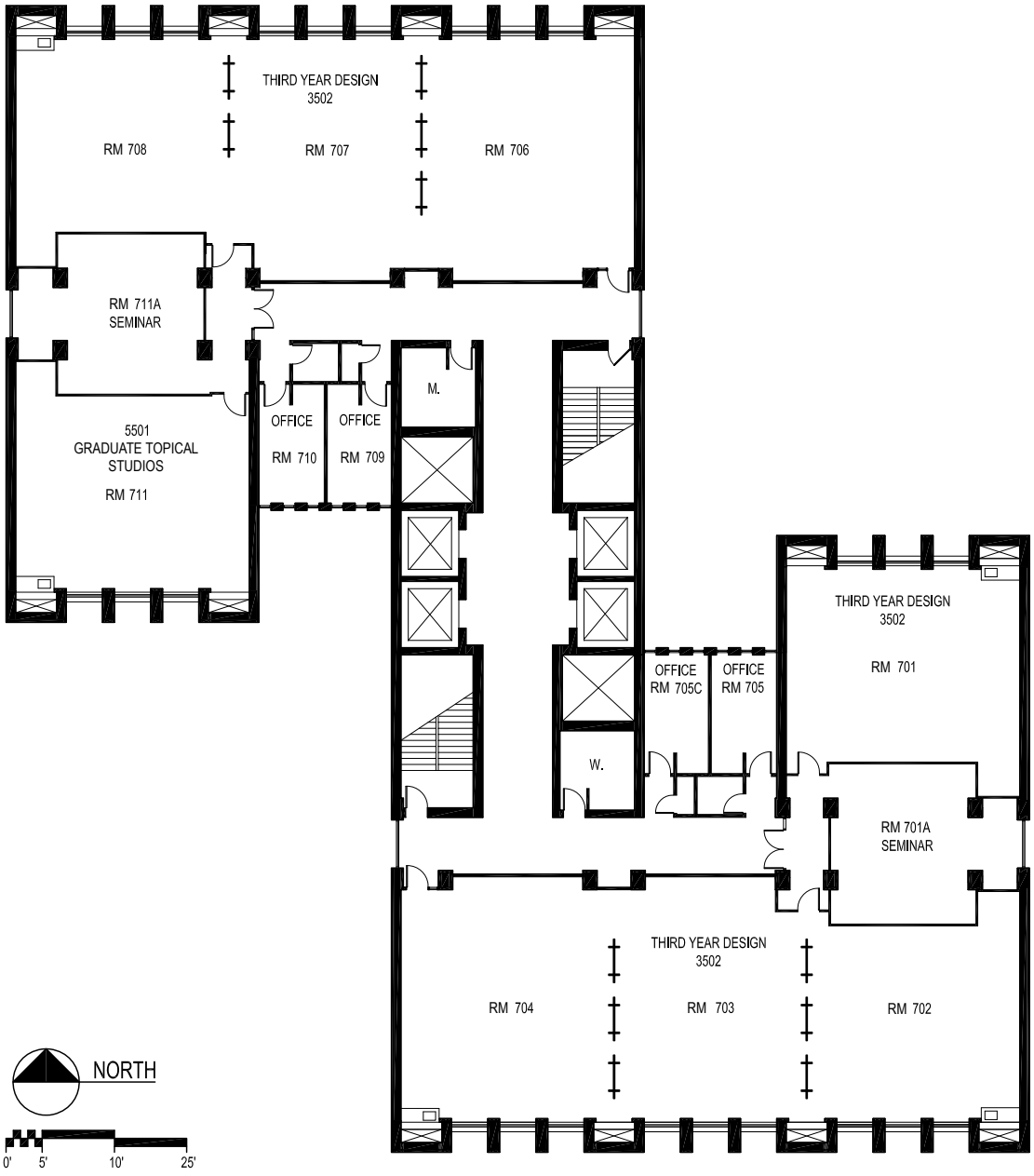
TEXAS TECH UNIVERSITY
College *of* Architecture™



6

Sixth Level Floor Plan

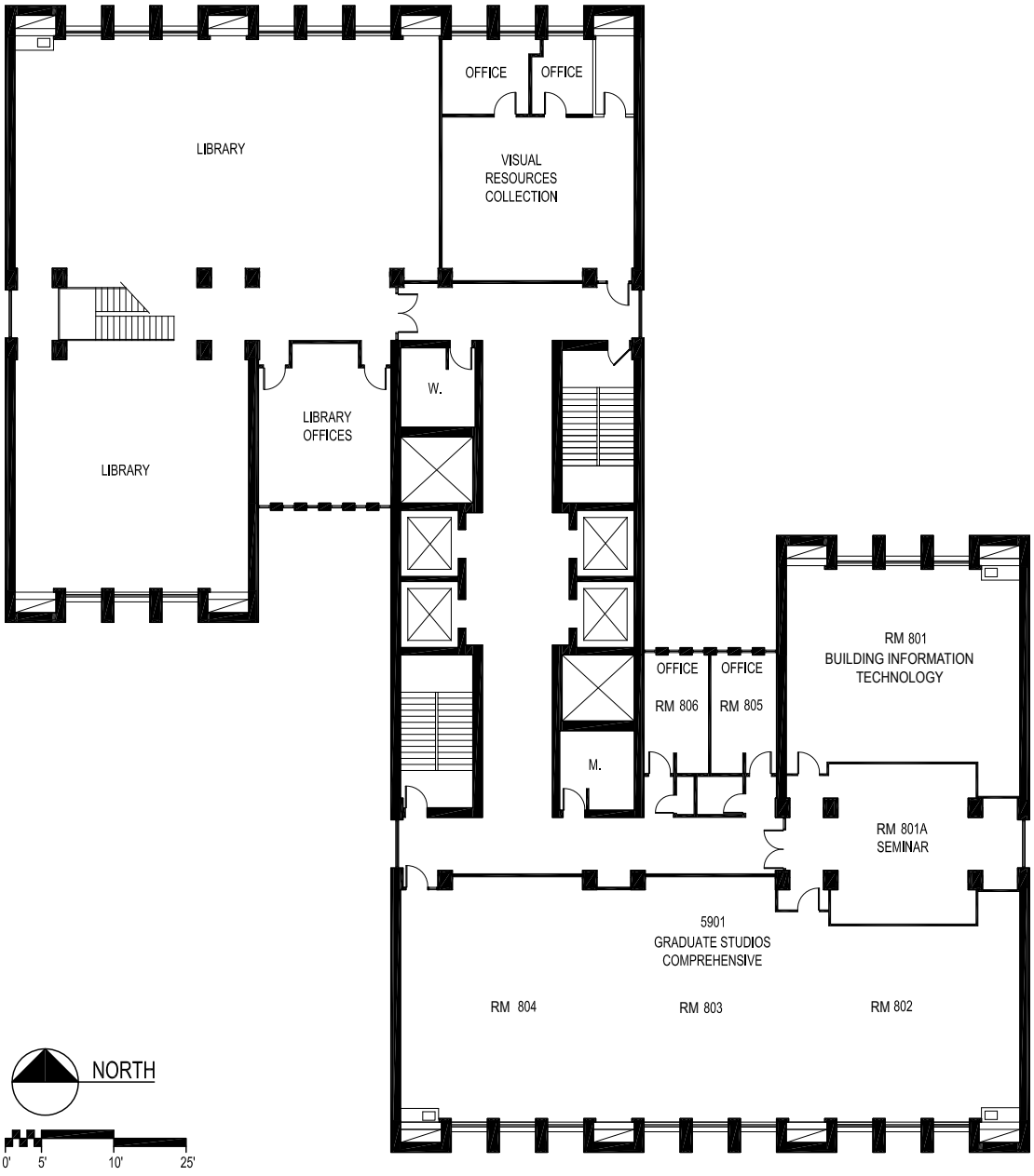
TEXAS TECH UNIVERSITY
College *of* Architecture™



7

Seventh Level
Floor Plan

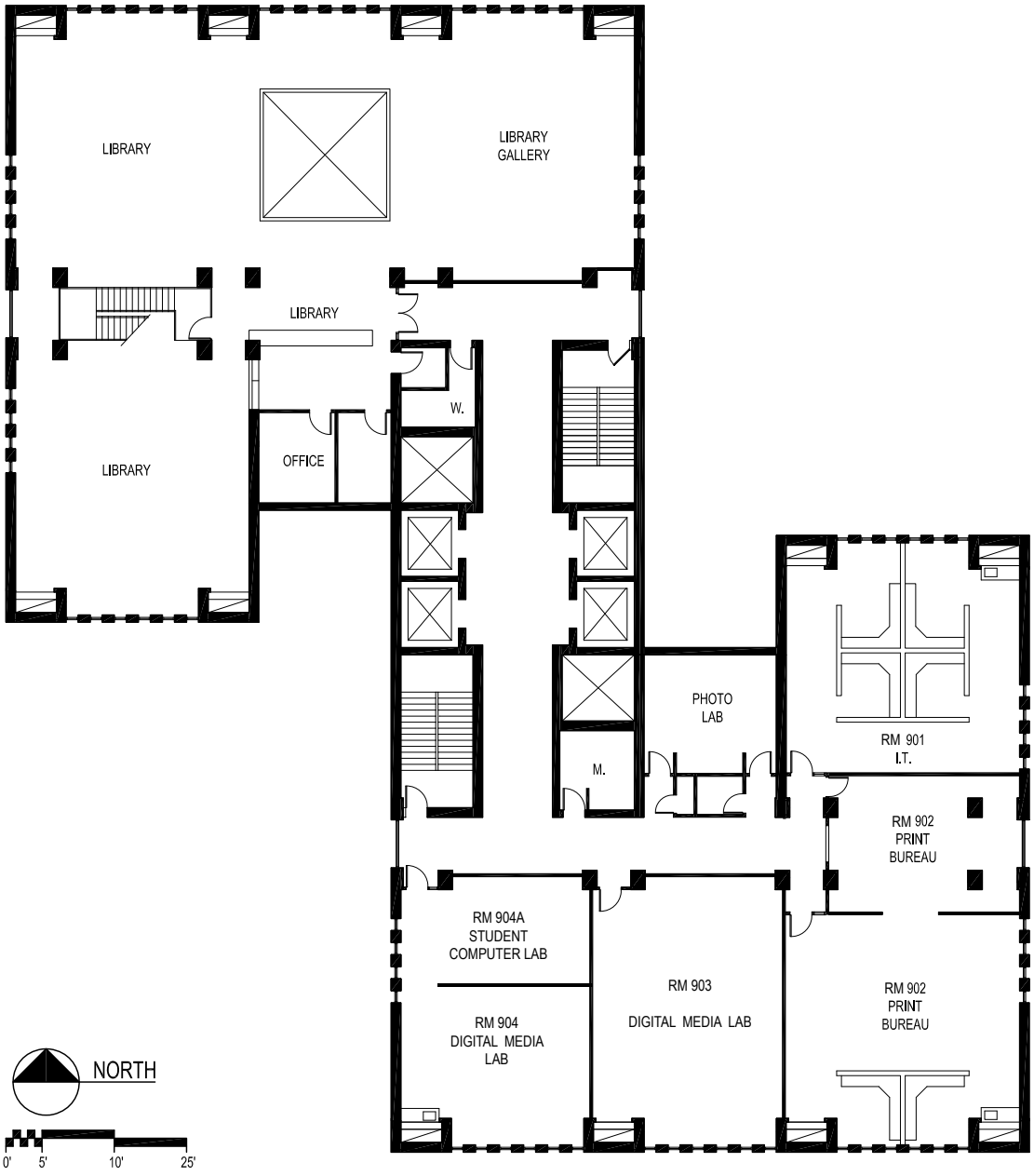
TEXAS TECH UNIVERSITY
College *of* Architecture™



8

Eighth Level Floor Plan

TEXAS TECH UNIVERSITY
College *of* Architecture™



9

Ninth Level Floor Plan

TEXAS TECH UNIVERSITY
College *of* Architecture™

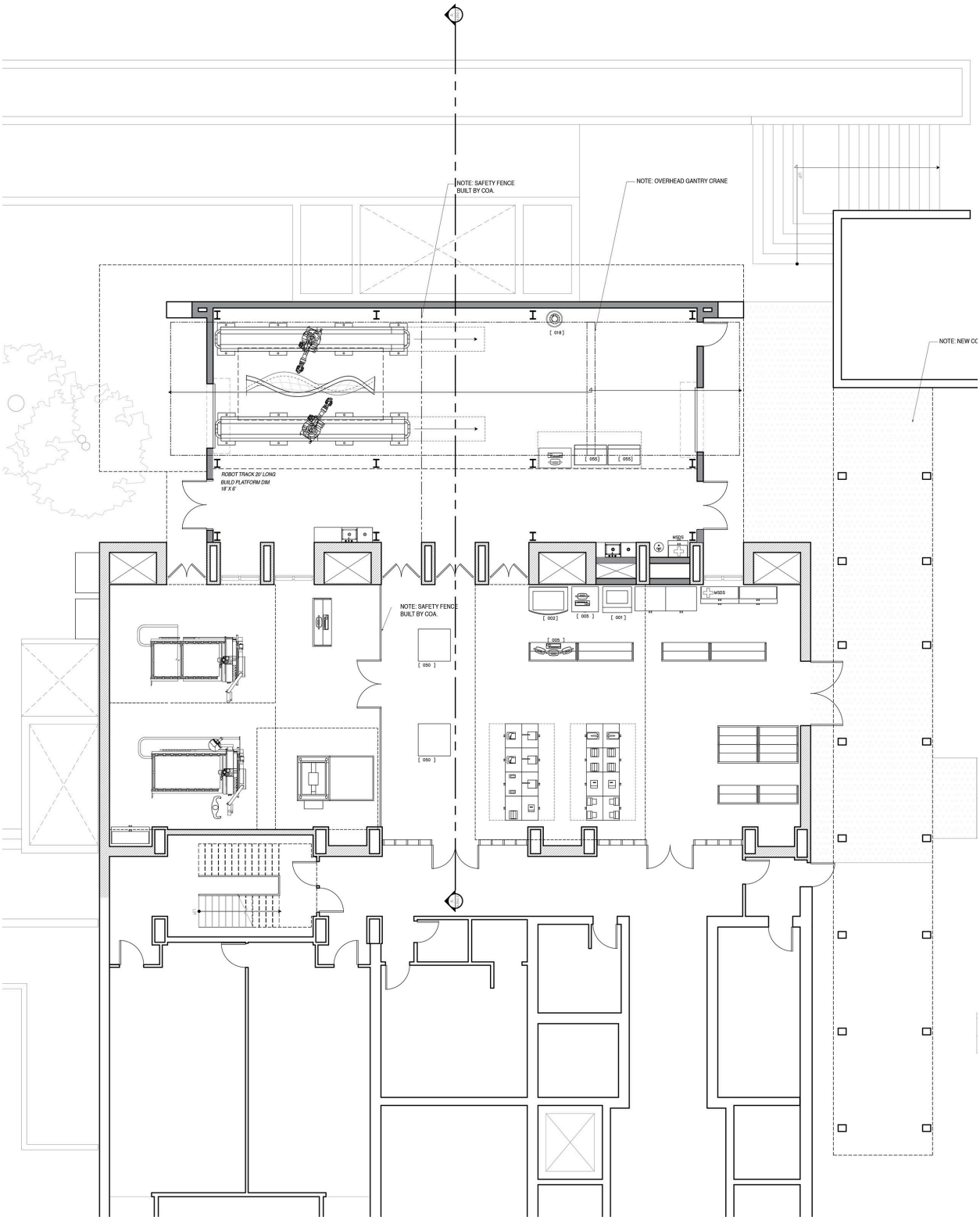
10

Tenth Level Floor Plan

TEXAS TECH UNIVERSITY
College *of* Architecture™

B. Under Construction and/or Propose Projects

The College is dedicated to the completion of the new Interdisciplinary Digital Fabrication Facility expansion (Digital equipment, Robotics, Interdisciplinary collaborations, Research and Grants opportunities). The new facility is funded by a private donation of $1,359,697, which was matched by $200,000 by the TTU's Office of the President, for a total of $1,559,697. The new facility is currently in the design phase. It will provide 2500 sq. ft. of lab space dedicated to cutting edge technologies associated with digital design and fabrication. The goal is to provide space for sophisticated equipment that will be available to all Architecture students and for interdisciplinary use with Engineering. One of our priorities is to potentiate research opportunities in collaboration with the profession and the industry, supporting teams with faculty and student participation. We will continue to promote entrepreneurial research approaches through innovative, creative and globally engaged initiatives, looking into interdisciplinary collaborations with Departments and Colleges on TTU Campus, but also with national and international institutions, researchers, industries and professionals.


NOTE: SAFETY FENCE BUILT BY COA.
NOTE: OVERHEAD GANTRY CRANE
NOTE: NEW CO
ROBOT TRACK 20' LONG
BUILD PLATFORM DIM
18'X 6'
NOTE: SAFETY FENCE BUILT BY COA.
MSDS
MSDS

C. Significant Problems with impact
The building is challenge because it is divides the building at each floor. Nonetheless, there is an effort to use the walls as a learning resource, which can help to tie the studio levels together. Changes made to the building distribution, in the pass few years as well as making the auxiliary spaces more readily available have started to create a greater blend of students from different levels in the building.

The building does not have ADA accessible restrooms in all floors. The College has work with the University to solve this problem, and in the past year the College has renovated three restrooms at the courtyard and second floor.

The tenured faculty includes four members who do not have the skills to teach a competent design studio. We have removed them from studio teaching, but this limits the capacity of the program.

D. Faculty Space
Each Tenured and tenure-track faculty member has a private office, with some offices shared by instructors or part-time faculty. Faculty offices are located on the tenth floor and floors three through eight. These offices are equip with necessary furniture and equipment that they need to develop their classes and mange their research and service. The College works with the faculty to facilitate any physical and office resources that the faculty is in need of. Three offices on the tenth floor and four on the second floor are occupied by Art faculty.

On the tenth floor of the building are offices for the College Dean, Associate Dean of Academics, Associate Dean for Graduate Programs, Director of Academic Studies, Financial Services Administrator, Academic Programs Office, College Development Officer, the Dean's conference room, College reception, and the Administrative Staff. Within the Academic Programs Office there are private advising rooms for our counselors and a student career and education resource room, P^2ARC (Placement, Programs, Advisement & Recruiting Center) where students can plan their future whether it includes professional study, professional employment or further education at another institution. The Community Lounge houses the faculty and staff's mailboxes and the kitchen. It supports faculty and community meetings. The total administrative space is 3,600 square feet.

E. Off-Campus Settings Descriptions
El Paso
The TTU College of Architecture Off-Campus Site in El Paso is located in the historic Union Depot, built in 1906 by Daniel H Burnham. Located in the city's downtown, at 700 W. San Francisco, the architecture program resides in 16,000 square feet within an active train station.

The architecture program's facilities promote higher learning and scholarship with numerous support spaces that offer individual, small group, and large group teaching and learning environments. The architecture program's main Classroom is located on the first floor off of the Rotunda, the historic building's main public space. The Classroom sits 40 students and is equipped with movable tables and chairs. All courses taught in the El Paso location, with the exception of design studios, are taught in the Classroom. A number of support teaching rooms are also found on the main floor, and this includes a Conference/Seminar room and a Study/Multi-Use Lecture Area.

Ten interconnected Studios surround the Rotunda on the second floor. These Studios serve as the core design studio teaching spaces for the program. Numerous support spaces for teaching studio are located throughout the building, and this includes a dedicated Pin-up Room on the second floor, and two large Review Spaces on the first floor. Student reviews have also taken place in the first floor alcoves surrounding the Rotunda. Large lectures connected to our lecture series and graduation take place in the Rotunda itself and in the Energy Auditorium at the El Paso Museum of Art, where use of this space is part of an inter-local agreement between the College of Architecture and the City of El Paso. In the basement, two rooms are dedicated to the development of a Material's Resource Room, where instructors can access a variety of teaching materials.

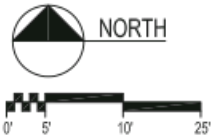
On the first floor, directly off the Rotunda, the Digital Media Room (3) contains the program's reproduction equipment, including copy machines, laser printers, plotters, and a laser cutter. As an extension to these services, which the program provides for the architecture students, a Digital Fabrication Room (13), also on the first floor, houses 3-D printers, work surfaces and display shelves.

The TTU College of Architecture El Paso Library is located 5 minutes away (on foot) in the El Paso Museum of Art, and this is also a part of an inter-local agreement between the College of Architecture and the City of El Paso. This space contains our library collection, reading tables, and six computer terminals. This is also the location of the program's Writing Lab.

A majority of the program's offices are located on the first floor, including the Main Office, the Director's Office, Faculty Offices, and the Intern-Development Program Office/Workshop Room. The Student Advisor's office is located on the second floor.

An Exhibit Space is located on the first floor, as one entered the designated TTU CoA El Program area. On the second floor, off the elevator, the program has designated a Student AIAS Information Board.The Photography Model Room is located on the first floor, and it is equipped with digital cameras, light meters, tables and black cloths. In the same area, an additional Student Study Room has been reserved for exclusive student use.

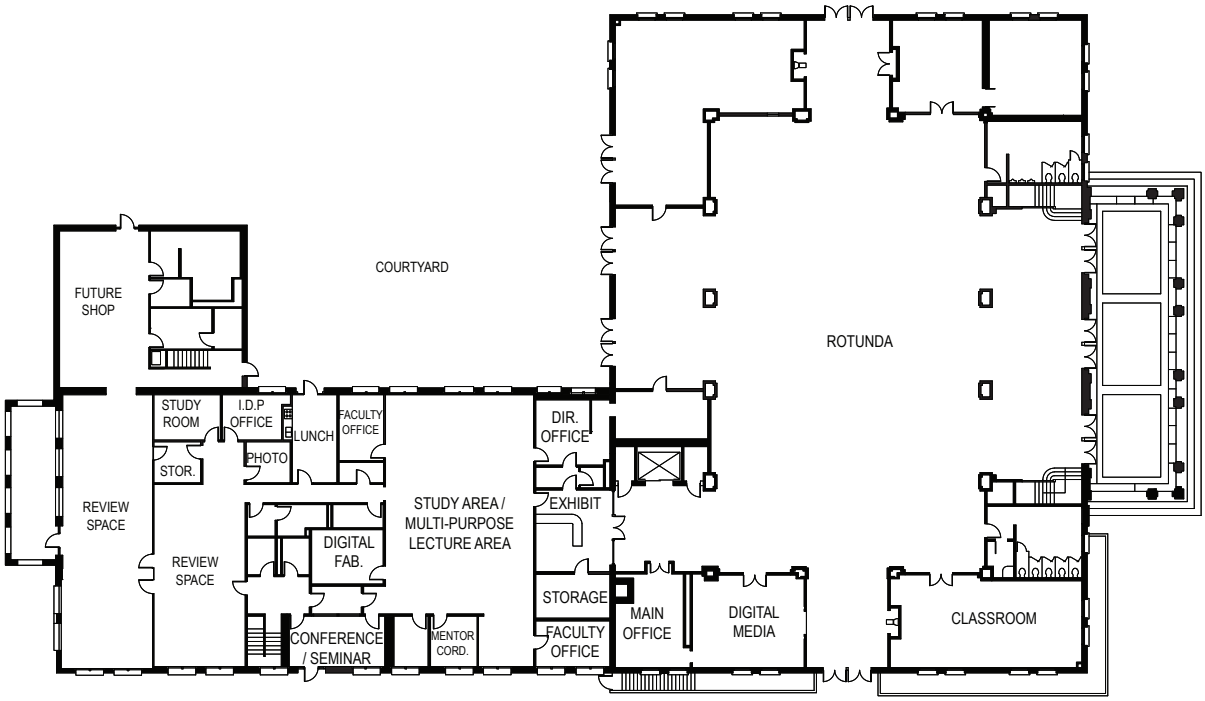
On the first floor, a small Lunch Room gives students access to a sink area, counter, microwave, and sitting area. This room is directly linked to an enclosed outdoor Courtyard, which TTU shares with Amtrak employees.The main improvements still needed at this time that will allow us to offer students a full set of resources is the development of the program's Shop (22). An area has been designated for new equipment (CNC Router – to be purchased Fall 2015), additional laser cutters, and shop equipment and tools. The basement is currently not accessible by elevator, and it is being used for storage and the Material's Resource Room. Texas Tech is currently working with the City of El Paso to install an elevator to make the basement area fully accessible.

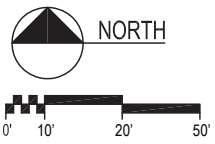


B

Basement level
Floor Plan
El Paso Campus

TEXAS TECH UNIVERSITY
College *of* Architecture™

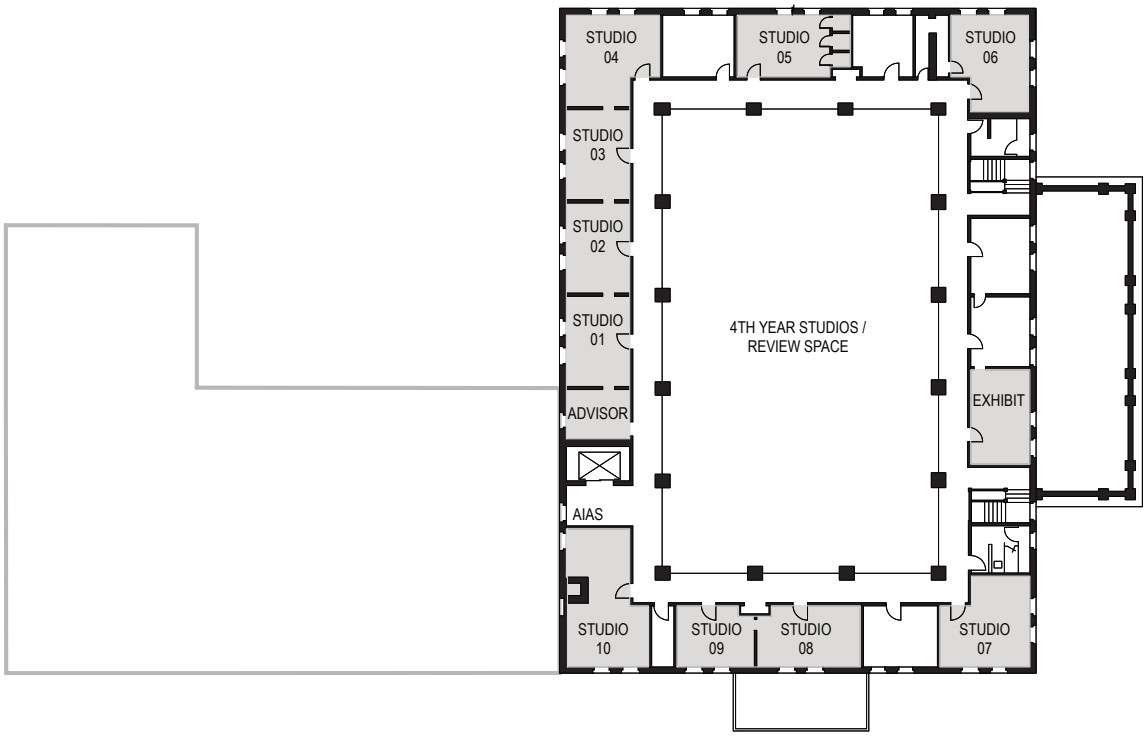


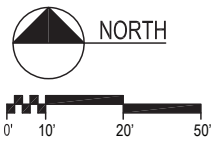


G

Ground level
Floor Plan
El Paso Campus

TEXAS TECH UNIVERSITY
College *of* Architecture™





2

Second Floor
Floor Plan
El Paso Campus

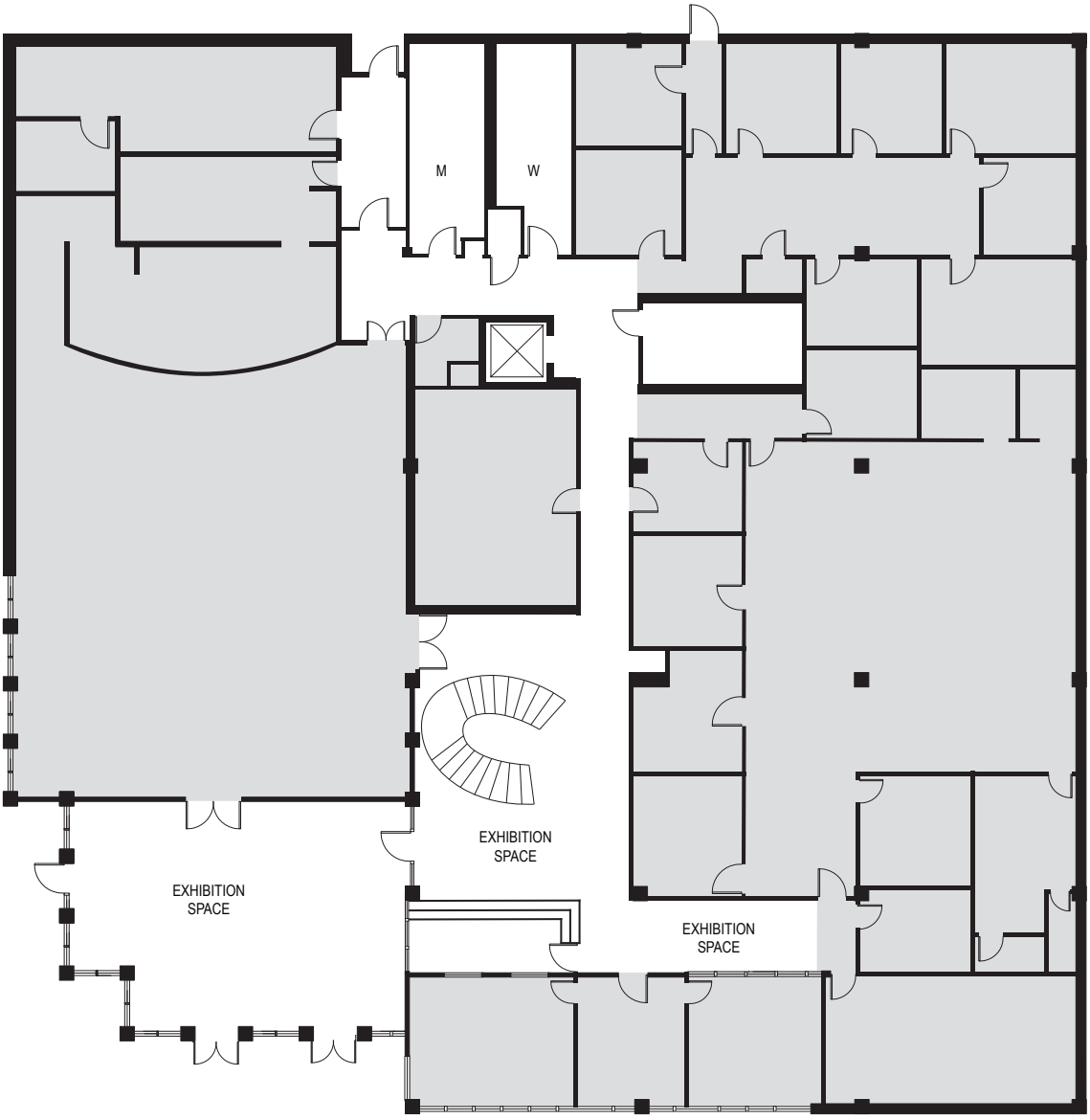
TEXAS TECH UNIVERSITY
College *of* Architecture™

Urban Tech

The College of Architecture in partnership with the community pursues these strategies with Urban Tech, located at the Texas Tech University Downtown Center. Urban Tech facilitates a graduate level urban design research studio each fall and summer. Studio is a *place* where students spend 90% of their time, a *product*, the tangible result of thinking about and making architecture and a *process*, a way of thinking during which many elements, possibilities, and constraints of architectural knowledge are integrated (Boyer and Mitgang). The urban design research studio directed by David A Driskill, AIA, LEED AP BD+C, s a studio focused on the opportunities and visions for the redevelopment of sustainable urban environments, and specifically central Lubbock.

Central Lubbock will be rebuilt in the next ten to fifteen years. It is a critical time to explore and envision the possibilities in order to inform and inspire a more sustainable and livable city. Studios run by Dean Andrew Vernooy and David Driskill have informed the redevelopment plans for downtown Lubbock in many ways. Identification of Avenue J as a central north-south axis to connect the Civic and Arts District to the Depot Entertainment District is an example of ideas flowing from the studio into the master plan for the city. The College of Architecture has a consistent record of community involvement over the last 30 years. Our mission: *"The College of Architecture educates students for future design practice and the advancement of knowledge for the benefit of society."* Urban Tech offers an opportunity for students to engage the city.

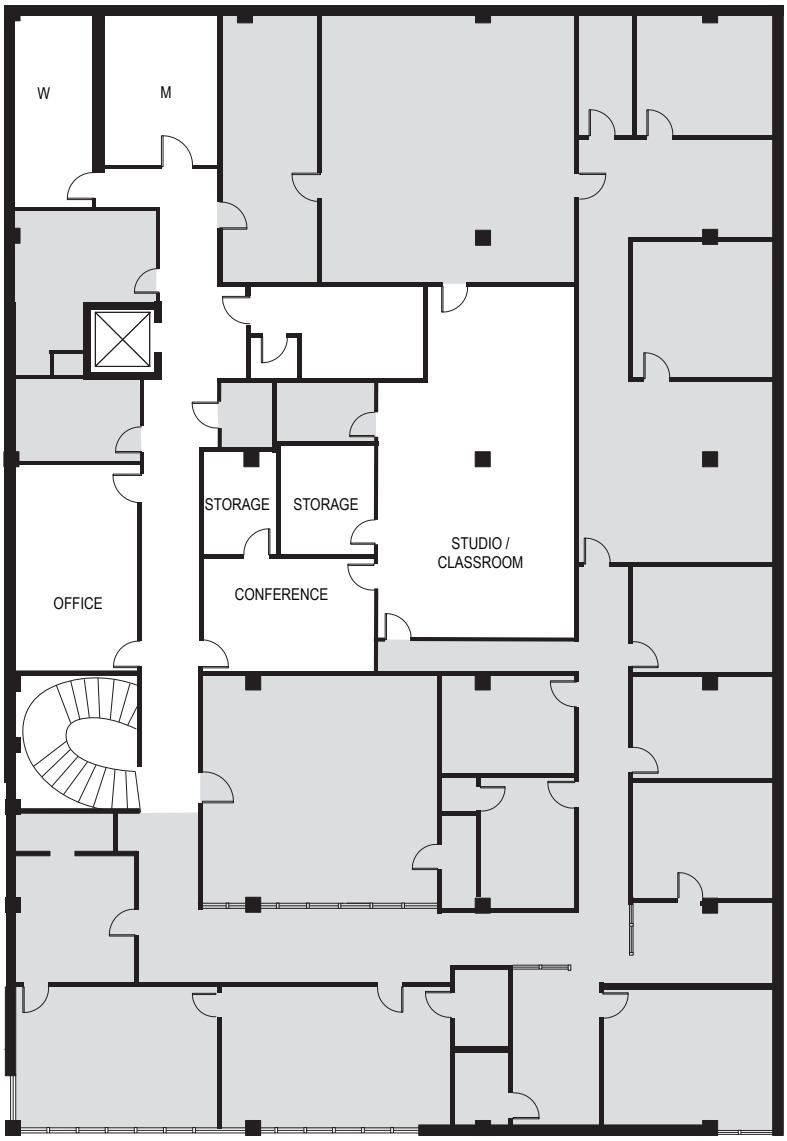
Urban Tech is a *place* for students to think, draw, design, model and create. Urban Tech is a *product* of ideas and information in public exhibition in the form of drawings and models and transportable information via digital media. Urban Tech is a *process* of civic engagement and exploration. Urban Tech engages the public with exhibition of student work during the First Friday Art Trail. Urban Tech is host to civic meetings and processes. Urban Tech clarifies the public benefits of architecture, promotes the creation of new knowledge and serves as a laboratory for ethical professional behavior where community needs supersede private agendas.

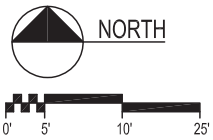


G

Ground level
Floor Plan
Urban Tech Campus

TEXAS TECH UNIVERSITY
College *of* Architecture™





2

Second Floor
Floor Plan
Urban Tech Campus

TEXAS TECH UNIVERSITY
College *of* Architecture™

F. Physical Resources for Online Course Delivery

Room 601 is the College designated long distance online course room. This room has been upgraded constantly to keep with the fast changes of technology and the needs for online courses. Recently this classroom was upgraded to provide automatic connection using the instructor laptop or tablet with two other locations simultaneously. The room is equipped with 2 high resolutions projectors, a wide high-end projections screen, and a retractable cable connection system. The room is also equipped with surround sound and integrated microphone/sound system for better long distance interaction. The room can accommodate 30 students, and provides pin-up space for small reviews of discussion of work. This room supports Skype for Business (former Microsoft Lync), Blackboard, and other programs for long distance course delivery as platforms that can be use to deliver online course content.

I.2.3 Financial Report

General:

- In FY 2015 faculty costs were $60,893 per student.
- In FY 2015 staff and overhead costs were $3,434 per student.

I.2.3 Financial Resources

- The Texas Tech University College of Architecture has several funds for use in the professional degree program. The largest of these are an ADIA fee fund. These fees are funded by revenue from student fees. Each student pays $45.00 per hour of course credit for each architecture course in which they are enrolled. The fund generated $427,095 in Fiscal Year 15.
- Expense categories include funding for Guest Lecturers (as selected by the Lecture Committee), End of the Semester Reviewers (as selected by faculty and the Reviewers Committee), materials and supplies for classroom equipment and furnishings (as requested by faculty), and computer software for classes (also as requested by faculty). Also included are funds for hiring Student and Graduate Assistants in the amount of approximately $200,000 in FY 2015.
- The professional program does not control the revenue as it is at the maximum allowable rate as set by the State of Texas.
- In addition to this the College also has funding for scholarships in the amount of $129,000 in fiscal year 15. We also have $100,000 each year for fellowships for graduate students.

Summary

- In FY 2015, we had a drop in enrollment that amounted to a $70,000 reduction in ADIA Fees. For FY 2016 we expect to see another drop of approximately $30,000. We are in the process of printing new brochures regarding the professional program and are ramping up our recruitment efforts.
- In FY 2015 we reduced expense budgets for several items in the ADIA fee funds and are implementing additional cuts for FY 2016.
- There have been no changes in funding models for faculty compensation, instruction, or overhead since the last visit, however we are in the planning process for an addition to the model shop at an estimated cost of $1.5 million. Funding for 2/3 of this has been secured through donations, grants, and matching funds from the TTU President's office.
- In addition to the model shop, we are also making a concerted effort to increase endowments for both scholarships and excellence funds.

I.2.4. Information Resources

Tech University Libraries

Texas Tech University Libraries is primarily a centralized library system, with one archive/special collections facility and one branch library. The Southwest Collection/Special Collections Library is located north of the University Library and the Architecture Library is located in the Architecture Building. Texas Tech University is a member of the Association of Research Libraries, which includes the 125 major research libraries in North America and had an overall ranking of 40th in 2014.

Collections: The University Libraries' main collection includes 2,774,442 volumes, 2,515,806 microform units, 95,000 e-journal subscriptions, approximately 34,450 print journal subscriptions, and 57,021 audio recordings/ films/audio-visual materials. These figures include government documents. The University Libraries offers access to approximately 304 electronic databases and products. These figures are based on the 2014/2015 annual statistics compiled August 31, 2015. The Libraries continues to develop a broad range of resources, both print and electronic, for the university community. Texas Tech University Libraries is a regional depository for federal government documents. TTU Libraries was a founding member of Texas Digital Libraries. The University Libraries joined HathiTrust, a partnership with over 100 major academic and research institutions offering access to millions of digitized documents. The University Library is open seven days a week and offers faculty and students 24/5 building access Sunday through Friday.
The Southwest Collection/Special Collections Library includes the Southwest Collection, University Archives, and the Rare Books Collection. The Southwest Collection includes 105,823 books, 24,663.23 linear feet of manuscripts, 17,057 microforms (fiche and film), and a substantial collection of graphic, audio, and film/video materials primarily related to the Southwest. This collection includes materials on architecture of the Southwest, including a set of architectural drawings from the Atchison, Topeka and Santa Fe Railway. In 2014 Texas Tech became the permanent location for the Remnant Trust, where the collection is housed at the Southwest Collection and the Texas Tech Museum.
Staff: The University Libraries personnel include 53 librarians or archivists, 14 library associates, 14 non-faculty professional positions (e.g., information technology, development and marketing, and business operations), and 76 in classified support positions. The University Libraries has 43 FTE student assistants. In addition to the Master's in Library Science, many librarians hold at least a second master's degree in a subject discipline. Library faculty positions are tenure-tracked.
University Collections
Although the Law Library and the Preston Smith Library of the Health Sciences Center are administered separately, Texas Tech University students and faculty are welcome to use their facilities. The Art Visual Resources Collection is administered by the School of Art and available to faculty for instruction.

The Architecture Library
Architecture Library: The Architecture Library is located on the 9th and 8th floors of the Northwest wing of Architecture Building and includes an image library. The Architecture Library is currently staffed by three librarians, one para-professional, and ten student assistants.
The Architecture Library follows the mission, goals, and policies of the University Libraries, although focusing on the College of Architecture (CoA) faculty and students. The Architecture Library has written goals and objectives, in additional to annual goals to accomplish our mission. The Architecture Library's website address is library.ttu.edu/arch/. An Architecture Library Advisory Committee meets annually to discuss and make recommendations on policies and issues related to the services and collection.

Architecture Library Collections
The Architecture Library's collection includes approximately 33,170 volumes, of which approximately 24,550 volumes are in the LC NA classification. The current and retrospective breadth, scope, and complexity of the Architecture Library's collection of materials are related to the practice, history, design, theory, and criticism of architecture. The collection also includes related disciplines for urban planning (HT), design (NK), media (NC), and construction (TA, TH) that cover the scope of the architecture program; however, a much larger collection for these disciplines is available in the main library building.

Reference Collection

Reference: The Architecture Library continues to develop both print and online reference resources; however, preference is given to online references resources whenever possible. The Architecture Library is gradually working to create an in-depth online reference collection as funding allows. The university community has access to several codes and standards available online for use within studios, dormitories, and homes. The MADCAD service includes the 2015 ICC codes; the 2013 USGBC LEED Reference Guides, 2007 Architectural Graphic Standards, the NPFA Fire and Life Safety codes, ASHRAE 90.1, and various regional city and county codes.

Books

Books: The Architecture Library's book collection is a strong instructional and beginning research level collection that is sufficient in size and scope to support the curriculum and some faculty research. Since 2010, the Architecture Library purchases annually a respectable number of 400 to 450 new publications on architecture related materials. Materials are up-to-date and accessible in a timely manner. Typically two copies of "works" of some architects that include adequate floor plans and elevations are purchased, one for reference and one for circulation. A portion of the annual allocation for architecture materials is expended on e-books, and collections of e-books are being purchased by the University Libraries.

The monographic collection adequately supports the number of students, and the amount of instruction, research, and professional development for the Architecture program; however, this collection does not have the breadth or depth for intensive faculty research. The Architecture Library maintains shorter circulation periods than the University Libraries to ensure more timely access to the materials.

Serials/Journals

The Architecture Library has approximately 55 current print journals and serial subscriptions. Several of the former print subscriptions are now absorbed in full-text databases as more architecture related titles become available in electronic format. The set of back volumes of the major architecture journals and serials are fairly complete in print format. In addition, the University Libraries has a broad range of journals on related disciplines, including art, urban planning, construction, preservation, engineering, and environmental design. A list of architecture related print and online journals is posted in the bound periodical section on the 9th floor and online on the architecture research guide. This list is attached as Architectural Journal List.

While the print serial collection is modest, Texas Tech maintains subscriptions or online access to 51 of the 53 journals/serials (96.2%) of the Association of Architecture School Librarians' (AASL) List of Core Periodicals (2009 edition) titles. In addition Texas Tech also maintains subscription or online access to 24 or 42 journals/serials (57%) titles on the AASL Supplementary List (2009 edition). Some titles have ceased publication, while more architecture related titled have been made available through online databases and archives, such as JSTOR and Art Source. The combination of both print and online journals accessible on the subjects of architecture and related disciples are sufficient to support the CoA research and the curriculum.

Databases

The College of Architecture has access to a broad range of databases: both indexes, full-text databases, and archival collections. The University Libraries offers online access to the major databases related to architecture, including the Avery Index to Architectural Periodicals, Art Source (a combination of Art & Architecture Complete, Art Full-Text, and Art Index Retrospective), Design and Applied Arts, and Arts and Humanities Full-Text. There has been a significant drop in the use of all print journals, as faculty and students prefer access to online journals, partially due to the convenience of using SFX to link from a database citation to a full text article. The general databases that offer relevant journals in electronic format for the study of architecture are: JSTOR, EBSCO (Academic Search Complete), Springer, Project Muse, and Lexis-Nexis. All of these databases offer at least some full-text articles in PDF and/or html format.

Image Library

The Architecture Image Library is located in and administered by the Architecture Library. The Architecture Image Librarian is responsible for the development of the image collection which includes purchasing collections, creating in-house collections, and working with faculty to add their collections to our local image library. While the primary work is done within the Architecture Library, the technical

support and server are maintained through the University Libraries. The Architecture Image Librarian reports to the Architecture Librarian.

With the University Libraries, the Architecture Library has made a commitment to the current and future needs of the faculty and students through subscription and local digital image collections. Architecture Library's Digital Collection consists of two licensed collections, four faculty slide collections, and a home grown collection of architectural drawings. The collections cover art and architecture worldwide from ancient to modern periods.

In 2005 the University Libraries licensed the ARTstor collection, which now includes over one million images. In 2007 the Architecture Library received a grant of $35,000 to purchase the Archivision Base Collection, and has continued to purchase new modules as they become available. Archivision has grown, with modules 1-10, to 71,880 images. In 2008 the University Libraries allocated $235,891 to purchase the Hartill, Saskia, and Bridgeman collections from Scholars Resource. This collection has been built with the annual visual resources allocation. The Image Librarian proposed and was awarded a grant of $45,000 in 2011 to purchase the Kiracofe collection, a collection of 11,000 non-Western images of architecture and culture. This brought the Scholars Resource collection to a total of 80,422 images. Both the Archivision and Scholars Resource collections are licensed in perpetuity.

Upon request from the faculty, the Image Librarian developed an in-house collection of architectural drawings beginning in 2009. This collection includes 2,614 images of floor plans, elevations, and details of major historical, modern, and contemporary structures. The Image Librarian has worked with faculty to digitize their image collections, the first being the Raimund McClain European Architecture collection of 500 images. Also available is the Javier Gomez collection of Mexican and Mesoamerican architecture (3,868 images) and the Lahib Jaddo Collection of vernacular architecture of the Middle East. Saif Haq's 3,000 photographs of Middle Eastern and South Asian architecture is currently being processed and will be uploaded by the end of 2015. Digitization of the Elizabeth Sasser Collection, thousands of slides collected over a career of 30 years, is also currently in progress. As these images are processed, extensive metadata is recorded following the VRA Core 4.0 schema and controlled vocabularies as closely as suits the needs of the TTU community. Each of the faculty collections is available to the public as part of the Texas Digital Library. The licensed collections are password protected but are available to the TTU community, including distance programs. The entire collection totals 160,000 images.

DVD, Video, & Film

The Architecture Library offers approximately 200 VHS or DVD films and is in the process of reviewing and replacing some of VHS tapes and upgrading the DVD collection. The University Libraries recently expanded their media collection, which now includes approximately 8,500 DVDs.

Faculty, students and staff also have access to online streaming resources for film and audio. These include NBC Learn (Higher education), which offers online access to NBC's news historical archives. The University Libraries offers both on campus and remote access to Lynda.com for computer video training. A recent subscription was added for online access to Films on Demand Master Academic Package. Faculty and students have access to the streaming database Classical Music Library.

Summary evaluation

Input & Decision Process: Faculty research and recommendations, course listings, and current topics directly influence collection development, in addition to student projects, assignments, and requests. Use patterns are monitored so that second copies are purchased and placed on permanent reserve to support the curriculum and students' access to materials in heavy demand.

The Architecture Library has a strong collection in print and is developing an electronic collection that supports the curricular and research goals of the Architecture program. The Architecture Library is committed to the continued development of print and online collections. A strong online collection specific to architecture is becoming possible as recent publications are being published in print and electronic formats, some within a similar price range. While architecture students prefer journal articles, reference resources, and images in digital format, their preference for general books on architecture, architects, and history remains in print format. The reference goal of the Architecture Library are to offer more online reference resources as they become available to ensure immediate online access to required information, regardless of the user's location or schedule.

Services

The Architecture Library follows the service policies of the University Libraries. The Architecture Library is open to the College of Architecture, the university, and the community. Visitors may receive temporary access to the library's online resources while physically in the library. The Architecture Library's website lists the hours, circulation polices, and staff. An introductory brochure for the Architecture Library was updated in summer 2015. A summary of the Architecture Library's statistics for FY2010-2015 is documented in Architectural Library Statistics.
Hours: The Architecture Library is open all days of the week during the fall and spring semesters, with the exception of holidays, for a total of 80.5 hours. The Architecture Library hours are: Sunday 1:00 pm-10:30 pm; Monday through Thursday 8:00 am to 10:30 pm; Friday 8:00 am to 5:00 pm; and Saturday 1:00 pm to 6:00 pm. Faculty and students have access to the library services during these hours. The hours adequately meet the needs of the faculty and students. Library hours are posted at the library entrance.

Research Guide and Reference Service
During summer 2014, the University Libraries installed the LibGuides (research guides) software, to allow for a formal method of organizing resource information by subject. The architecture librarians created an architecture research guide to assist students and faculty in locating most materials at one location. The "tabs" include: databases & journals, books & more, standards & practice, architectural drawings, images, and web resources (including Texas architecture). During summer 2015, the architecture librarians revised the research guide to include two additional tabs. A "Help" page was created to assist the CoA faculty and students with the changes to the new online discovery system. The second new page was for "Distance Students," assisting them on how to access materials online, obtain materials through the University libraries, and make contact with the Lubbock library faculty and staff. Since many of our students in the El Paso program are from Mexico or of Hispanic descent, instruction for obtaining materials through ILLIAD are also offered in Spanish.
The Architecture Desk is staffed or supervised during the day by full-time employees. Student assistants cover the desk in the evenings and on weekends and refer patrons to the librarians for additional reference assistance. Reference queries are made in person, by email, and by telephone. The Architecture Librarian is on call at all times, and staff and students are encouraged to contact her.
Library Instruction & Information Literacy
The Architecture Library offers library instruction/information literacy sessions at all student levels from the freshmen courses through graduate work, as well as to faculty. One-on-one consultations are available to anyone using our library. Freshmen and transfer students receive a brief introduction to the library and the image collection at the beginning of the fall semester. The delineation faculty are encouraged to bring their freshmen students to work with librarians on their first library assignment in a workshop setting.
The Architecture Library offers library instruction sessions to the students enrolled in the introductory history survey course. Each of the approximate 12 sessions includes an introduction to architecture resources, research, and services, and a tour of the library. Scripts for the information literacy classes are created by the Public Services Librarian to ensure that all students receive the same instruction. To improve on this library instruction class, the architecture librarians introduced a pretest/posttest questionnaire for the history students. The posttest was administered during the instruction session and again before the end of fall semester. As part of the history course, students then receive a brief introductory assignment requiring them to research a historical structure and document their research findings using appropriate citations.
Upper-level and graduate instruction sessions are available upon request. We currently offer sessions to the architectural theory, urban planning, evidence-based architecture, historic preservation, and graduate research courses. For these sessions, a broader range of resources are introduced depending upon the course topic. A bibliography with related resources is prepared for that class. The Architecture Library's long term goal is to set up an instruction literacy schedule that will allow the librarians to meet with the architecture students periodically throughout their college careers to introduction the them to library resources at the level the resources become relevant to their course work
Distance Program: Almost every September, an architecture librarian travels to El Paso to meet with the students, offering an introductory course on how to access library resources. The sessions involve having the students register in ILLIAD to obtain document delivery materials and in ARTstor to allow student

access to a broad range of images available to them. The architecture librarians are open to changes as distance learning evolves on this campus.

Circulation & Course Reserves

Circulation Policy: The Architecture Library has a written circulation policy for its collection with loan periods relative to the patron status: faculty (one semester); graduate and honors students, law and medical faculty (30 days), and undergraduates (two weeks). The loan periods for Architecture Library materials are shorter than those in the University Libraries, and faculty and students may place recall and holds on materials that are checked out.

Course/Permanent Reserve: The Architecture Library offers course reserve for the faculty and students in the College of Architecture. We also offer permanent reserve for ready reference materials that are used heavily.

Distance Programs

Faculty and students in the distance programs have the same access to online resources as patrons on the Lubbock campus. Distance faculty and students may request materials from the University Libraries and receive books within 48 hours by FedEx or are emailed links to online journal articles within one day. Faculty and students also have interlibrary loan privileges for materials not owned by the TTU Libraries. These services are offered at no cost to the patron.

Cooperatives Agreements

TexShare: As a state supported institution, Texas Tech faculty and students have access to the collections of other state and cooperative libraries. This is in addition to the databases made available to Texas institutions through TexShare.

Cooperative Agreements: The University Libraries maintains several cooperative reciprocal agreements that extend our access to materials throughout the world. As a member of the Great Western Library Association (GWLA), Texas Tech fulfills the high standards of expediting documents for interlibrary loan requests to other members with a very short turn around period. For this cooperative, libraries agree to supply digital articles electronically within 24 hours and print materials within 4 days. The University Libraries is also a member of RAPID, which is an international cooperative involved with expediting library materials. This cooperative includes libraries throughout the world, including Europe and Asia. Texas Tech is a member of the Trans-Amigos Express Library Services, a courier service generally for smaller regional libraries in Texas, New Mexico, Oklahoma, and Arkansas.

Staff

The architecture librarians work with the College of Architecture in building the collections and library instructions; however, the administrative and instructional functions of the college and the University Libraries are separate.

Architecture Library Staffing Structure

The Architecture Library is a branch of the University Libraries. The Architecture Librarian reports directly to Dr. Bella Gerlich, Dean of Libraries, who in turn reports directly to the University Provost and Senior Vice President. The Architecture Librarian serves as manager of the Architecture Library which includes a staff of three faculty members, one Unit Coordinator, and nine student assistants. The Architecture Librarian directly supervises both the Public Services Librarian and the Image Librarian. The Unit Coordinator, who supervises the student assistants, is supervised by the Public Services Librarian. The student assistants work approximate 113 hours (2.70 FTE) per week at the public service area/desk and 20 hours (.5 FTE) in the Image Library. The Texas Tech University librarians and archivists have faculty status and are required to participate in the tenure process. Tenured faculty are required by the state legislature to undergo a Continuing Performance Evaluation Review every six years.

Faculty

The Architecture Library has three librarians, who receive annual evaluations each January. At that time position descriptions are reviewed and updated as required. The three faculty positions are adequate for the daily responsibilities of the Architecture Library, as librarians also must pursue professional

development and the tenure process required by the university. The librarians have subject expertise in architecture or a related field.

Bonnie Reed, Architecture Librarian, is the manager of the Architecture Library and supervises the library faculty. Her other responsibilities include liaison to the college, setting policies and procedures, collection development, setting library goals, compiling and analyzing statistics, writing reports, and overseeing copyright issues. She has two Master's degrees, one in Library Science and one in Art. She served as Fine Arts Librarian for 11.5 years, before becoming the Architecture Librarian in 2001. She has been an active member of Art Libraries Society of North America (ARLIS/NA) for over 25 years. She has the rank of Librarian.

Melanie Clark, Architecture Image Librarian, is responsible for building the image collection, including identifying collections for purchase, creating in-house images and metadata, and working with faculty to transfer their images to our local digital collection. She has a Master's degree in Library Science and a Bachelor's degree in Environmental Design. She holds office in the Visual Resources Association professional organization. She received tenure in 2014 and has the rank of Associate Librarian.

Hillary Veeder, Architecture Public Services Librarian, is responsible for coordinating library instruction sessions, overseeing ALMA circulation and reserve, supervising the Unit Coordinator, and overseeing some projects as assigned. She has a Master's in Library Science and a Bachelor's in Art History. She has six years of professional experience as a subject librarian, with her first four years serving as the Art and Design Librarian at LSU. She currently serves on the libraries' website team. She is active in the ARLIS/NA professional organization. She has the rank of Assistant Librarian.

Staff

Christopher Hidalgo, Unit Coordinator, is responsible for student assistant supervision, circulation, billing for lost materials, and reserves. The Unit Coordinator's position requires a Bachelor's degree. He holds a Bachelor's degree in Economics. Staff annual evaluations occur in April, when position descriptions are reviewed and updated. The Architecture Library has one staff position, which is sufficient for the responsibilities for this library.

Student Assistants: Student assistants serving on the Architecture Library Desk are both architecture and non-architecture majors. Almost all students working in the Image Library are architecture majors. The Architecture Library has an adequate allocation for student assistant positions at 3.2 FTE.

Facilities

Space: The facility is a pleasant and welcoming environment for the users and staff. Students may study individually or in small study groups. Faculty members sometimes have class sessions on the 8th floor for class presentations at the 9th floor Group Works TV station. The facility is 9,466 square feet and adequate for the current activities and services. The office space is adequate for the Architecture Library staff.

Barrier-Free: The Architecture Library is a two story facility with only an internal stairway; however, the staff work with individuals offering them entrance on the 8th floor upon request, in addition to assisting them in obtaining materials from the stacks. The University is aware of the ADA issues of this building.

Technology & Equipment

The University Libraries installed a new integrated system (ALMA by Ex Libris) in July 2015 and continues to evaluate both the EDS (EBSCO) and PRIMO discovery systems for accessing print and digital collections available to the university campus. The university theses are submitted digitally and the University Libraries will finish digitizing the print bachelor's and master's architecture theses by spring 2016.

Since the 2010 NAAB accreditation review, the University Libraries has continued to upgrade the technology in the Architecture Library. The public computers have been replaced or upgraded periodically with more memory, and most recently in August 2015. The current software includes AutoCAD 15, Adobe Master Collections CS6, Microsoft Office 10, Sassafrass K2, and ArcGIS 10. The technology upgrade includes new flatbed scanners and the latest Bookeye 4 KIC scanners. A 70" Group Works TV station is available for students or for classes requiring a temporary space for presentations. A second 70" TV was added to the Image Library to serve as a temporary library instruction room. Below is an inventory of technology available to patrons at the Architecture Library and the University Libraries.

Technology	Architecture Library	University Libraries
Computers	12	271
Public Printers	1 color; 2 b/w	10 campus printing stations
Copiers	1 copier/scanner	2
Bookeye 4 KIC Scanners	2	5
Flatbed scanners	4 (2 8”x11”; 2 11”x17”)	3
TV Group Works Station	1 group works station	13 dual screen/ 6 65” stations
Mobile charging unit	1	2

The Libraries and Architecture technology departments work together to connect CoA patrons in the Architecture Library to both print servers, allowing students to print within the Architecture Library or submit print jobs to the high quality printers in the CoA Print Lab. The Architecture Library does not participate in the campus wide printing program, so that the students may continue to print in 11”x17’ format.

The University Libraries offers technology services, including an animation studio and digital media studio. The 3-D animation studio has the latest high quality animation software and computers, which are available to the campus. The Digital Media Studio loans a broad range of audio visual equipment. A number of Group Works stations are available to the University community. The University Libraries has a Digital Lab with a broad range of equipment for the development of in-house collections, including a large flat scanner. On occasion, the Digital Lab has worked with CoA faculty to scan fragile over-size materials.

Budget

Materials Budget: The University Libraries is responsible for funding the Architecture Library, including materials, staff salaries, facilities, and equipment. The current average expenditure for materials are $81,334 for books, journals, and architecture related databases. This figures do not include the multitude of architecture related resources that are a part online packages purchased or licensed by the University Libraries. Allocations for architecture print materials have dropped as more electronic resources have been licensed.

The AIA Resource Endowment Lubbock Chapter Fund supports the purchase of professional practice print publications, with approximately $2000 expended annually. This fund is used to purchase the print edition of the *International Building Codes and Commentaries.*

Statistical Report Dated September 1, 2015

Types of Collections	Budget Year Before Last FY2012/2013	Budget Last Year FY2013/2014	Budget This Year FY 2014/2015
Books (Firm Order)	11,630.86	9,547.86	8,690.00
Other Books (approval)	8,628.09	12,820.53	8,058.00
Print Periodical Subscriptions	22,757.49	23,898.00	25,092.90
AIA Chapter funds	6,219.18	2,865.63	2,097.13
Database	20,509.00	22,015.00	33,693.00
Image Collection	5,690.00	5,690.00	5,690.00
Online Reference			8,000.00
Total	$ 75,434.62	$ 77,337.02	$ 91,321.03

I.2.5. Administrative Structure & Governance

A. Administrative Structure, academic unit, and institution
INSTITUTION: Texas Tech University
A nine-member Board of Regents governs the Texas Tech University, Texas Tech University Health Sciences Center, Angelo State University, and Texas Tech University Health Science Center-El Paso. The Governor of the State of Texas appoints the Regents to six-year terms. The terms of office of three regents expire every two years. In addition to the nine members, there is also a student regent appointed by the governor to server a one-year term. The government, control, and director of the university are vested in the Regents who in turn appoint a Chancellor to carry out the policies of the system as determined by the Regents. The Chancellor appoints a to the different institutions. The presidents are chief executive officers of their respective institutions and responsible for the strategic operation of each University. The President of Texas Tech University is supported by a Provost who oversees the educational programs of the university; a Senior Vice Provost who is responsible for the University's academic programs, faculty advancement, and student matriculation; five Vice Provost who are responsible for World Wide eLearning, Undergraduate Education, International Affairs, Graduate Affairs; a director of Academic Finance whose role is to provide support to the provost and colleges with fiduciary matters concerning academic funding, guidance for faculty and staff appointments.

Board of Regents

Mickey L. Long, Chairman (Midland, *January 31, 2021*)
Debbie Montford, Vice Chairwoman (San Antonio, *January 31, 2017*)
Larry K. Anders, Member (Dallas, *January 31, 2017*)
John Esparza, Member (Austin, *January 31, 2019*)
L. Frederick "Rick" Francis, Member (El Paso, *January 31, 2019*)
Ronnie Hammonds, Member (Houston, *January 31, 2021*)
Christopher M. Huckabee, Member (Fort Worth, *January 31, 2021*)
Tim Lancaster, Member (Abilene, *January 31, 2019*)
Victoria Messer, Student Regent (Canyon, *January 31, 2016*)

TTU Administrative Officers

Robert L. Duncan, Chancellor
Duane Nellis, President
Lawrence Schovanec, Provost Bob Smith
Rob Stewart, Senior Vice Provost
Melanie Hart, Vice Provost - World Wide eLearning
Juan Muñoz, Vice Provost - Undergraduate Education
Tibor Nagy, Vice Provost - International Affairs
Mark Sheridan, Vice Provost - Graduate Affairs
Sam Segran, Associate Vice President for IT & CIO
Jessica Williams, Director – Academic Finance

ACADEMIC UNIT: College of Architecture
The head of the College, Dean Andrew Vernooy, reports directly to the Provost, who is the chief academic officer of the University. The Dean's position is a twelve-month full time administrative position. Three Associate Deans and one Assistant Dean support the Dean: Associate Dean for Academics, Associate Dean for Graduate Programs, Associate Dean for Research, and Assistant Dean for Transfer and Recruitment. The Dean and the College endeavors are also supported by the Director of Development and Alumni Relations, and the Director of External Programs.

Selected Executive Staff members, an Academic Advisor and the College Administrators meet each week in the Administrative Council to coordinate College activities and events. These selected Executive staff members are: The Director of Academic Studies, who oversees two Academic Advisors (Graduate and Undergraduate) and assists the Associate Dean for Academics and the Associate Dean for Graduate Programs; The Chief of Staff, who is also serving as Financial Services Administrator; the Director of Development and Alumni Relations; the Director of Budget; the Director of Building; the Unit Manager for IT.

To help with the administration of the curriculum there are three advisors, two in Lubbock (Graduate and Undergraduate) and one in El Paso. An excellent recourse for the College is the IT Bureau with computer, printing and audio visual services offered by a manager and four staff member with different expertizes, There are two shop coordinators, a shop director and a building director working very closely together. The College is housing the Architecture Library, a vital place for the college community, reporting directly to the University main Library.

Consult the College of Architecture Organizational Chart included with this section.

College of Architecture
Administrative Executive Officers:

Andrew Vernooy, Academic Dean
Clifton Ellis, Associate Dean for Academics
Maria Perbellini, Associate Dean for Graduate Programs
Saif Haq, Associate Dean for Research

Administrative Executive Staff:

Robert Gonzales, Director of CoA El Paso Program
Lahib Jaddo, Assistant Dean for Transfer and Recruitment
Kathy Johnson, Director of Development and Alumni Relations
Gary Smith, Director of Budget
Darrick Wade, Director of External Programs
Dustin White, Director of the Shops
Dana Campbell, Director of the Building
Maria Jeffery, IT Unit Manager
Lori Rodriguez, Director of Academic Studies
Gail Vandiver, Chief of Staff, Financial Services Administrator

Administrative Staff:

Rebekah Suarez, Senior Administrative Assistant, Dean's Assistant
Trish Hart, Administrative Assistant
Deirdre Odell, Administrative Business Assistant
Patricia Holderman, Administrative Assistant, El Paso

Academic Advisors:

Anna Martinez, Senior Advisor, Undergraduate
New Hire, Advisor, Graduate
Jacob Munoz, Advisor, El Paso

IT Bureau:

Maria Jeffery, Unit Manager
Denny Mingus, Unit Coordinator
Eric Enriquez, Senior Technician
Johnny Busby, Senior Editor
Carlos Oyerbides, Senior Specialist

Shops:

Dustin White, Director of the Shops
Mike West, Unit Coordinator
Fred Porteous, Unit Coordinator

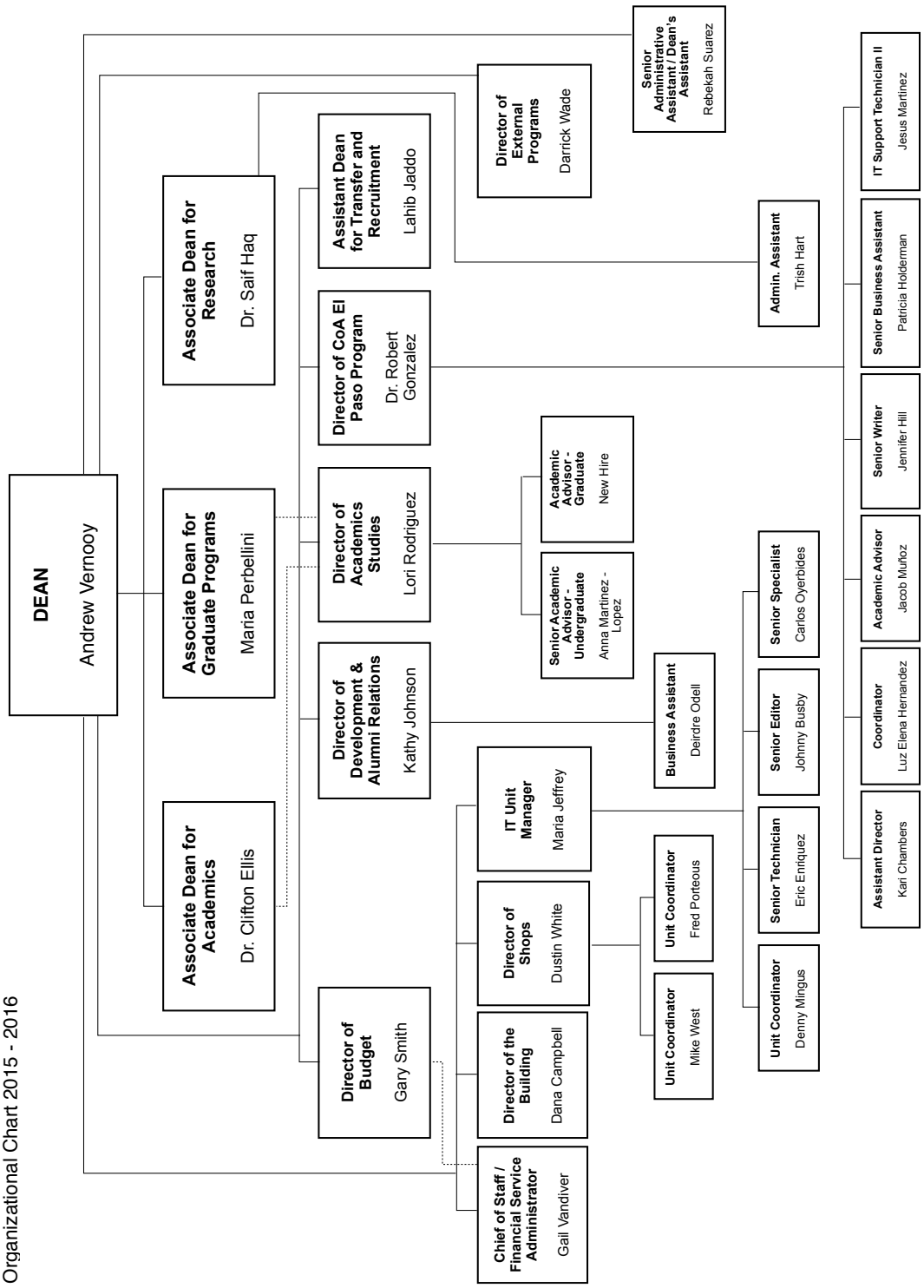
Buiding:

Dana Campbell, Director of the Building

Architecture Library:

Bonnie Reed, Librarian
Melanie Clark, Associate Librarian
Hillary Veeder, Assistant Librarian
Chris Hidalgo, Unit Coordinator

College of Architecture
Organizational Chart 2015 - 2016



B. Involvement in governance by faculty, staff, and students
COMMITTEES
Consult the College of Architecture Committees Chart included with this section.
There are four types of committees with administration, faculty and staff involvement: **Program Committees, Service Committees, Advisory Committees, and Standing Committees**. Each type serves a distinct purpose for the College. The committees all respond to the mission of the College. In the triad of Research/Teaching/Service, Committees are a part of Service. Committee work, along with other service work, comprises 20% of a faculty member's responsibility to the College and University.

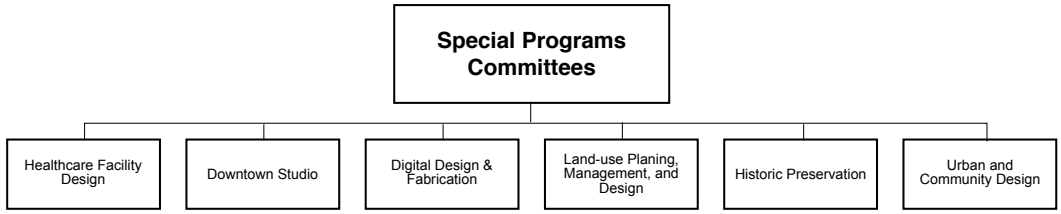
Program Committees introduce and refine issues pertaining to a particular program within the College. The program committees move the College forward and assist the college in meeting its goals and adhering to its mission statement. Program Committees meet once a month. Urban and Community Design, Historic Preservation, LPMD, Digital Design and Fabrication, Downtown studio- Urban Tech, Healthcare Facilities Design. The Director or Coordinator of each program is the Chair of the committee. Involvement of faculty and administrators.

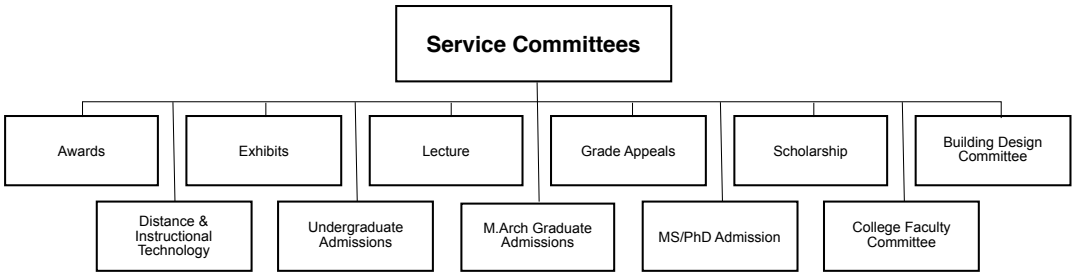
Service Committees. All faculty members serve on at least one service committee. There are two types of Service Committees: Administrative or Task Committees.
College Administrators comprise Administrative Committees.
Task Committees are chaired by a faculty member, and members normally serve two years with one member designated as chair-elect. The membership is determined by rotation, but faculty members may request participation on the committee assignment form distributed each year. Task Committees are comprised of a combination of faculty and administrative members. They serve to accomplish certain aspects of college life and they meet once a month.
Service Committees include: Awards, Curriculum, Exhibit, Lecture, Grade Appeals, Scholarships, Building Design Committee, M.Arch Graduate Admissions, Distance and Instructional Technology, Undergraduate Admissions, M.S. and Ph.D Admissions, College Faculty Committee (Oversees the College OP.s).

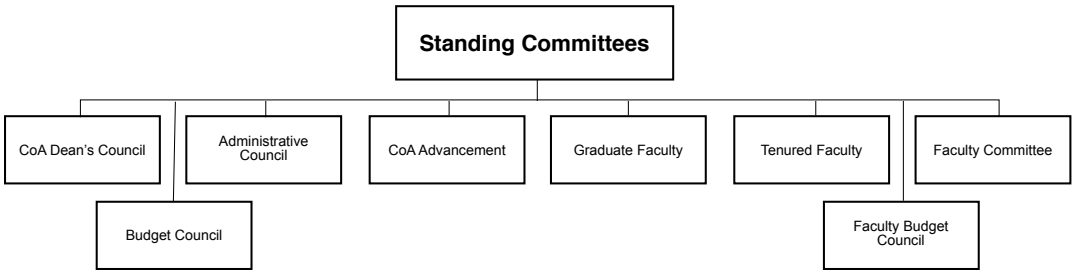
Advisory Committees provide long-term and intermediate guidelines to centers of instructional resource within the College. These committees include three members of the faculty and one staff member; faculty rotate through the committees as available. The committees meet once a month. Advisory Committees include: Computer Lab, Library, Architecture Research and design Center, Shop, Building and Safety.

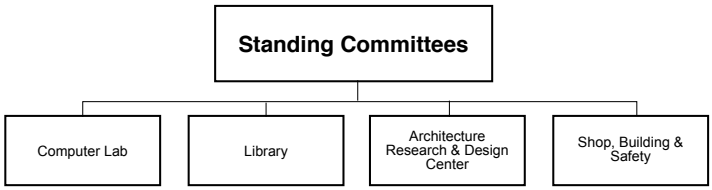
Standing Committees. Membership on Standing Committees is determined by a member's 'standing' in the college. For example: all Graduate Faculty serve on the Graduate Faculty Committee. Consequently, Standing Committee involvement is a responsibility commensurate with investiture. These committees meet as needed.

College of Architecture
Committees Chart 2015 - 2016









CoA Deans' Council
This committee consists of the Dean, Associate Deans, Assistant Dean, Director of Academic Studies, Director of Development and Alumni Relations, Director of Budget, and the Director of Shops. The Dean serves as Chair. This committee meets once a week.

Administrative Council
This committee membership is composed of the Associate Deans, Director of Development and Alumni Relations, Director of Budget, Director of Building, IT Unit Manager, Academic advisor, and Chief of Staff. The Associate Dean for Graduate Programs serves as Chair. This committee meets once a week.

CoA Advancement
This committee is composed of the Dean, Associate Deans, Director of Development and Alumni Relations, Director of Academic Studies, and the Director of Budget. The Dean serves as Chair of the committee.

Graduate Faculty
This committee is composed of all graduate faculty in the College.
The Associate Dean of Graduate Programs serves as Chair.

Faculty Committee
This committee is composed of all tenured and tenure-track faculty. The Associate Dean of Academics is chair of this Committee.

Budget Council
This committee is composed of the Director of Budget, Financial Services Administrator, Director of Shops, and IT Unit Manager. Ex-Officio members: Dean, Associate Dean for Academics, and Associate Dean for Graduate Programs. The Director of Budget serves as Chair of this Committee with faculty and staff representatives.

Faculty Budget Council
This committee is composed of the Dean, Associate Dean for Academics, Associate Dean for Graduate Programs, Director of Academic Studies, and the Director of Budget, who chairs the council.

Standing Committees and most Service Committees report directly to the Faculty. There is a Faculty Meeting every month. The Program Committees, the Advisory Committees and three Service Committees—Graduate Admissions, Undergraduate Admissions, and Curriculum and Coordinators—report directly to the Deans' council, which meets once a week. Notes from the Deans' Council are published electronically and are available on the webpage. Minutes from the Advisory, Program and Service Committees should be available on line.

The College promotes **faculty meetings** on various agenda items every month. During these meetings, Committees has the opportunity to present to the faculty and administration their reports.

At the end of each semester, and immediately after **Final Reviews** conducted with internal faculty and external reviewers, the College Administration organizes a **College Walk-Through** were faculty and administration collectively review work from studios and courses, followed by a group discussion on Curriculum issues.

STUDENT INVOLVEMENT
Student Organizations
Student organizations are an essential part of College culture. Currently there are four ongoing student organizations: **Knights of Architecture, Tau Sigma Delta (TSD), American Institute of Architecture Students (AIAS), and Global Architecture Brigades (GAB).**

The **Architecture Student Council** is the reference Council for all the organizations and groups.

The Knights of Architecture serve the Dean's Office and perform many service functions during the year such as important recruitment efforts at the University Day, at any local high school and local community college events. The Knights of Architecture is a student-run service organization, which serves as ambassador for the student culture of the College of Architecture at Texas Tech University. They benefit the student body by providing programs and events necessary for expanding skill sets and knowledge for an educational career. The Knights represent the College of Architecture and strive to make the college a better place for learning while enhancing the overall college experience. One of the Knight's major goals is to become involved students upon entrance into the College of Architecture.

http://arch.ttu.edu/wiki/Knights_of_Architecture

The American Institute of Architecture Students (AIAS) is an independent, nonprofit, student-run organization dedicated to providing unmatched programs, information, and resources on issues critical to architectural education. The mission of the AIAS is to promote excellence in architectural education, training, and practice; to foster an appreciation of architecture and related disciplines; to enrich communities in a spirit of collaboration; and to organize students and combine their efforts to advance the art and science of architecture. AIAS is active working with the profession, the Alumni Board and they attend the state and national conventions.

http://aias.org/aias-mission-statement

Tau Sigma Delta is a nationally affiliated honor society in architecture and allied arts, founded in 1913. The Texas Tech Chapter of TSD, **Upsilon Chapter**, was organized in 1962. TSD commends students in architecture, landscape architecture, and interior design who distinguish themselves academically. The organization also honors practitioners in the field for excellence in design with the national organization's Gold Medal Award and Upsilon Chapter's Silver Medal Award, which is presented each spring semester. The Bronze Medal Award is presented to students who have distinguished themselves in design, and is elected by the student membership of the chapter.

Global Architecture Brigades (GAB) is dedicated to the design and construction of socially responsible solutions to architectural problems in developing nations. University students utilize extensive community dialogue and independent research to create efficient, appropriate, and elegant structures to be embraced and utilized by those for whom they were built.
A Brigade is a group of passionate volunteers who mobilize toward positive social change. Global Brigades is the world's largest student-led global health and sustainable development organization. Since 2004, Global Brigades has mobilized thousands of university students and professionals through nine skill-based service programs to improve quality of life in under resourced communities. Architecture Brigade volunteers design and construct schools and health centers for communities. Once a University Chapter expresses their interest, they are provided with a brief on an upcoming design contest. Chapters then have a limited time to submit their school/health center design into a contest against other university chapters. The community then selects the design(s) that best fit their needs. For the construction of the school, all participating chapters, along with any chapters that just want to construct and not design, come together to help build. The Texas Tech Chapter of Global Architecture Brigades accepts members from any major willing to participate in the organization to join.

CULTURE OF THE COLLEGE, Student Groups
Significant contributions to the Culture of the College come from the editorial team of CROP, the very exciting annual student publication, and from the CoA Dialogues promoting discussions on several topics chosen by team within two appointments every semester. CROP and Dialogues are student groups advised by faculty, promoting an intellectual interaction based on critical thinking. Other initiatives involving students are Fe.Arch annual event and Deans' Cup competition.

Crop - New CoA Student Publication began in 2010 – present. The group initiated a significant new publication series that showcases the best student work produced by the CoA students each year. A team of five is putting together a book of architectural projects created by current and former students of

the CoA at TTU. Crop asks for submissions of best architectural work undertaken at our college. Submissions can vary from drawings, sketches, plans, sections, renderings, photographs, digital art-work, analog scans, diagrams, etc. All entries are reviewed, evaluated, and selected by our editorial team, which includes one or two faculty as advisors. The best work is added to the publication and is used to showcase what we do here at the College of Architecture at Texas Tech. This book is a great opportunity to have student work published. This publication is an artifact that the student body and faculty are proud to share with the world.

http://arch.ttu.edu/wiki/CoA_Book

CoAdialogues - is a student initiated discussion series, bringing the architecture community of professors and students to participate in an event whose focus will revolve around a certain topic. Encouraging student participation, the CoAdialogues' main intention consists in promoting ways of critical thinking and exposure to a theoretical broad discourse.

http://arch.ttu.edu/wiki/Dialogues

Dean's Cup – Winners/Awards- Students are asked to submit proposals for a new project prompt that is given to them each fall in the format of a design competition. The projects are reviewed by a Jury composed by Dean Andrew Vernooy, Clifton Ellis, Associate Dean for Academics, and Maria Perbellini, Associate Dean for Graduate Programs. There is a Dean's Cup Winner, Undergraduate and Graduate runners-up, and Honorable mentions.

Fe_arch - a College of Architecture group, exists at Texas Tech University to realize architecture as a gender-balanced profession. Through examples of women's work in architecture and design, Fe_arch inspires students and increases awareness of women's involvement in making the built environment. This equitable perspective serves to recruit, retain and grow globally aware, creatively inspired, intelligently responsible students within Texas Tech College of Architecture. Students are asked to submit proposals for a new project prompt that is given to them each spring. The projects are reviewed by a faculty jury made up of Fe_arch committee members.

http://arch.ttu.edu/wiki/Fe_arch

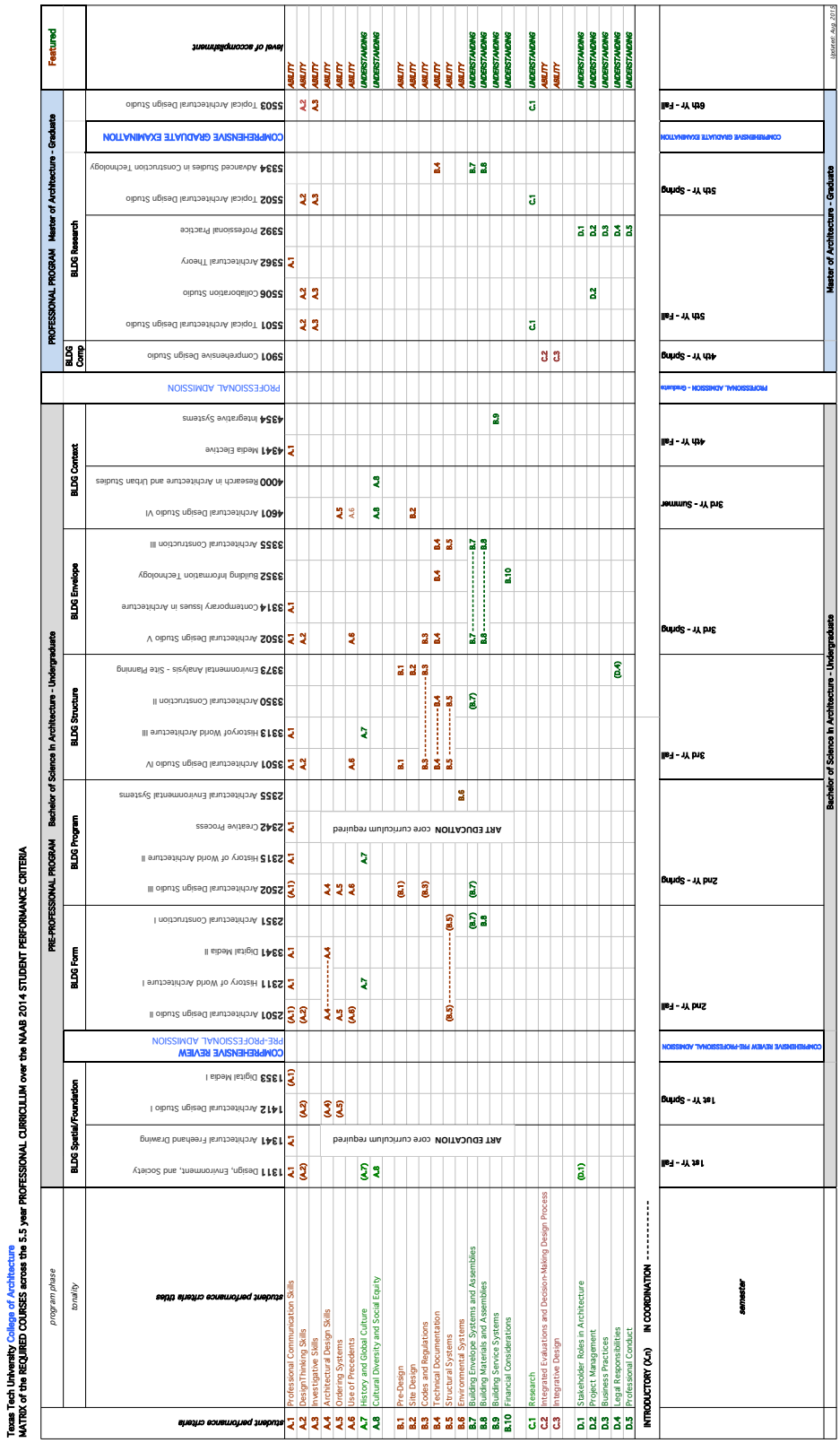
Student Spaces
The College has a Student Lounge for studying, relaxing and socializing.
There is an office located in Room 101D for organizations and groups. Faculty are advising these organizations and groups on a rotational basis and volunteering.

Search Committees
Students are also involved on Faculty and Administrative Searches as important voices within the College Search Committees.

II.1.1 Student Performance Criteria (SPC)

A. SPC Matrix
The Matrix of Required Courses accros the 5.5 years Professional Curriculum over the NAAB 2014 Student Performance Criteria can be found at:

http://arch.ttu.edu/w/images/5/54/NAAB_2014_Matrix-.pdf


Texas Tech University College of Architecture
MATRIX of the REQUIRED COURSES across the 5.5 year PROFESSIONAL CURRICULUM over the NAAB 2014 STUDENT PERFORMANCE CRITERIA
student performance criteria
program phase
tonality
semester
PRE-PROFESSIONAL PROGRAM Bachelor of Science in Architecture - Undergraduate
PROFESSIONAL PROGRAM Master of Architecture - Graduate
Featured
BLDG Spatial/Foundation
BLDG Form
BLDG Program
BLDG Structure
BLDG Envelope
BLDG Context
BLDG Comp
BLDG Research
level of accomplishment
1st Yr - Fall
1st Yr - Spring
COMPREHENSIVE REVIEW PRE-PROFESSIONAL ADMISSION
2nd Yr - Fall
2nd Yr - Spring
3rd Yr - Fall
3rd Yr - Spring
3rd Yr - Summer
4th Yr - Fall
PROFESSIONAL ADMISSION - graduate
4th Yr - Spring
5th Yr - Fall
5th Yr - Spring
COMPREHENSIVE GRADUATE EXAMINATION
6th Yr - Fall
Bachelor of Science in Architecture - Undergraduate
Master of Architecture - Graduate
1111 Design, Environment, and Society
1141 Architectural Freehand Drawing
1412 Architectural Design Studio I
1353 Digital Media I
COMPREHENSIVE REVIEW PRE-PROFESSIONAL ADMISSION
2501 Architectural Design Studio II
2111 History of World Architecture I
3341 Digital Media II
2351 Architectural Construction I
2502 Architectural Design Studio III
2113 History of World Architecture II
2342 Creative Process
2355 Architectural Environmental Systems
3501 Architectural Design Studio IV
3313 History of World Architecture III
3350 Architectural Construction II
3373 Environmental Analysis - Site Planning
3502 Architectural Design Studio V
3314 Contemporary Issues in Architecture
3352 Building Information Technology
3355 Architectural Construction III
4601 Architectural Design Studio VI
4000 Research in Architecture and Urban Studies
4341 Media Elective
4354 Integrative Systems
PROFESSIONAL ADMISSION
5901 Comprehensive Design Studio
5501 Topical Architectural Design Studio
5506 Collaboration Studio
5362 Architectural Theory
5392 Professional Practice
5502 Topical Architectural Design Studio
5334 Advanced Studies in Construction Technology
COMPREHENSIVE GRADUATE EXAMINATION
5503 Topical Architectural Design Studio
ART EDUCATION core curriculum required
ART EDUCATION core curriculum required
A.1 Professional Communication Skills
A.2 DesignThinking Skills
A.3 Investigative Skills
A.4 Architectural Design Skills
A.5 Ordering Systems
A.6 Use of Precedents
A.7 History and Global Culture
A.8 Cultural Diversity and Social Equity
B.1 Pre-Design
B.2 Site Design
B.3 Codes and Regulations
B.4 Technical Documentation
B.5 Structural Systems
B.6 Environmental Systems
B.7 Building Envelope Systems and Assemblies
B.8 Building Materials and Assemblies
B.9 Building Service Systems
B.10 Financial Considerations
C.1 Research
C.2 Integrated Evaluations and Decision-Making Design Process
C.3 Integrative Design
D.1 Stakeholder Roles in Architecture
D.2 Project Management
D.3 Business Practices
D.4 Legal Responsibilities
D.5 Professional Conduct
INTRODUCTORY (X-x) IN COORDINATION
ABILITY
UNDERSTANDING
(updated: Aug 2015

B. SPC Evidence Summary

A.1 Professional Communication Skills.

This SPC requires that students have the ability to write and speak effectively and use representational media appropriate for communicating ideas and projects. Skills used for this criteria include **A**. Assimilate and synthesize subject matter: **B**. Accurate and clear written and oral presentation: **C**. Accepted academic standards for writing, style, and format: **D**. Accepted drawing and communication techniques and media: **E**. Use of modeling: **F**. Use of digital media. Criteria **F** is introduced in ARCH 1353 and continues in ARCH 3341 with emphasis on multimedia presentation and Arch 4341 employs further exploration of computer and design tools through 3-D graphics and multimedia presentations, and analog and digital media. In ARCH 1341 and ARCH 2342 Criteria **D** uses various freehand techniques, practice, and explorations of a multiplicity of media. ARCH 2501, ARCH 2502, ARCH 3501, ARCH 3502 apply Criteria **B** through writing exercises, and oral communication is provided through studio critiques and presentation of projects to an audience. Criteria **D, E, & F** are explored through drawings, models, digital media, and various communication ideas in ARCH 2501, ARCH 2502, ARCH 3501, and ARCH 3502. Criteria **A, B, & C**, are used in ARCH 2311, ARCH 2315, ARCH 3313, ARCH 3314, and ARCH 5362 communicating through writing, research papers and exams and oral communication through presentations of projects.

A.2 Design Thinking Skills

Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards

This SPC is introduced to the beginning students on an introductory level in ARCH 1311 Design, Environment and Society, ARCH 1412 Architecture Design Studio I, and ARCH 2501 Architecture Design Studio II.

On the featured level design thinking skills are referred to the undergraduate level in ARCH 3501 Architecture Design Studio III, and ARCH 3502 Architecture Design Studio IV. In ARCH 3501 the design thinking skills are addressed with an emphasis on structures and how a building and its structural components are planned. A fundamental understanding of basic dimensioning, placing of walls, columns, roofs, and its elementary material variety. In ARCH 3502 the design thinking skills shifts to the building envelope, with a focus on its materiality, thermal insulation, ventilation, and natural illumination, together with a basic understanding of the ecological qualities of a building. Students also address site, culture, and various climate conditions through case studies, and several site designs. Passive heating and cooling strategies are incorporated.

On the graduate level, ARCH 5501/02/03 Topical Design Studio (offered in fall, spring and summer) and ARCH 5506 Collaboration Studio. All topical design studios have their design thinking skills with an emphasis on building research. Studio themes, paired with the instructors' specific research expertise, are: health care design, urban design and planning, digital design fabrication technologies, historic preservation, landarts (an in-the-field study of the American Southwest), community design and planning, adaptive reuse and ecological design. This broad array of topics, offered by the faculty with their respective expertise, affords the students opportunities to apply in-depth design thinking skills in a large variety of studios. This is the curricular response of the College of Architecture to the multifaceted demands of the profession in the 21st century. In addition to these topics ARCH 5506 offers a multidisciplinary collaboration between architecture, landscape architecture, and interior design with participating faculty and students from each discipline. Thorough examples from each of these studios are presented through design research exercises, projects, and reports.

A.3 Investigative Skills

This SPC requires the students to be able to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment. Principles that have been used for this criteria include: A. Collection and selection of information and

materials that are informing the topic of the studio and the creative analysis of project conditions; B. Conceptual and theoretical phase of design research exploring critically the project topic; C. Promoting speculative Inquiry and the evaluation of possible solutions; D. Identification and application of design strategies and ideas on the development of a project based on a specialized topic.
ARCH 5501, 5502, 5503 are Advanced Architectural Design Studios also called Topical Studios exploring design, theoretical and/or technological issues that affect current architectural thought and practice. Critical thinking, reading and group discussions on design issues are important “momenti” in the studio. As a part of their involvement, students are required to actively participate in assignments and design tasks as a group and/or individually. These graduate studios are significantly related to the faculty interests and research agenda. Workshops and special tasks are linked to these studios to improve their skills in a specialty area. They are offered with several options: students can choose a Topical Studio within a specialization program, or be engaged with design professionals through the Practicum, the Visiting Critic or the Atelier Studios, and/or take a field program expanding the definition of land arts.
ARCH 5506 is the Collaboration Studio based on interdisciplinary professional experience and involving teams with students from Architecture, Landscape Architecture and Interior Design departments. The studio faculty also includes an integrated team with additional members from the College of Agriculture Science and Natural Resources, the College of Human Sciences and the College of Engineering. Projects are structured to encourage typical design interaction from problem formation to design development.

A.4 Architectural Design Skills
This student performance criteria requires students to demonstrate an ability to effectively use basic formal, organizational and environmental principles and the capacity of each to inform two- and three-dimensional design. Formal organizational principles that have been use for this criteria include: A. Tectonic Logic, b. Logic of Circulation (both clarity and sequence), C. Elegance of Form and Composition, D. Program Logic (Behavioral and spatial), and E. Site Logic.

Employed in the foundation series, this particular criteria is a primary lesson that is introduced in the students first design studio ARCH1412 with the use of A, B, and C principles in 2D and 3D exercises that includes drawings, diagrams, and models. This criteria is continued through the next two foundational studios [ARCH2501 and ARCH2502]. In ARCH2501 principles B, D, and E are use in the formal organizations of the building with regards to the inside and outside logics, programmatic organizational logics (behavioral and spatial). Offered in tandem to the design studios, ARCH3341 allows students to explore design skills at a more conceptual level, with the ability to experiment, produce, and analyze principles A and C through digital modeling, media, and design. This criteria culminates in ARCH2502, allowing students to apply design skills to ideas of site logic, sun access and control, wind response and then environmental approach at a greater level.

A.5 Ordering Systems
This SPC requires the students to produce evidence that shows their ability to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two-and three-dimensional design. ARCH 1402 introduces a variety of natural and formal ordering systems such as regular grid systems and parametric tessellations, and the application of these principles in 2D and 3D exercises that include diagrams, drawings, and models. ARCH 2501 starts with the principles of mapping and diagramming with pictorial elements; continues with the shaping, sizing, and spatially relating of bodies in 2D and 3D reference frames; and culminates with the application of spatial operations, transformations, and the juxtaposition of various compositional systems. ARCH 2502 allows students to explore, study, and apply to their design a variety of ordering principles such as: classical proportional systems, axial schemes, symmetry patterns, and the hierarchical, centralized, linear, radial, clustered, complex, and/or seemingly random disjointed spatial organization of programmed spaces. ARCH 4601 engages students in analytic and synthetic field exercises to record and communicate the underlying ordering systems of

public spaces such as streets, squares, and galleries, in the urban setting visited during their study abroad programs in either Paris, Seoul, Seville, and Verona.

A.6 Use of Precedents: This SPC is defined as the ability to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects. In 2501 precedent studies inform the introduction of basic design skills in the making of form, transformation, composition, and spatial modulation. The use of precedent in 2502 enhance the learning of analysis, integration of building elements, site design, and programming. Continuing into the third year, 3501 emphasizes precedent based studies in building systems, design skills, sustainability, and the introduction of life safety, accessibility, and building codes, and 3502 continues with precedent studies in building frame and skin, systems for enclosure, architectural detailing, and site. At the fourth year, 4601 accentuates urban design skills, the understanding of urban infrastructure, and land use patterns and traditions incorporating precedents studies gained through first hand off campus study exploring the multifaceted interfaces occurring between culture and architecture at the scale of the city. In these five courses, precedent based design stimulates critical thinking about, and representational abilities in design communication and documentation enabling students to construct abstract relationships and understand the impact of critical thinking and creative expression based on the study and analysis of multiple examples of theoretical, social, political, economic, cultural, and environmental milieus.

A.7 History and Global Culture
This SPC requires the students to understand parallel and divergent histories of architecture and the cultural norms of a variety of settings with regard to political, economic, social, ecological, and technological factors. In a three-semester sequence, students explore a chronological history of architecture from prehistory through the twenty-first century. In ARCH 2311 students are introduced to the earliest developments in architectural production and explore the development of specific architectural traditions within Europe, Africa, the Near and Middle East, and South Asia throughout the ancient and medieval periods. Students consider individual buildings and building types within local social, political, and religious environments; assess how building and materials technologies contribute to continued innovation; understand the changing roles and education of architectural designers over time across cultures; and explore the development of a variety of stylistic languages and organizational systems of architecture. Students also consider how engagement and interaction between cultures influences architectural production and trace how both understanding and interaction with earlier architecture changes over time. ARCH 2315 introduces students to the development of Renaissance Classicism as the dominant tradition in Western architecture, explores its transformation over the seventeenth and eighteenth centuries, and examines its ultimate challenge by competing alternative styles and eclecticism in the nineteenth century and the start of Modernism. Students more fully assess aesthetic strategies used to support particular political, religious, economic, and social aims, while also assessing regional variations and local vernacular traditions. Students further explore contact with non-Western societies, particularly in the Americas, investigate indigenous architectural traditions, and examine how Western European traditions are adapted and transformed in colonial contexts. ARCH 3313 traces the integrated skeins of tectonics, geometry, contemporary art, and form language across the twentieth century with constant comparisons to global and regional trends in design theory and criticism. Students engage a variety of built cultures and delineate, in written and sketch forms theories of design conceptualization including modern, post modern, deconstruction and neo-modern aspirations.

A.8 Cultural Diversity and Social Equity
This SPC requires students to have an *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals. As an SPC that is included in Realm A it implies that students must understand people, place and context, assess evidence, recognize different patterns and use of spaces in different cultures and societies and among individuals. Arch 4601 is an advanced level architecture design studio which focusses on urban public space in a culture or locale different from what the student is generally familiar with. It is usually offered as a study abroad course. In 4601 students acquire an understanding and comprehension of people, place and context of different cultures and diverse social and spatial use patterns in the context of

the locations where they study abroad through a combination of assigned readings and writing assignments based upon the readings. They also engage in field observation, site analysis and mapping as well as documentation of spaces and activities related country, city and site where the study abroad studio is conducted.

B.1 Pre-Design
This SPC requires the students prepare a comprehensive program for an architectural project includes an assessment of client and user needs, an inventory of spaces and their requirements, an analysis of site conditions (including existing buildings), and a review of the relevant building codes and standards. During the review process of the relevant building codes and standards, students should consider relevant sustainability requirements and an assessment of their implications for the project with a definition of site selection and design assessment criteria. In ARCH 2501, students are introduced to do research and decision-making process that identifies the scope of work to be designed with the analysis of site conditions, using diagrams and drawings, as they are investigating client and user needs. During the process, students are introduced to identify relevant building and zoning codes including sustainability requirements. In 3501, students research client and user needs in order to generate diagrammatic program requirements along with the site. Based on the identification of program and site requirements, students investigate relevant building and zoning codes, which refer to the International Building Codes and the site-specific zoning ordinance in consideration of sustainability. In the final review and submission, relevant drawings and diagrams are generated in order to support the students' final design proposal. In 3373, assignments and exercises in order to assess students' comprehension of site codes give out to produce diagrams and/or drawings.

B.2. Site Design
This SPC requires the students to have the ability to respond to site characteristics including urban context and developing patterning, historic fabric, soil, topography, climate, building orientation, and watershed in the development of a project design. Formal principles that have been used for this criteria include: A. Historical factors of site planning Logic, Site Analysis, Site Design Characteristics and Site Design Process Logic; B. Climate Logic; C. Natural Elements Logic; D. Topographic Elements Logic; E. Circulation Logic; F. Legal and Economic Factors Logic. In ARCH 3373, the students are introduced to use of principles of A-F, the history of site planning through illustrated lectures, leading into the actual site design characteristics and analysis, and the processes of design. In order for the students to understand how to deal with nature in site design, they are introduced to the elements of climate and nature with homework assignments utilizing the material to create practical solutions to given aspects of site design. The students are introduced to the elements of soil types and designing with certain soil conditions, and understanding how to develop grading plans and creating buildable site pads. To further understand site design, circulations systems have to be integrated into the design process (including all aspects of ADA requirements) and finally understanding and applying the legal aspects of site design such as zoning ordinances, easements, flexible zoning, legal restrictions and requirements, as well as site development costs. Interspersed in the course, are practical homework assignments and exams addressing Logics A-F. In ARCH 4601, the students, through research and logistical thinking, to developing a project(s), bringing the site and the man-made development together as a compatible, sustainable entity, apply all of the principles.

B.3 Codes and Regulations
This SPC requires the students to design sites, facilities and systems consistent with the principles of life-safety standards, accessibility standards and other codes and regulations. Formal principles that have been used for this criterion include: A. ADA Logic, B. Egress Logic, C. Life-Safety Logic, and D. Occupancy Logic. In ARCH 2502, introducing the use of A, B, and C principles allows the students to explore basic design skills, using drawings, diagrams, and sections in addressing these standards, as they are developing solutions to architectural designs. The students are introduced to these principles through research of the International Building Code and other pertinent codes. In ARCH 3502, principle D is added to the mix as the students are addressing these issues with a more complex understanding and implications of configuring, sizing and designing the egress systems; design criteria for, and configuring parking facilities; designing with building codes; and designing with height and area

limitations, through the use of detailed plans, flow charts, occupancy charts, and building sections. Gathering information addressing these issues is, again, through research of the International Building Code and Texas Accessibilities Code, developing posters displaying the requirements. Students are required to determine how this information is presented for the final project, as part of the overall design poster or as individual posters supporting the design poster. Studio projects are of adequate scale and scope for the students to address all of the logics. In some cases, Zoning could be introduced at the ARCH 3502 level, however Zoning is more adequately covered in SPC D.4.

B.4 Technical Documentation

This SPC requires the students to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design. Methods that have been used for these criteria include: A. Plans, B. Sections, C. Elevations, D. Wall Sections, and Details and E. Outline Specifications. In ARCH 3501, and 3502, through the use of A, B, C, and D, students communicate their designs. Students have developed these tools in previous semesters and at this point are able to demonstrate their understanding of materials, building systems and components. In ARCH3355, students use method D to demonstrate what they have learned from their study of precedents and have been able to apply to their projects in the concurrent design studio. The projects in 3501 and 3502 in coordination with structural studies in ARCH3355 are sufficiently complex for the students to demonstrate their abilities in all the methods above. In ARCH3352, students incorporate A, B, C, D, with a little more specificity and E to a limited degree in their development of limited construction documents for a small project of their own design. The project size and scope in ARCH 3352 allows for students to demonstrate a higher level of technical documentation through the use of A, B, C ,and D. Method E is introduced in ARCH 3352 and because of the in depth nature of construction documents, there is a rational nexus between the development of details and outline specifications.

B.5 Structure Systems

This student performance criteria requires the students to demonstrate an ability in the basic principles of structural systems and their ability to withstand gravitational, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

Specific rationale utilized to determine these principles have been outlined throughout the three lecture courses offered during the Architectural Construction sequence [ARCH 2351, ARCH 3350, and ARCH 3355]. To further demonstrate an ability to apply these basic principles, coordinated assignments have been implemented between these lecture courses and their adjacent studio courses [ARCH 2501 and ARCH 3501].

In ARCH 2351, students are presented with information on materials and methods of architectural construction, gaining knowledge in means to connect each material and explores forces such as gravity, torsion and lateral resistive structures. to further understanding of the various basic aspects of structural systems. This course is thus outlined through both 2D and 3D exercises that vary from methods of understanding, analysis, and testing of simple structural systems. Course content introduces forces and loads such as tension and compression, shear and moment, torque and torsion, as well as live and dead loads, wind loads, and lateral forces through both material properties and structural assembly consequences.

In ARCH 2501, a general knowledge of structural systems is via the selection and implementation of a specific structural system for the student's individual design project. introduced through student understanding and implementation of relative wall thickness, roof pitches and lateral consequences, and basic foundational methods. Evidence of understanding is seen through basic graphic poche which demonstrates student decisions of major structural connections – roof to wall, wall to foundation, and interior partitions. Contextual forces, such as wind and sun, are addressed through formal and assembly depth decisions as well as simple foundational development.

In ARCH 3501, a coordinated project with ARCH 3350 investigates structural precedents to determine both how specific systems are chosen, and why. This study diagrams, constructs and tests a variety of structural systems to understand and assist in the selection and implementation of a structural system for their final design projects.

In ARCH 3350, the study of statics, numerical calculations are used to reinforce conceptual structural design decisions to demonstrate knowledge of load tracing, member sizing, and systems analysis through diagram.
In ARCH 3355, advanced calculations and projects are utilized to convey the student's ability to analyze lateral and seismic forces both in existing architectural works and their own. Special attention is given to connection design as it relates to both assembly processes and the envelopes inevitable connection to the primary structure and to the ground.

B.6 Environmental Systems
The primary evidence for the SPC-B.6 comes from the course Arch 2355 – Environmental Systems. This course has a series of assignments where students are required to show conceptual design knowledge of the building thermal envelope, natural ventilation cooling, passive solar heating, daylighting, Heating Ventilation and Air Conditioning (HVAC) systems, International Energy Conservation Code (IECC), and plumbing and electrical distribution. These assignments engage the student in determining size of the components and spaces required; orientation the building; In addition, they have 20 hours of online instruction on computer simulation of heating, cooling and daylighting utilizing the Autodesk Building Performance Analysis Certificate (BPAC) online course and Revit software. The ability to integrate these design concepts and systems into architecture is realized in ARCH 5901-Comprehensive Design.

B.7 Building Envelope Systems and Assemblies
The realm B emphasizes a comprehension of the technical aspects of design and requires students to understand the basic principles in selecting and applying the appropriate building envelope system. With respect to this criteria, the parameter of A: Aesthetics, B: Performance, C: Material (Typology, Durability), D: Thermal & Moisture Control, and E: Energy Savings, and F: Integration have been applied.

ARCH2502 introduces students to the principle of enclosure focusing on parameter A predominantly through design in form of plans, elevations, sections and perspectives.
ARCH3355, provides lectures, labs and two envelope projects, which require students to understand parameter A, B, C, D, E, F by exploring first an architectural envelope precedent. Detailed questions of structural principles, material connections and environmental performance are studied in sketches, plans, elevations, sectional, and detail drawings, renderings, scaled models (digital and physical), site visit as well as material research (glas, masonry, metal, wood, plastic). A second project repeats all parameters through studies in collaboration with ARCH3502, uses the studio project and requires students to test their design concept with iterative models, process photographs, final model and project statement.

In ARCH3502 with a single design studio project, parameter A is understood through the formal organization of the façade and integration with the building and environment via 3D model studies, sketches, plans, sections and renderings; B & E investigated by questions of site orientation in dense urban locations, and control of natural daylight as well as sun exposure through design strategies regarding for example envelope aperture patterns, all tested in diagrams, models and simulations or renderings; C, D & F is explored in sectional drawings and conveyed in details of the envelope specifying location of all employed materials such as cladding material, insulation and membranes.

ARCH 5334 requires students to analyze the material glas in a precedent study on a glass curtain wall system with regard to parameter A & C. A second project requires students to synthesize what they have learned from the precedent study into a curtain wall system of their own integrating all parameter A,B,C,D and F. Other assignments cover in depth masonry construction with parameters B, C and F through a series of drawing requirements such as for firewalls, wall openings or stone cladding in plan, section, axonometric section and details with material descriptions.

B.8 Building Materials and Assemblies
This SPC requires students to demonstrate an understanding of the basic principles used in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

The cognitive process demonstrated within this criterion is as follows: 2.1 Interpret, 2.3 Classify, 3.2 Implement, and 4.1 Differentiating.

Specific rationale to determine the basic principles of materiality have been extensively explored in ARCH 2351 lecture course offered within the Architectural Construction sequence. This understanding culminates in a third-year design studio [ARCH 3502] that explores not only interior construction materials, with an emphasis on exterior cladding, finishes and products. ARCH 3355 is closely coordinated with ARCH 3502 as the lecture course investigates structural assemblies, components through numerical calculations, precedent projects and a detailed investigation of a wall section from the student's ARCH 3502 studio course. This criteria terminates in ARCH5334 Advanced Studies in Construction Technology.

In ARCH 2351, materials and assemblies are explored through physical and empirical testing via processes 2.1, 2.3, and 3.2 that provides an understanding of five specific materials (wood, masonry, concrete, steel, and glass) as well as the methods in which those materials are assembled in construction. Each section of the course begins with the structural, historical, and potential attributes of each material and ends with the study of its conventional assembly. The course terminates in a physically constructed assembly designed by the students that requires the presence of all materials learned in the course.

In ARCH 3502 students' formal design execution is based on the students understanding of structural envelope systems as seen through the design and execution of 2D and 3D assemblies. Processes 2.1 and 3.2 are heavily prioritized within this course to further understanding of materiality and assembly through envelope systems specifically.

In ARCH 3355, advanced calculations and projects are developed with an emphasis on connection design, the selection of construction materials and finishes as they relate to environmental, economic and structural performance. Processes 2.1, 2.3 and 4.1 are used extensively as students analyze and understand mechanics of specific structural assemblies through empirical studies and then apply this understanding within a coordinated project with their design studio.
In ARCH5334, students explore materials, structural systems and details through active explorations of 2D structural assemblies primarily through processes 2.1 and 3.2 to explore a series of focused non-iterative assignments.

B.9 Building Service Systems
This SPC requires the students understand the basic principles and appropriate application and performance of building service systems, including lighting, mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection systems. In ARCH 4354, during lectures, students are introduced to principles of the integration of systems in a building with Building Information Modeling idea. A series of assignments advance students' understanding and application to a building project. For the final project, students demonstrate their understanding of vertical transportation system, electrical and communication system, plumbing system, heating and cooling strategy, and fire protection to the structural system, using 3D documentations.

B.10 Financial Considerations
Understanding of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs. With material available from NCARB, students participate in lectures, discussions, written exercises and a written examination, which require them to demonstrate their understanding of factors that affect building costs and cost managements methods as well as the concepts of life cycle costing. Student assignments and the exam are adequate for the students to demonstrate an understanding of Financial Considerations.

C.1 Research

Belonging to the realm of Integrated Architectural Solutions, this SPC calls for understanding research methodologies and practices, and synthesizing them into an integrated design solution. Topical studios (Arch 5501, 5502 and 5503) are guided by individual faculty research interests, employ appropriate research methods and emphasize their applications in design projects. These methods range from systematic observation and precise note keeping of material processes, focused library searches, case studies, digital documentation, analog and digital mapping (including nonphysical elements such as sound, light, etc.), simulations, visualizations, evidence based design to computational programming. Three studios taken consecutively in the final years prior to graduation ensure that students get an opportunity to work closely within the research agenda of specific faculty. The following specific research areas are offered as either certificate or MS specialization program.

The MS specialization and certificate in Digital Design and Fabrication focuses on the three strategic areas of computational design and geometry, matter and fabrication processes, assembly and construction methods. The tactic speculation into building skins is guided through a series of topics reaching from parametric programming thick porous facades, smart materials, responsive architecture, robotic manufacturing methods, innovative formwork processes with fiber reinforced concrete, to design build, many of them in interdisciplinary team work.

The graduate certificate in Health Care Facilities Design program investigates health care design in design studios with distinct emphasis on evidence-based design. Those focus on quantitative research methodologies, interpretation of peer reviewed publications, and translations to architectural design moves.

The Historic Preservation certificate studio strives to understand the built environment that represents the culture and heritage of a society. By intensive analysis of information about extant buildings, materiality and context, students evaluate and record data that results in a deeper understanding and ability to evaluate remnants of our architectural past.

The Urban and Community design studies certificate, invests in community outreach and engagement initiatives that establish collaborative efforts leading to topic based publishable works. It also engages service learning as a pedagogical method towards enhanced learning outcomes resulting in topic and method specific publishable works.

Collaboration Studio, is an interdisciplinary studio between architecture, landscape architecture and interior design, with a team driven effort in designing projects of various scales.

C.2 Integrated Evaluations & Decision-Making Design Process

This SPC requires the students to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation. Principles that have been used for this criteria are presented as either a project report or as a series of drawings and diagrams showing decision-making progress across all phases of the design process that include: A. Precedents (overall idea/concept, structural, mechanical, etc.), B. Critical Responses (to daily and formal reviews), including identifying the problem areas and presenting possible solutions, C. Justifications presented as design phase-related drawings (including program diagrams, plans, elevations, perspectives, sections, etc., D. Conclusions or self-assessment (What did you set out to do? How well did you accomplish your goals?), E. Sources and References. ARCH5901 is the threshold for the graduate professional program in architecture requiring students to design a detail-intensive, comprehensive, multi-story, architectural Project integrated as a system of systems. The studio employs the standards of architectural practice, moving through the project phases of: conceptual design, schematic design, design development, and technical documentation. Each design iteration leads to greater resolution, clarity, definition, and specificity.

C.3 Integrative Design

This SPC requires the students to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical

documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies. Principles that have been used for this criteria include: A. Conceptual / Theoretical premise or statement. B. Site Systems with respect to context requirements and relationships (including site/building elevations and exterior building perspectives in context), C. Programmatic Systems with respect to building organization, including diagrams, building plans, building sections, and interior perspectives, D. Structural Framing System strategy, including axonometric and plan diagrams E. Wall Systems and details at critical locations, F. Mechanical System Strategy, G. Environmental Stewardship Strategy, H. Life Safety Systems, including egress analysis and occupancy requirements. I. Accessibility Systems, including fire stair, toilet room and parking space requirements. ARCH5901 is the threshold for the graduate professional program in architecture requiring students to design a detail-intensive, comprehensive, multi-story, architectural project integrated as a system of systems. The studio employs the standards of architectural practice, moving through the project phases of: conceptual design, schematic design, design development, and technical documentation. Each design iteration leads to greater resolution, clarity, definition, and specificity.

D.1. Stakeholder Roles in Architecture
This SPC requires that the students understand the relationships among the key stakeholders involved in the design process, such as the client, contractor, architect, user groups, and local community impacted by the design. In addition, it requires that the student understand the architect's role in reconciling these stakeholder's needs. The students are introduced to a variety of stakeholder needs through segments of multiple lectures given throughout the semester. These lectures are then followed by a quiz with randomized multiple-choice questions of which the student may receive a question covering this topic. It requires that the student be prepared to address this topic, as well as questions from the associated lecture topic. This is then reinforced through a test covering the same pool of questions again randomized. In addition, students are given a major semester project that requires the development of a Mock Firm. Within this project are specific exercises that require the student's consideration of the stakeholder in various ways. Students are prompted within the exercise to address stakeholder roles and needs. Mock Firm exercises provide evidence of the student's understanding. In the Mock Firm exercise for Stakeholders, the student is asked to identify stakeholders for a project their Mock Firm has undertaken. They are then required to chart the roles, needs and the firm's role in meeting the stakeholder's needs. During the development of the Mock Firm exercise, the student must review lectures, online resources and readings provided for the topic. These resources are used to reinforce and increase the criteria topic through the Mock Firm exercise completion. Subtopics addressed: Identifying stakeholders based on project type; understanding stakeholder roles in project; understanding stakeholder needs; understanding role of architect in meeting stakeholder needs
Criteria Source:
Lectures (topic embedded in various lectures), Reading Resources, Video Resources, Internet Resources
Criteria Evidence:
Quizzes, Test, Mock Firm Exercises and Mock Firm Project

D.2. Project Management
This SPC requires that students understand the methods used in selecting consultants and in assembling teams for a range of project types. It includes identifying work plans, project schedules and time requirements for various aspects of the project. The students are first introduced to broader topic of project management through a specific lecture. This is then followed by a short randomized multiple-choice quiz. Later, a multiple-choice test selects from a randomized set of questions on a wide range of course topics, of which some may cover this specific topic. In preparation for this test, students are provided with a review packet that again reinforces this topic area. In addition, students are given a major semester project that requires the development of a Mock Firm Project. Within this project is a specific exercise that requires the student to consider aspects of project management, including the development of a work plan and project schedule relating to their Mock Firm's project. During the development of the Mock Firm exercise, the student must review lectures, online resources and readings provided for the topic of Project Management. These resources are used to reinforce and increase the criteria topic throughout the Mock Firm exercise completion. Subtopics addressed: Method of Consultant Selection;

Process for Team Assembling; Work Plan Development and Understanding; Project Schedule Development; Time Management Schedule for Projects
Criteria Source:
Lecture (specific lecture addressing this topic), Reading Resources, Video Resources, Internet Resources
Criteria Evidence:
Quizzes, Test, Mock Firm Exercise and Mock Firm Project

D.3. Business Practices
This SPC requires that the students understand the basic principles of business practices, including financial management, business planning, marketing, organizational development and entrepreneurship. The broader range of business practices are addressed in a number of lectures throughout the semester. These are each followed-up with a quiz containing randomized multiple-choice questions of which the student may receive multiple questions on this topic. This requires that the students be prepared to address this topic by reviewing lecture content. The lecture content is then further reinforced through a test addressing a variety of topics related specifically to this criteria topic. In addition, students are given a major semester project that requires the development of a Mock Firm Project. Within this project are specific exercises that require the student consider business practices in various ways. The response to the Mock Firm exercises provides evidence of the student's understanding. There are five Mock Firm exercises that address the wider range of topics in architectural business practice. During the development of the Mock Firm exercise, the student must review lectures, online resources and readings provided for the topic. These resources are used to reinforce and increase the criteria topic through the Mock Firm exercise completion. Subtopics addressed: Developing a Business Plan, Financial Management, Risk Management, Insurance, Marketing, Organization, Project Acquisition, Administrative Documents
Criteria Source:
Lectures (topic embedded in various lectures), Reading Resources, Video Resources, Internet Resources
Criteria Evidence:
Quizzes, Test, Mock Firm Exercises and Mock Firm Project

D.4. Legal Responsibilities
This SPC requires that the students understand 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. The topics are addressed in a number of lectures throughout the semester. These are then followed-up with a quiz containing randomized multiple-choice questions of which the student may receive multiple questions on this topic. The quiz requires that the student be prepared to address the legal aspects of the profession by reviewing lecture content. The lecture content is then further reinforced through a test addressing a variety of topics related specifically to legal aspects of the profession. In addition, students are given a major semester project that requires the development of a Mock Firm project. Within this project are specific exercises that require the student's consideration of the options for legal structure of the firm. The legal aspects of the profession are addressed in four course lectures. The written developed response to the Mock Firm exercises provides evidence of the student's understanding of the legal aspects of the profession. During the development of the Mock Firm exercise, the student must review lectures, online resources and readings provided for the topic. These resources are used to reinforce and increase the criteria topic through the Mock Firm exercise completion. Subtopics addressed: Legal Structures; Legal Responsibilities, Legal Considerations, Professional Liability, and Contracts
Criteria Source:
Lectures (topic embedded in various lectures), Reading Resources, Video Resources, Internet Resources
Criteria Evidence:
Quizzes, Test, Mock Firm Exercises and Mock Firm Project

D.5. Professional Conduct
This SPC requires that the students understand the ethical issues involved through the use of professional judgment in architectural design and practice, as well as the students' understanding of the

role of the NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct. The topic is addressed in one specific course lecture and discussed in several lectures as it relates to other course topics. The primary lecture is then followed-up with a quiz utilizing randomized multiple-choice questions of which the student will receive multiple questions on this topic (up to ten). This requires that the student be prepared to address these aspects of the profession by reviewing lecture content. The lecture content is then further reinforced through a test addressing topics related specifically to ethics and professional conduct. The multiple-choice test includes a range of questions related to the AIA Code of Conduct. In addition, students are given a major semester project that requires the development of a Mock Firm project. Within this project are specific exercises that require the student's consideration of the ethical aspects of the profession and the expectations of the architect's use of professional judgment. In one Mock Firm exercise, students are required to address a series of architectural dilemmas. During the development of the Mock Firm exercise, the student must also review lectures, online resources and readings provided specifically for this topic. These resources are provided to reinforce the students' understanding of the topic through the Mock Firm exercise completion. Subtopics addressed: Ethics in Architecture, Code of Conduct for Professionals, Ethical Dilemmas in Practice
Criteria Source:
Lectures (topic embedded in various lectures), Reading Resources, Internet Resources
Criteria Evidence:
Quizzes, Test, Mock Firm Exercises and Mock Firm Project

C. Pedagogy and Methodology to Address Realm C
Realm C is addressed in four studio courses at the graduate level. *"C.1 Research:"* is addressed in three "topical studios" ARCH 5501, ARCH 5502, and ARCH 5503. Instructors teaching these studios build their syllabus and project statements around their own research specialty, thus introducing students to research methodologies and procedures in a variety of topics. Specialties include Digital Design and Fabrication, Interactive Architecture, Design Process, Urban and Community Design, Historic Preservation, and Health Care Facility Design. Although the pedagogies and methodologies of the topical studios vary, depending on the research specialty of the instructor, each instructor writes a one-page research brief for students to reference as they consider which studio they will enroll in.

"C.2 Integrated Evaluations and Decision-Making Process:" and *"C.3 Integrative Design:"* are addressed in ARCH 5901 Comprehensive Studio. This studio is the first in the Graduate Studio Sequence, and it is the pre-requisite for subsequent studios 5501, 5502, and 5503. Comprehensive Studio requires students to design a building, taking into consideration every aspect of the decision-making process, a process that is not linear, but rather an evolving, problem-solving process that takes into consideration not only the design aspect, but the users, systems, and environment. In addition, the student must show competence at integrating an array of considerations such as environmental stewardship and accessibility, among other criteria. Although the pedagogies and methodologies of the Comprehensive Studio varies, depending on the instructor, each instructor writes a one-page brief for students to reference as they consider which studio they will enroll in.

Student work is assessed each semester using the Level-Wide Assessment Chart, which assesses the NAAB SPC for each studio level.

D. Methodology for assessing student work

There are three points at which high-pass / low-pass evidence is evaluated. The first point is the faculty member who teaches the class, whose responsibility it is to ensure that the evidence s/he chooses to present meets the SPC. The second point is the **"Responsible Faculty Member,"** who is responsible for reviewing the high-pass / low-pass evidence that colleagues have submitted under a specific criteria. For example, the Coordinator of ARCH 3501 Design Studio IV is responsible for ensuring that all evidence submitted by level IV Studio instructors meets, for example, SPC B.4. The Responsible Faculty member for an SPC writes the overview paragraph for the APR summarizing all the evidence s/he found in all the student work. The Responsible Faculty member also writes a short report identifying those faculty members whose student evidence does and does not meet the SPC, and notifies those faculty to

submit further evidence. The Responsible Faculty member also notifies the administration of those faculty whose student evidence does not meet SPC and keeps the administration informed of further evidence that is submitted. The Administration verifies that all evidence of SPC in all categories is met. At each step of the process faculty and administration use the methodology that has been used in the College for several similar evaluative processes:

Sample Methodology

Category	Exceeds Expectations			Meets Expectations			Does Not Meet Expectations		
	High	**Medium**	**Low**	**High**	**Medium**	**Low**	**High**	**Medium**	**Low**
B.1 Pre Design									
B.2 Site Design									

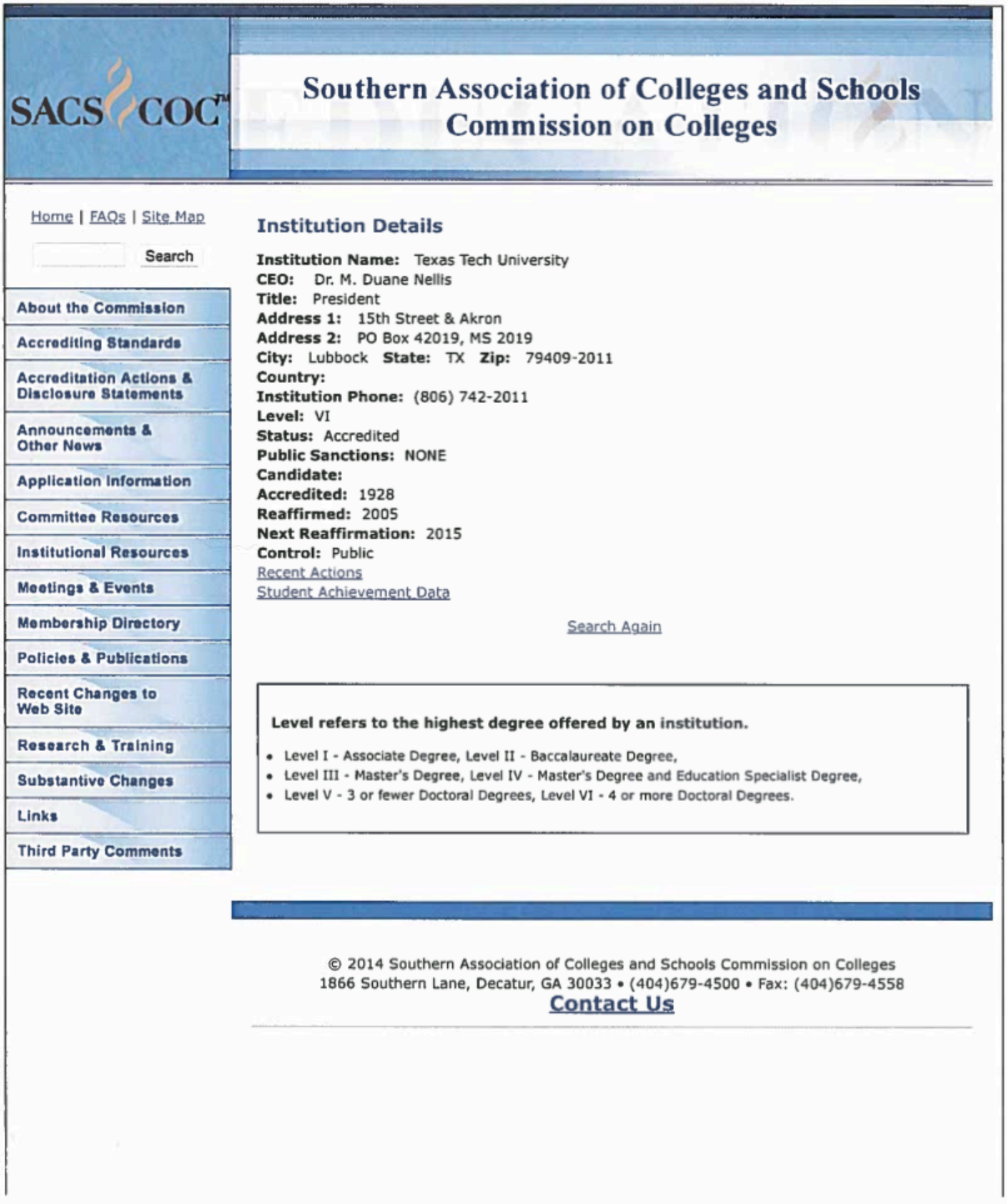
II.2.1. Institutional Accreditation

A. Most Current Letter from the Regional Accrediting Commission/Agency (SACS)

The status of Texas Tech University's accreditation is given on the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The official document can be found on their website.

Official Document URL:

http://www.sacscoc.org/details.asp?instid=74880



SACS COC

Southern Association of Colleges and Schools
Commission on Colleges

Home | FAQs | Site Map

Search

- About the Commission
- Accrediting Standards
- Accreditation Actions & Disclosure Statements
- Announcements & Other News
- Application Information
- Committee Resources
- Institutional Resources
- Meetings & Events
- Membership Directory
- Policies & Publications
- Recent Changes to Web Site
- Research & Training
- Substantive Changes
- Links
- Third Party Comments

Institution Details

Institution Name: Texas Tech University
CEO: Dr. M. Duane Nellis
Title: President
Address 1: 15th Street & Akron
Address 2: PO Box 42019, MS 2019
City: Lubbock **State:** TX **Zip:** 79409-2011
Country:
Institution Phone: (806) 742-2011
Level: VI
Status: Accredited
Public Sanctions: NONE
Candidate:
Accredited: 1928
Reaffirmed: 2005
Next Reaffirmation: 2015
Control: Public
Recent Actions
Student Achievement Data

Search Again

Level refers to the highest degree offered by an institution.

- Level I - Associate Degree, Level II - Baccalaureate Degree,
- Level III - Master's Degree, Level IV - Master's Degree and Education Specialist Degree,
- Level V - 3 or fewer Doctoral Degrees, Level VI - 4 or more Doctoral Degrees.

1866 Southern Lane, Decatur, GA 30033 • (404)679-4500 • Fax: (404)679-4558
Contact Us

II.2.2. Professional Degrees and Curriculum

A. Titles of Degree Including Prerequisites

MASTER OF ARCHITECTURE (M. Arch)

Master of Architecture (173 hrs = 131 hrs undergraduate (B. S. in Architecture) + 42 hrs graduate, Professional Degree)

Dual Degree:

Master of Architecture & Master of Business Administration

Professional Program. Requirements for admission to the professional program include completion of all academic coursework in the first three years and a threshold score on the Admission Criteria Rating System. Check the University catalog or college website for admission criteria. In all graduate courses, no grade below C will be accepted. A 3.0 GPA is required each semester, and a 3.0 GPA is required to graduate.

The Master of Architecture is a first professional degree as defined by the Texas Education Code and includes 173 semester credit hours. It is accredited by the National Architectural Accrediting Board (NAAB). The program consists of 131 credit hours of undergraduate courses and 42 hours of graduate courses. In the Spring of 2016, we will have completed the process of transitioning to 128 hours undergraduate and 45 hours graduate courses. The College offers the option of a Master of Architecture/Master of Business Administration dual degree, which includes an additional 30 hours in the graduate program. A Graduate Comprehensive Examination is required after completing the Comprehensive Design Studio and two Advanced Architectural Design Studios in the Master's Program, typically one semester before graduation.

TEXAS TECH UNIVERSITY
College *of* Architecture™

Name_____
SID_____
Entered Program_____

NAAB ACCREDITED DEGREE PROGRAM:
GENERAL-ARCHITECTURE PROGRAM
BACHELOR OF SCIENCE IN ARCHITECTURE (Pre-Professional Program)
MASTER OF ARCHITECTURE (Professional Program) – 2015-2016

General-Architecture Program

Admission to the University. Only courses with a minimum grade of C or better will be accepted into the Architecture Program.

Foreign Language Required? Y N Sem 1_____ Sem 2_____

First Year	**FALL:** *SEEING*		**SPRING:** *FOUNDATION*	
ARCH 1311	**Design Environment & Society**		**ARCH 1412**	**Arch. Design Studio I**	
ARCH 1341	**Arch. Freehand Drawing**		**ARCH 1353**	**Digital Media I**	
MATH 1321	**Trigonometry**		**PHYS 1403**	**General Physics I w/lab**	
Core Curriculum	See below		**MATH 1350**	**Analytical Geometry**	
Core Curriculum	See below		**Core Curriculum**	See below	
		15			**17**

Competitive placement based on comprehensive review including student portfolio, written essay, GPA, statement of intent, and successful completion of PHYS 1403.

Students who have not been admitted to the pre-professional program are not eligible to take courses at the 2000 level and above, except Arch 2311, Arch 2315 & ARCH 3313.

Pre-Professional Program

Summer	**SESSION I**		**SESSION II**	
Core Curriculum	**See below (Life & Physical Sciences)**		Core Curriculum **See below**	
Core Curriculum	**See below**		Core Curriculum **See below**	
		7		**6**

Second Year	**FALL:** *BASIC-INTERNAL*		**SPRING:** *BASIC-EXTERNAL*	
ARCH 2501	**Arch Design Studio II**		**ARCH 2502**	**Arch Design Studio III**	
ARCH 2311	**Hist. of World Arch. I**		**ARCH 2315**	**Hist. of World Arch II**	
ARCH 2351	**Arch. Construction I**		**ARCH 2342**	**Creative Process**	
ARCH 3341	**Digital Media II**		**ARCH 2355**	**Environmental Systems**	
Core Curriculum	See below		**+Multicultural Elective (3 hrs)**		
		17			**17**

Third Year	**FALL:** *BUILDING SYSTEMS*		**SPRING:** *BUILDING ENCLOSURE*	
ARCH 3501	**Arch Design Studio IV**		**ARCH 3502**	**Arch Design Studio V**	
ARCH 3350	**Arch. Construction II**		**ARCH 3314**	**Arch. Hist. & Contemporary Issues**	
ARCH 3373	**Environ. Analysis/Site Planning**		**ARCH 3352**	**Building Information**	
ARCH 3313	**Hist. of World Arch III**		**ARCH 3355**	**Construction III**	
+++Elective	**(3 hrs)**		**+++Elective**	**(3 hrs)**	
		17			**17**

Summer	*URBANISM*		
++ARCH 4601	**Architectural Design Studio VI**		**(Summer I and Summer II)**
		6	

Fourth Year	**FALL**	
ARCH 4341	**Media Elective**	
ARCH	**Elective**	
ARCH	**Elective**	
+++Elective	**(3 hrs)**	
		12

Total hours: 131

Core Curriculum

ENGL	1301	Essentials of College Rhetoric
ENGL	1302	Advanced College Rhetoric
MATH	1321	Trigonometry
MATH	1350	Analytical Geometry
Phys	1403	General Physics I w/lab (4 hrs)
† Life & Physical Sciences (4 hrs)		
POLS	1301	American Government Organ.
POLS	2302	American Public Policy
HIST	2300	History US to 1877
HIST	2301	History US since 1877
COMS	2300 or 2358	

+Diversity elective course offerings are available on the Architecture website (www.arch.ttu.edu).
++ARCH 4601 is a prerequisite for ARCH 5901.
+++All electives must be 3 hour credit courses.
†Choose from the Life & Physical Sciences courses listed in the Undergraduate Academics section of the catalog.

MASTER OF ARCHITECTURE, College of Architecture – 2015-2016
Page 2

PROFESSIONAL LEVEL PROGRAM:
Requirements for admission to the

Professional Program

		SPRING	
ARCH	5601	Comprehensive Studio	_____
ARCH	5354	Integrative Systems	_____
			9

Fifth Year	FALL		SPRING		
ARCH	5501	Topical Studio _____	ARCH	5502	Topical Studio _____
ARCH	5392	Professional Practice _____	ARCH	5334	Construction IV _____
ARCH	5362	Theory in Architecture _____	ARCH	Elective	_____
		11			11

Sixth Year	FALL	
ARCH	5503	Topical Studio _____
Elective (3 hrs)		_____
+++Arch Elective		_____
		11

Total Hours: 173

PROFESSIONAL EXPERIENCE:
- ☐ Practicum + Studio
- ☐ Residency
- ☐ Documented Professional Experience

COURSES NOT USED IN THIS CHECK:

_____
_____
_____
_____
_____
_____

TRANSFER CREDIT FROM:

_____
_____

revised 02/05/2015

TEXAS TECH UNIVERSITY
College *of* Architecture™

Name_____
SID_____
Entered Program_____

NAAB ACCREDITED DEGREE PROGRAM:
MASTER OF ARCHITECTURE, College of Architecture
MASTER OF BUSINESS ADMINISTRATION, College of Business Administration – 2015-2016

General-Architecture Program

Admission to the University. Only courses with a minimum grade of C or better will be accepted into the Architecture Program.

Foreign Language Required? Y N Sem 1_____ Sem 2_____

First Year	FALL: *SEEING*		SPRING: *FOUNDATION*	
ARCH 1311	Design Environment & Society		ARCH 1412 Arch. Design Studio I	
ARCH 1341	Arch. Freehand Drawing		ARCH 1353 Digital Media I	
MATH 1321	Trigonometry		PHYS 1403 General Physics I w/lab	
Core Curriculum	See below		MATH 1350 Analytical Geometry	
Core Curriculum	See below		Core Curriculum See below	
		15		17

Competitive placement based on comprehensive review including student portfolio, written essay, GPA, statement of intent, and successful completion of PHYS 1403.

Students who have not been admitted to the pre-professional program are not eligible to take courses at the 2000 level and above, except Arch 2311, Arch 2315 & ARCH 3313.

Pre-Professional Program

Summer	SESSION I		SESSION II	
Core Curriculum	See below (Life & Physical Sciences)		Core Curriculum See below	
Core Curriculum	See below		Core Curriculum See below	
		7		6

Second Year	FALL: *BASIC-INTERNAL*		SPRING: *BASIC-EXTERNAL*	
ARCH 2501	Arch Design Studio II		ARCH 2502 Arch Design Studio III	
ARCH 2311	Hist. of World Arch. I		ARCH 2315 Hist. of World Arch II	
ARCH 2351	Arch. Construction I		ARCH 2342 Creative Process	
ARCH 3341	Digital Media II		ARCH 2355 Environmental Systems	
Core Curriculum	See below		+Multicultural Requirement (3 hrs)	
		17		17

Third Year	FALL: *BUILDING SYSTEMS*		SPRING: *BUILDING ENCLOSURE*	
ARCH 3501	Arch Design Studio IV		ARCH 3502 Arch Design Studio V	
ARCH 3350	Arch. Construction II		ARCH 3314 Arch. Hist. & Contemporary Issues	
ARCH 3373	Environ. Analysis/Site Planning		ARCH 3352 Building Information	
ARCH 3313	Hist. of World Arch III		ARCH 3355 Construction III	
+++Elective	(3 hrs)		+++Elective (3 hrs)	
		17		17

Summer	*URBANISM*	
++ARCH 4601	Architectural Design Studio VI	(Summer I and Summer II)
		6

Fourth Year	FALL	
ARCH 4341	Media Elective	
ARCH	Elective	
ARCH	Elective	
+++Elective	(3 hrs)	
		12

Total hours: 131

Core Curriculum

ENGL	1301	Essentials of College Rhetoric
ENGL	1302	Advanced College Rhetoric
MATH	1321	Trigonometry
MATH	1350	Analytical Geometry
Phys	1403	General Physics I w/lab (4 hrs)

† Life & Physical Sciences (4 hrs)

POLS	1301	American Government Organ.
POLS	2302	American Public Policy
HIST	2300	History US to 1877
HIST	2301	History US since 1877
COMS	2300 or 3358	

+Multicultural course offerings are available on the Architecture website (www.arch.ttu.edu).
++ARCH 4601 is a prerequisite for ARCH 5901.
+++All electives must be 3 hour credit courses.
†Choose from Life & Physical Sciences courses listed in the Undergraduate Academics section of the catalog.

MASTER OF ARCHITECTURE, College of Architecture
MASTER OF BUSINESS ADMINISTRATION, College of Business Administration– 2015-2016
Page 2

PROFESSIONAL PROGRAM: **Requirements for admission to the Professional Level Program include: completion of all academic course work in the first three years and a threshold score on the Admission Criteria Rating System. The threshold score is based on a sliding scale of GRE, GPA, and portfolio scores. In all graduate courses, no grade below a C will be accepted. A 3.0 GPA each semester and a 3.0 GPA is required to graduate.**

Professional Program

Fourth Year (cont.)

				SPRING			
ARCH	5601	Comprehensive Studio	_____				
ARCH	5354	Integrative Systems	_____				
			9				

Summer

ACCT	5301	Fin. & Manag. Accounting	_____	ISQS	5345	Statistical Concepts	_____
ISQS	5331	IT for Managers Opers mgmt.	_____	MKT	5360	Marketing Concepts/Strat	_____
			6				6

Fifth Year

FALL				SPRING			
ARCH	5501	Topical Studio	_____	ARCH	5502	Topical Studio	_____
MBA	core		_____	MBA	core		_____
ARCH	5334	Adv. Studies in Const. Tech.	_____	ARCH	5362	Theory in Architecture	_____
			11				11

Summer

ISQS	5330	Managerial Decision Theor. & Bus.	_____	MGT	5391	Strategic & glob. Mgmt. - capstone	_____
MGT	5372	Leadership & Ethics	_____	FIN	5320	Financial & Mgmt Concepts	_____
			6				6

Sixth Year FALL

ARCH	5503	Topical Studio	_____
ARCH	5392	Professional Practice	_____
+++ARCH		Elective	_____
			11

PROFESSIONAL EXPERIENCE:
- ☐ Practicum + Studio
- ☐ Residency
- ☐ Documented Professional Experience

Floating MBA Core Courses (6 hours) may be taken at any point during the program.

BECO	5310	Economic Analysis for Business	_____
OR ECO	5310	Price and Income Theory	_____
MGT	5371	Managing Org. Behavior & Org. Design	_____

Total Hours: 197
In all Business Administration graduate courses, one A above a 3.0 GPA is required to receive the M.B.A. degree
See the College of Business Administration section of the catalog for information on lower division requirements.

COURSES NOT USED IN THIS CHECK:

_____
_____
_____
_____
_____
_____

TRANSFER CREDIT FROM:

_____
_____

Opportunities open to students of the Master of Architecture

The College educates students for "future practice". All first professional degree students must take three advanced, graduate topical studios that evidence Design Thinking Skills, Investigative Skills, and Research. The academic traditions of the College are also aimed toward professional acumen that can only be obtained by direct engagement with design professionals. In order to accomplish these goals the curriculum offers the following options yearly: Residency, Practicum+Studio, 2 choices of an Atelier studio, Specialties studio associated to Digital Design and Fabrication, Healthcare Facilities Design, and Historic Preservation, Collaboration studio, and a Visiting Critics studio. The College also offers opportunities to focus on Urban and Community Design engagement in Houston, Urban and Community Design development in the downtown Lubbock studio—Urban Tech—and the Land Arts of the American West traveling studio.

Residency Program
The Residency Program is part of the M. Arch plan and it is an individually structured, practice based, studio-learning experience. It is a 7-month, 32 hours a week employment in a firm that is willing to commit to the education of the student. This program allows a student to replace one Topical Design Studio with an intense professional experience under the direct tutelage of a mentor who is a licensed architect. It accepts, as its basic premise, the notion that professional practice engages intellectual issues that enhance the academic experience of the student.
During this period the student works on the schematic design and design development of a project for the firm. This is the 'practice work product'. The 'practice work product' does not count for academic credit. As the student becomes more involved with the project he/she completes a series of exercises 'the academic work product' designed by the mentor and the Director for External Programs. These are intended to parallel the practice work but ask intellectual questions through the discipline of architecture by conjecturing alternative solutions to the work.
The College provides contacts between students and the most prestigious firms in Texas as RTKL/Dallas, Gensler, Rotenberry/Wellen, Overland Partners (San Antonio), just to name a few. A student can also choose firms nationally or internationally.

Practicum + Studio
The Practicum + Studio option is a national NCARB award winner that combines in-office professional experience with a design studio that is directed by a COA faculty member. The students work in an office in the Dallas/Ft. Worth and Houston regions for seven months—usually a summer and a fall semester. During the summer, they work 32 hours a week; one day a week they meet in the Host office with their studio classmates and their design professor. Frequently this will be a Friday. The studio works on a project or a related set of projects that is connected with a project that is in the design phase within the Host firm. The students also have an online submit and chat evening, usually Wednesday, during which they can exchange ideas and have direct critical feedback from their design professor. This has been a very popular option because it gives students important professional experience and because it often leads to employment. Recent Host firms include: RTKL, HKS and Good Fulton Farrell.

Atelier Studio
The Atelier studio is based upon the realization that there are some building types that are so complicated that they require years of professional experience to master—'experience-rich' building types. They include: healthcare facilities, educational facilities, sports facilities, performing arts centers and high-rise structures. Every year the College offers two or three Atelier studios; one is always in healthcare. The Atelier studio is unusual because we hire the firm and not an individual in the firm. Essentially the firm structures the project and agrees to send a variety of professionals during the semester to help with the evolution of the design. The College provides a design professor who is interested in the building type being considered and who takes care of day to day critiques and grading. This option has the advantage

that it exposes students to a variety of design professionals within the context of a complex design problem, which also expands the knowledge of the faculty member involved.

Collaboration Studio
The Collaboration studio encourages the interaction between design disciplines: Landscape Architecture, Interior Design and Architecture. This studio is taught only in the fall and it requires integrated design teams that include students from all three disciplines with the direct involvement of a firm that has all three disciplines (such as HKS and OmniPlan). The studio faculty also includes an integrated team with members from the College of Agriculture Science and Natural Resources, the College of Human Sciences and the College of Engineering. Projects are structured to encourage typical design interaction from problem formation to design development. The students are evaluated on their design skills as well as their ability to collaborate. The Collaboration studio is supported with funds to provide a variety of outside consultants representing the disciplines related to the students

Visiting Critics (Marfa) Studio
The Visiting Critics Studio is dedicated to the investigation of the *Architecture Design Process* with direct engagement from extraordinary designers. The VC studio is open only to students who have achieved an "A" in a previous graduate design studio. The scope of the project is always small and it is set in the arid, austere, and sometimes beautiful, terrain of southwest Texas. The Visiting Critic sets up the studio project around a fundamental design question—Why? How? Or What? Students are expected to engage the fundamental question through the design of a small project that engages the land, the climate and the mechanical tectonics of architecture. There are three to five Critics per semester, who may visit just once a week for a maximum of 4 weeks. The students are essentially on their own to respond to the weekly critique of the critics knowing that at the end of each four week period they must present their work to some of the best designers on the continent. The focus of the studio is design process. The studio requires short papers on Design Thinking, Investigation in Design, Design Research. Recent Visiting Critics include: Tom Kundig FAIA, Mark Wellen FAIA, John Grable FAIA, Brian MacKay-Lyons FAIA, Mell Lawrence FAIA, and Cade Hayes.

Urban Tech
Urban Tech has been successful at engaging some of the most important concerns of the community—homelessness, street life, bicycle paths and development. We continue to be a voice for imagining a productive and vital downtown Lubbock. The first **Urban Stage** took place this November 2014. It ties together four departments within the two universities, two programs at the College of Architecture (DDF and UCD), important community organizations and businesses, and the City of Lubbock as a *proof of concept* that the larger Lubbock community can work together to envision a more productive and sustainable downtown, which supports economic and cultural growth. Over the next three years Urban Tech will find a permanent home and establish a new M.S. track, which accents our relationship with the Rawls College of Business and focuses on urban development and real estate finance issues building on the joint MBA/M.Arch dual degree.

http://tturbantech.org

Land Arts of the American West
Within the M. Arch plan, as a topical graduate studio alternative, the Land Arts of the American West (see website link) is a semester long trans-disciplinary field program expanding the definition of land art through direct experience with the full range of human interventions in the landscape, from the inscriptions of pictographs and petroglyphs to the construction of roads, dwellings, and monuments, as well as traces of those actions. Land Arts investigates the intersection of geomorphology and human construction beginning with the land and extending through the complex social and ecological processes that produce contemporary landscapes. It is a semester abroad in our own back yard. Each fall students venture across the American southwest camping for a two months while traveling six-thousand miles

overland to explore natural and human forces that shape contemporary landscapes—ranging from geology and weather to cigarette butts and hydroelectric dams.
Sites visited include Chaco Canyon, Roden Crater, and the Very Large Array, and along the way the program meets field guests such as art historian Ann Reynolds and the Center for Land Use Interpretation director Matt Coolidge. In the landscape students produce ephemeral site-specific work, which is synthesized and completed in the studio on campus and then presented in an exhibition.

http://landarts.org/

Graduate Certificates
Predominantly for Professional M.Arch students the College of Architecture provides a Graduate Certificate in four different Specialties (see website links):

Digital Design and Fabrication
http://arch.ttu.edu/wiki/Ddf_certificate

HealthCare Facilities Design
http://arch.ttu.edu/wiki/HealthCare_Facilities_(HCaF)_Design

Historic Preservation
http://arch.ttu.edu/wiki/Historic_Preservation_Certificate

Urban and Community Design, Houston; Urban and Community Design, Lubbock
http://arch.ttu.edu/wiki/Certificate_in_Urban_and_Community_Design_Studies

The certificate programs are administered in four specific ways:

1. The certificate is earned within the 34 hours of core coursework required to complete the Master of Science in Architecture degree offered by the College of Architecture.
2. Enrolled in any TTU graduate program. We have had students from related disciplines and we would like to encourage more interaction with Landscape Architecture and Interior Design.
3. The certificate is earned in conjunction with the completion of the Master of Architecture degrees offered by the College of Architecture.
4. The certificate can be earned by anyone with an approved undergraduate degree from any college or school at Texas Tech, or from any other university in the world.

M. Arch students are required to complete the 12/15 core course hours in one of the offered specialties. This structure has an advantage. M. Arch graduates that wish to pursue the M.S. degree after receiving the M. Arch with a certificate can transfer twelve (12) hours from the certificate specialty into the M.S. program within the same specialization. Any student enrolled at TTU in any school or college can earn a certificate, as a Bachelor, Master, or Ph.D degree candidate under the same guidelines above having been accepted into the certificate program offered by the College of Architecture. The certificate is awarded only after completion of a first degree, but students may take graduate courses as an undergraduate if they are within 18 hours of completion of their degree, and B.S. Arch students can take up to nine (9) hours of the certificate specialty within the last eighteen (18) hours of undergraduate study and complete additional hours of certification core courses after graduation, to receive the certificate.

B. Other Degrees

Bachelor of Science in Architecture (131hrs, Pre-professional program, undergraduate portion of M.Arch).

Dual Degree:

Architecture and Business Administration
Architecture and Civil Engineering

Graduate Certificate Programs

Digital Design and Fabrication (DDF, 14hrs)
Health Care Facilities (HCaF, 12hrs)
Historic Preservation (HP, 15hrs)
Urban and Community Design (UCD, 14hrs)

Master of Science in Architecture (34hrs, Post-Professional Degree) with Specialization in:

Digital Design and Fabrication (DDF)
Urban and Community Design (UCD)

Ph.D Degree in Land Use Planning, Management and Design (78hrs = 66hrs of course work + 12hrs dissertation)

Graduate Certificate Programs

The Certificate Programs have become an efficient way to encourage students to develop useful, career building expertise within the structure of a first professional degree in Architecture. The tracks are structured to meet needs and objectives that promote the larger profile of an architecture professional that is engaged contemporary culture and contemporary society. The Certificates also offer substantive opportunities for student based research that have the potential to contribute to specialized knowledge associated with the discipline of architecture. The Certificate Programs has been wildly successful with about 50% of the First Professional – M. Arch. students taking advantage of our Certificates and enrolling in one of our specialties.

The certificate programs are administered in four specific ways:

1. The certificate is earned within the 36 hours (34 hours starting in Fall 2015) of core coursework required to complete the Master of Science in Architecture degree offered by the College of Architecture.
2. Enrolled in any TTU graduate program. We have had students from related disciplines and we would like to encourage more interaction with Landscape Architecture and Interior Design.
3. The certificate is earned in conjunction with the completion of the Master of Architecture degrees offered by the College of Architecture.
4. The certificate can be earned by anyone with an approved undergraduate degree from any college or school at Texas Tech, or from any other university in the world.

MASTER OF SCIENCE IN ARCHITECTURE

The Master of Science in Architecture program is a 1 1/2 year post-professional degree focused on research and specialization, completed in three semesters plus a summer study-abroad component. Students who have non-architecture degrees and wish to enter the program, and those who do not have a basic understanding of computing and computer-assisted design skills, may be required to complete leveling work that will not accrue graduate credit toward their degree. Students requesting admission into the Master of Science in Architecture program must meet the entrance standards of the Graduate School

and the College of Architecture. The admission application includes a portfolio of creative work (writing, design, drawing, photography, etc.) that reflects the student's level of design interest, intellectual inquiry, and communication skills.

Academic requirements will vary depending on the option chosen. Each candidate for the Master of Science in Architecture (M.S.) degree must specify the option they are interested in. Students will be required to complete a minimum of 28 hours of graduate study, and write and defend a thesis (+ 6 hours).
After the first semester, students will be matched with a faculty member who will serve as their academic Advisor and the Chair of their thesis committee. The Advisor/Chair will be responsible for guiding the student developing thesis work. Financial assistance may be available. There are scholarships, fellowships, and graduate assistantships available for graduate students.

There are **2 options** for Master of Science in Architecture (M.S.) students (see website links):

Master of Science in Architecture with specialization in Digital Design and Fabrication (DDF)
The College of Architecture's Master of Science with specialization in Digital Design and Fabrication (DDF) is dedicated to advance design knowledge and pursue innovation in the process of making architecture. The program is positioned at the intersection of architecture, engineering and computation with a profound sustainable and interdisciplinary direction. It develops applied research approaches that concern emerging material issues in a "digital-craft" based professional practice. With a focus on digital technologies, the program explores new material processes across different fields and the related fabrication and building methodologies. The goal is to form a set of skills, which build up a designer's creative potential through material-oriented strategies. Research models and innovative approaches are in direct response to questions of inquiry brought forward through our network of partners in professional practice and academia. The intent is to prepare students for recent market changes with an exponential increase in digital and information-driven design-build projects.
Students in the DDF program are involved with studio and courses related installations, design products in 1:1 scale, and material experimentations. Also, with community engaged and service learning projects as the Avenue J-City Green Scape and Urban Stage, focusing on the redevelopment of downtown Lubbock through built interventions with an activation of new conditions, attractive urban activities, and new connections with the city and local organizations.

The M.S. - DDF program consists of 34 hours of course work including 6 hours of thesis. The study plan typically begins with courses, which provide a theoretical basis and skill development in creative computational modeling, digital design strategies and emergent technologies. Emphasis is on the generative development of form, computing in terms of *formfindung* (formfinding) and extending to the performance and behavior of resulting structures and geometries. The focus is on emergent design techniques and a material-based process further developed in the design studio and complemented by specific courses. With the introduction to fabrication concepts, students are given hands-on experience with Computer Aided Manufacturing (CAM) software and computer numerical processes complemented by experiments with state of the art equipment in the shop, which includes the latest CNC, 3-D print and Robotic technologies.
As students progress through the program, additional expertise is offered in experimental design techniques related to advanced material research. They are encouraged to develop and structure research toward individual thesis design proposals. Courses on materials and innovative methods of assembly work in concert to further develop the individual student's research interest, culminating in a master design thesis project. All courses provide the necessary set of skills to be applied in design research experiments. The idea is to create a think tank embedded in strategic, interdisciplinary collaborations with other colleges and units on and off campus in order to incubate innovative research approaches and engage in projects related to current themes. Students in the program will also engage

in workshops, design research and application of fabrication tasks, symposia and publications to bring their research findings to the forefront of ongoing debate in the architectural field.
During the summer semester, students travel internationally through the College of Architecture's study abroad programs in cities such as Paris, Verona, Seville, or Seoul. In substitution, international students may seek approval to explore a variety of American cities during this period to support their area of thesis study.
The DDF Graduate Certificate is a specialty component of the Digital Design and Fabrication Program. A Certificate of specialization can be obtained by professionals outside the University, by anyone with an approved undergraduate degree from any college or school at Texas Tech, or from any other university in the world by taking a minimum of 14 hours of core courses in the DDF program.

http://arch.ttu.edu/wiki/Ddf_Master_of_Science_Specialization

Master of Science in Architecture with specialization in Urban and Community Design (UCD)
The Master of Science in Architecture with specialization in Urban and Community Design is post-professional program focusing on the advancement of research-based studies to further innovate and cultivate the contemporary discourse on the 21st century urban contexts.
The 34-hour post-professional degree is completed in three semesters plus a summer study-abroad component. The coursework is structured sequentially to enable a more integrative and explorative method of inquiry, supported by the expertise of faculty and the profession at large. Thesis work is generated cumulatively through all semesters of study allowing students the opportunity to frame coursework around their chosen thesis topic as it progressively evolves. The curriculum also integrates in-class learning environments along with distance education coursework to provide greater flexibility with expanded teaching resources. During the summer semester, students travel internationally through the College of Architecture's study abroad programs in cities such as Paris, Verona, Seville, or Seoul. In substitution, international students may seek approval to explore a variety of American cities during this period to support their area of thesis study. Additionally, students receive a three-member oversight committee comprised of faculty and up to one optional outside professional that provide guidance throughout the degree program and later, serve as the thesis committee for the student's final academic work.
The UCD Graduate Certificate is a specialty component of the Urban and Community Design Program. A Certificate of specialization can be obtained by professionals outside the University, by anyone with an approved undergraduate degree from any college or school at Texas Tech, or from any other university in the world by taking a minimum of 14 hours of core courses in the UCD program.

http://arch.ttu.edu/wiki/Ucd_Master_of_Science_Specialization

Ph.D. in Land-use Planning, Management and Design (LPMD)
The interdisciplinary Ph.D. program in Land-Use Planning, Management, and Design (LPMD) is administered by the College of Architecture with an interdisciplinary steering committee. Faculty and courses are drawn from units across the University. Included in the program are studies of the complex factors influencing human use of resources, training in the research and evaluative methods that can be applied to interdisciplinary studies, and education in the institutional structures that shape policy and action.
There are four tracks in this program:

- Environmental/natural resource management and planning
- Community planning and design
- Public policy administration, and
- Historic preservation.

Students in the LPMD program are expected to bring a set of knowledge and skills from their background departments. They will be exposed to various courses in contributing disciplines, and with the assistance

of their advisor and committee will be expected to demark an intersection, which will be the focus of their dissertation.
All students are required to complete a minimum of 66 hours beyond the bachelor's degree plus a minimum of 12 (8000 level) hours of dissertation. This includes 24 hours of multidisciplinary core courses, 21 hours of track courses, 15 hours of supporting courses and 6 hours of tool courses. Students will need to select one track with 21 hours of courses, of which only 4 courses in one discipline can be taken. Track courses, research projects, and ultimately the student's dissertation will focus on the track selected and will be chosen by the student and approved by the advisor. Students are also required to present evidence of competency in an appropriate tool subject (e.g., computer science, statistics, etc.). Each student will also be required to enroll for Arch 5315 - Systems of Architectural Inquiry, in the first fall semester of their studies.

Because students come from a variety of backgrounds with different interests and career goals, one standard course of study is not required. Initial advising and program development is conducted by the program coordinator. The Chair of a dissertation committee and two other dissertation committee members drawn from three or more departments and two or more colleges must be selected before the end of the first year of study. In consultation with this committee a student will finalize a course of study and a dissertation topic in the track of specialization. Each student will therefore follow a "custom-designed" program of study. The dissertation committee will be responsible for administering comprehensive exams and for directing both the dissertation and the student's program.

The College of Architecture is developing a proposal for a newly redesigned Ph.D. program in Design and Management with 3 areas of specialization: 1- Design Studies; 2 - Building Technologies and Computation; and 3 - Management and Analysis.

TEXAS TECH UNIVERSITY
College *of* Architecture™

Name_____
SID_____
Entered Program_____

BACHELOR OF SCIENCE IN ARCHITECTURE, College of Architecture – 2015-2016

General-Architecture Program Admission to the University. Only courses with a minimum grade of C or better will be accepted into the Architecture Program.

Foreign Language Required? Y N Sem 1_____ Sem 2_____

First Year	**FALL:** *SEEING*		**SPRING:** *FOUNDATION*	
ARCH 1311	**Design Environment & Society**		**ARCH 1412**	**Arch. Design Studio I**	
ARCH 1341	**Arch. Freehand Drawing**		**ARCH 1353**	**Digital Media I**	
MATH 1321	**Trigonometry**		**PHYS 1403**	**General Physics I w/lab**	
Core Curriculum	See below		**MATH 1350**	**Analytical Geometry**	
Core Curriculum	See below		**Core Curriculum**	See below	
		15			**17**

Competitive placement based on comprehensive review including student portfolio, written essay, GPA, statement of intent, and successful completion of PHYS 1403.

Students who have not been admitted to the pre-professional program are not eligible to take courses at the 2000 level and above, except Arch 2311, Arch 2315 & ARCH 3313.

Pre-Professional Program

Summer	**SESSION I**		**SESSION II**	
Core Curriculum	**See below (Life & Physical Sciences)**		Core Curriculum **See below**	
Core Curriculum	**See below**		Core Curriculum **See below**	
		7		**6**

Second Year	**FALL:** *BASIC-INTERNAL*		**SPRING:** *BASIC-EXTERNAL*	
ARCH 2501	**Arch Design Studio II**		**ARCH 2502**	**Arch Design Studio III**	
ARCH 2311	**Hist. of World Arch. I**		**ARCH 2315**	**Hist. of World Arch II**	
ARCH 2351	**Arch. Construction I**		**ARCH 2342**	**Creative Process**	
ARCH 3341	**Digital Media II**		**ARCH 2355**	**Environmental Systems**	
Core Curriculum	See below		**+Multicultural Requirement (3 hrs)**		
		17			**17**

Third Year	**FALL:** *BUILDING SYSTEMS*		**SPRING:** *BUILDING ENCLOSURE*	
ARCH 3501	**Arch Design Studio IV**		**ARCH 3502**	**Arch Design Studio V**	
ARCH 3350	**Arch. Construction II**		**ARCH 3314**	**Arch. Hist. & Contemporary Issues**	
ARCH 3373	**Environ. Analysis/Site Planning**		**ARCH 3352**	**Building Information**	
ARCH 3313	**Hist. of World Arch III**		**ARCH 3355**	**Construction III**	
+++Elective	**(3 hrs)**		**+++Elective**	**(3 hrs)**	
		17			**17**

Summer	*URBANISM*		
++ARCH 4601	**Architectural Design Studio VI**		**(Summer I and Summer II)**
		6	

Fourth Year	**FALL**	
ARCH 4341	**Media Elective**	
ARCH	**Elective**	
ARCH	**Elective**	
+++Elective	**(3 hrs)**	
		12

Total hours: 131

Core Curriculum

ENGL	1301	Essentials of College Rhetoric
ENGL	1302	Advanced College Rhetoric
MATH	1321	Trigonometry
MATH	1350	Analytical Geometry
Phys	1403	General Physics I w/lab (4 hrs)

† Life & Physical Sciences (4 hrs)

POLS	1301	American Government Organ.
POLS	2302	American Public Policy
HIST	2300	History US to 1877
HIST	2301	History US since 1877
COMS	2300 or 2358	

+Multicultural course offerings are available on the Architecture website (www.arch.ttu.edu).
++ARCH 4601 is a prerequisite for ARCH 5901.
†Choose from Life & Physical Sciences courses listed in the Undergraduate Academics section of the catalog.
+++All electives must be 3 hour credit courses.

COURSES NOT USED IN THIS CHECK:

_____

_____

TRANSFER CREDIT FROM:

_____

_____

Revised 06/01/15

TEXAS TECH UNIVERSITY
College *of* Architecture™

Name_____
SID_____
Entered Program_____

BACHELOR OF SCIENCE IN ARCHITECTURE, College of Architecture
Bachelor of Science in CIVIL ENGINEERING, College of Engineering – 2015-2016

General-Architecture Program — Admission to the University. Only courses with a minimum grade of C or better will be accepted for the Architecture Program.

Foreign Language Required? Y N Sem 1 _____ Sem 2 _____

First Year			**FALL**: *SEEING*				**SPRING:** *FOUNDATION*	
	ARCH	**1311**	**Design, Environ. & Soc.**		**ARCH**	**1412**	**Arch. Design Studio I**	
	ARCH	**1341**	**Arch. Freehand Drawing**		**ARCH**	**1353**	**3D Comp. Design Drawing**	
	CE	**1130**	**Civil Engr. Sem. I**		**ENGR**	**1315**	**Intro to Engineering**	
	MATH	**1451**	**Calculus I**		**MATH**	**1452**	**Calculus II**	
	HIST	**2300**	**History of US to 1877**		**PHYS**	**1408**	**Prin. Physics I w/lab**	
	ENGL	**1301**	**Ess. College Rhetoric**		**ENGL**	**1302**	**Adv. College Rhetoric**	
				17				**21**

Pre-Professional Program — Competitive placement based on comprehensive review including student's portfolio, essay, statement of intent, grade point average, and successful completion of PHYS 1408.

Students who have not been admitted to the pre-professional program are not eligible to take courses at the 2000 level and above, except Arch 2311, Arch 2315 & ARCH 3313.

Summer			SESSION I				SESSION II	
	MATH	**2450**	**Calculus III**		**MATH**	**3350**	**Math for Engr.**	
	HIST	**2301**	**History Us to 1877**		**PHYS**	**2401**	**Prin. Phys II w/lab or**	
				7	**ECE**	**3301**	**General Electrical Engr.**	**7 (6)**

Second Year			**FALL:** *BASIC-INTERNAL*				**SPRING:** *BASIC-EXTERNAL*	
	ARCH	**2501**	**Arch. Design Studio II**		**ARCH**	**2502**	**Arch. Design Studio III**	
	ARCH	**2311**	**Hist. of World Arch I**		**ARCH**	**2315**	**Hist. of World Arch II**	
	ARCH	**2351**	**Arch. Construction I**		**ARCH**	**2342**	**Creative Process**	
	CE	**2301**	**Statics**		**ARCH**	**2355**	**Environmental Systems**	
	CE	**2101**	**Const. Materials Lab**		**CE**	**3303**	**Mech. of Solids**	
	POLS	**1301**	**American Govt. Org**		**CE**	**3103**	**Mech. of Solids Lab**	
				18				**18**

Summer			**SESSION I**				**SESSION II**	
	CHEM	**1307**	**Prin. of Chem. I**		**CHEM**	**1308**	**Prin. of Chem II**	
	CHEM	**1107**	**Prin. of Chem I Lab**		**CHEM**	**1108**	**Prin. of Chem II Lab**	
	POLS	**2302**	**Ameri. Public Policy**		**COMS**	**2300/3358**		
				7				**7**

Third Year			**FALL:** *BUILDING SYSTEMS*				**SPRING:** *BUILDING ENCLOSURE*	
	ARCH	**3501**	**Arch. Design Studio IV**		**ARCH**	**3502**	**Arch. Design Studio V**	
	CE	**3321**	**Intro Geotech Engr.**		**ARCH**	**3352**	**Building Information**	
	CE	**3121**	**Geotech Engr Lab**		**IE 3341 or MATH 3342**		**Statistics**	
	CE	**3440**	**Struct. Analysis I**		**CONE**	**2302**	**Surveying**	
	ARCH	**3313**	**Hist. of World Arch III**		**CE**	**3305**	**Mechanics of Fluids**	
				16				**17**

Fourth Year			**FALL**				**SPRING**	
	CE	**3341**	**Prin. Struct. Design**		**CE**	**4343**	**Design Concrete Struct.**	
	CE	**3354**	**Engr. Hydrology**		****CE**	**4340**	**Struct. Analysis II**	
	CE	**3309**	**Environ. Engr. Sys. I**		****CE**	**4342**	**Design Steel Struct.**	
	CE	**3171**	**Environ. Engr. Lab 1**		**CE**	**3372**	**Water Systems Design**	
	CE	**3302**	**Dynamics**		**ARCH**	**3314**	**Contemporary Issues in Arch.**	
	Multicultural requirement (3 hrs)							
				16				**15**

Summer I and Summer II			*URBANISM*	
	ARCH	**4601**	**Arch. Design Studio VI**	
				6

Fifth Year			**FALL**	
	+++ARCH		**Elective**	
	CE	**4330**	**Design Engr. Systems**	
	CE	**4361**	**Transportation Engr.**	
	IE 2311 or ME 2322			
				12

Total Hours: 184 (183)

**CE 4340 and 4342 are offered during spring semesters only

+++All electives must be 3 hour credit courses

TEXAS TECH UNIVERSITY
College *of* Architecture™

Name_____
SID_____
Entered Program_____

BACHELOR OF SCIENCE IN ARCHITECTURE, College of Architecture – 2015-2016
BACHELOR OF BUSINESS ADMINISTRATION in General Business, Rawls College of Business

General-Architecture Program

Admission to the University. Only courses with a minimum grade of C or better will be accepted for the Architecture Program. Must complete lower division business core requirements and have at least 2.75 cumulative GPA to take JR/SR level business courses.

All Business Administration students must maintain a 2.75 GPA to continue enrollment in all business courses at Texas Tech.

Foreign Language Required? Y N Sem 1_____ Sem 2_____

First Year			FALL: *SEEING*				SPRING: *FOUNDATION*	
ARCH	1311	Design Environment & Society		ARCH	1412	Arch. Design Studio I	
ARCH	1341	Arch. Delineation I		ARCH	1353	Digital Media I	
ENGL	1301	Ess. College Rhetoric		PHYS	1403	General Physics w/Lab	
MATH	1321	Trigonometry		MATH	1350	Analytical Geometry	
POLS	1301	Amer. Govt. Organ.		ENGL	1302	Adv College Rhetoric	
			15				17

Competitive placement based on comprehensive review including student portfolio, written essay, GPA, statement of intent, and successful completion of PHYS 1403.

Students who have not been admitted to the pre-professional program are not eligible to take courses at the 2000 level and above, except Arch 2311, Arch 2315 & ARCH 3313.

Pre-Professional Program

Summer			SESSION I				SESSION II	
ACCT	2300	Elem. Acct. I		ACCT	2301	Elem. Acct. II	
HIST	2300	Hist. US to 1877		MATH	2345	Intro. Stats. Bus.	
			6				6

Second Year			FALL: *BASIC-INTERNAL*				SPRING: *BASIC-EXTERNAL*	
ARCH	2501	Arch. Design Studio II		ARCH	2502	Arch. Design Studio III	
ARCH	2311	Hist. of World Arch I		ARCH	2315	Hist. of World Arch II	
ARCH	2351	Arch. Construction I		ARCH	2342	Creative Process	
ARCH	3341	Digital Media II		ARCH	2355	Environmental Systems	
ECO	2301	Prin. Economics I		ECO	2302	Princ. Economics II	
			17				17
Summer			SESSION I				SESSION II	
Fin	3320	Managerial Finance		†Life & Physical Sciences (4 hours)			
MGT	3370	Organization & Mgt.		MKT	3350	Intro. to Marketing	
			6				7
Third Year			FALL: *BUILDING SYSTEMS*				SPRING: *BUILDING ENCLOSURE*	
ARCH	3501	Arch. Design Studio IV		ARCH	3502	Arch. Design Studio V	
ARCH	3350	Arch. Construction II		ARCH	3314	Contemporary Issues in Arch.	
ARCH	3373	Environ. Analysis/Site Planning		ARCH	3352	Building Information	
ARCH	3313	Hist. of World Arch III		ARCH	3355	Construction III	
POLS	2302	American Pub Policy		FIN	3332	Real Estate Fundamentals	
			17				17
Summer			*URBANISM*					
++ARCH	4601	Architectural Design Studio VI		(Summer I and Summer II)			
			6				

Fourth Year			FALL: *COLLABORATION*				SPRING	
MGT	3373	Managerial Com		*Advanced BA course (3 hrs)			
+FIN	4336	Urban Land Develop.		*Advanced BA course (3 hrs)			
ISQS	3344	Intro. Prod/Oper. Mgt		***Economics Course (3 hrs)			
BLAW	3391	Bus. Law I		MGT	4380	Strategic MGT	
*Advanced BA course (3 hrs)				HIST	2301	Hist. US since 1877	
			15				15

Total Hours: 161 (**Students continuing to the MARCH program require a Multicultural Requirement**.)
†Choose from Life & Physical Sciences courses listed in the Undergraduate Academics section of the catalog.
*These courses must be selected from the areas of ACCT, ECO, ISQS, MGT and MKT, and must be at least one course chosen from at least two of the five areas.

TEXAS TECH UNIVERSITY
College *of* Architecture™

Name_____
R#_____
Entered Program_____

Students who enter the program will complete 131 credit hours, including 66 hours at EPCC and 65 hours at the College of Architecture at Texas Tech in El Paso or from University College (UC).

EL PASO PROGRAM 2015-2016

Third Year	**FALL:**		**SPRING:**		
ARCH 3501	**Arch Design Studio IV**		**ARCH 3502**	**Arch Design Studio V**	
ARCH 3373	**Environ. Analysis/Site Plan**		**ARCH 2355**	**Environmental Systems**	
ARCH 3350	**Arch. Construction II**		**ARCH 3355**	**Construction III**	
ARCH 3341	**Digital Media II**		**ARCH 3352**	**Building Information**	
ARCH 3313	**Hist. of World Arch III**		**ARCH 3314**	**Arch Contemporary Issues**	
		17			**17**

Summer		
	***General Elective (3 hr)**	
		3

Fourth Year	**FALL**		**SPRING:**		
ARCH 4601	**Architectural Design Studio VI**		**ARCH 4602**	**Architectural Design Studio VII**	
ARCH 4354	**Integrative Systems**		**+ARCH elective**		
ARCH 4341	**Media elective**		***General Elective (3 hr)**		
ARCH 4324	**Intro. to Historic Preservation**				
ARCH 4000	**Architecture & Urbanism Res. Sem.(1 hr)**				
		16			**12**

Total hours: 65

Total Program Hours—66 (EPCC or other transfer institution) + 65 (TTU) = 131
***General electives must be sophomore level or higher TTU courses**
+All electives must be 3 hour credit courses.
Revised 11/12

II.3. Evaluation of Preparatory Education

Our Master of Architecture has three different types of applicants. This consists of two pools of internal applicants (students in our Bachelor of Science program)-those with a 3.0 TTU cumulative GPA and those with below a 3.0 TTU cumulative GPA & external applicants (those students who are not currently in the College of Architecture). Each type submits the application materials listed below and all must submit the University application for Graduate Admission as well.

A. Policies Regarding Admission Requirements
The CoA policies regarding admission requirements are developed by the Administration in consultation with the Advisors and where applicable in accordance to NAAB requirements. All policies conform to the University requirement of DegreeWorks, a Web-based tool for students to monitor their academic progress toward degree completion. DegreeWorks allows students and their advisors to plan future academic coursework. DegreeWorks also ensures equivalency between courses at TTU and transferred courses from other institutions.

CoA policies require that applicants submit various sets evidence of achievement, depending on their status as an applicant (described below). This evidence can include any or all of the following, depending on the applicant's status: cumulative GPA, architecture GPA, statement of intent, letters of recommendation, essay examinations, and portfolio review.

B. Student Evaluation into the Professional Program
Undergraduate Admissions:
First-year students admitted to the University may choose as their major the Bachelor of Science in Architecture program. Upon completion of the first year, students must then apply through the Comprehensive Review to continue in the program. This Comprehensive Review consists of a review of the following: portfolio, Architecture GPA, statement of intent, essay examination, and successful completion of PHYS 1403. Students submit their materials to the Undergraduate advisor who then distributes them to the CoA Undergraduate Admissions Committee.

Transfer admission:
Students must have a 3.0 GPA in order to transfer into the Architecture program. Students transferring from a school with an articulation agreement must submit a portfolio for review. Students from a school without an articulation agreement must submit a portfolio for review, along with transcripts, course descriptions and syllabi. Courses being transferred are evaluated by the Advisors and approved by the Associate Dean of Academics to ensure that the transferred courses are equivalent to both CoA and TTU courses. All courses that are transferred must be approved through the University's "DegreeWorks," a Web-based tool for students to monitor their academic progress toward degree completion. DegreeWorks allows students and their advisors to plan future academic coursework. DegreeWorks also ensures equivalency between courses at TTU and transferred courses from other institutions. This information is reviewed by the CoA Undergraduate Admissions Committee who then determine if the credits are equivalent. Transfer from community colleges is aided by the recent definition of courses related to architecture in the THECB's (Texas Higher Education Curriculum Board) ACGM (Academic Course Guide Manual). The learning objectives for these courses include the NAAB SPC and they are structured using Bloom's Taxonomy.

Graduate Admissions:
Applicants to the M.Arch program who have completed the B.S. in Architecture from the CoA with a GPA of 'B' or higher, must submit to the Graduate Advisor a portfolio for review by the CoA Graduate Admissions Committee and the College of Architecture application. Applicants to the M.Arch program who have completed the B.S. in Architecture from the CoA with a GPA of 'C' must make a full application, which includes the GRE, statement of intent, three recommendations from faculty, a portfolio, and College of Architecture application. These materials are submitted to the Graduate Advisor and sent for review to the CoA Graduate Admissions Committee. Applicants who have not completed the B.S. in Architecture from the CoA, but who have an undergraduate degree in architecture, must submit to the Graduate

Advisor an undergraduate transcript, along with course descriptions and syllabi, and a portfolio together with stamen of intent, 3 letters of recommendation, GRE scores, and The College of Architecture application. Undergraduate architecture courses are evaluated by the Advisors and approved by the Associate Dean of Academics to ensure that the undergraduate courses are equivalent to both CoA courses. The CoA Graduate Admissions Committee using the Admission Criteria Rating system then reviews all materials. The Associate Dean for Academics determines the threshold for admission and, based on the Graduate Admissions Committee recommendation, whether remedial courses are required before admission.

Requirements for Admissions Charts

Requirements for applicants **B.S.Arch**			
	First-time Freshman**	**Transfer Students**** (non-architecture credit)	**Transfer Students** (with architecture credit)
ApplyTexas.org (State wide application)	**X**	**X**	**X**
Red Raider Orientation	**X**	**X**	**X**
Architecture Advisement	**X**	**X**	**X**
Meet 3.0 GPA overall		**X**	**X**
Comprehensive Review Pre-Professional Admission after completing First Year curriculum			
Statement of Intent	**X**	**X**	**X**
Portfolio	**X**	**X**	**X**
Writing Exam	**X**	**X**	
Undergraduate Transcript			**X**
Meet 3.0 GPA in Architecture Classes	**X**	**X**	**X**
** Accepted into the first year, non Pre-professional Architecture Program			

Requirements for applicants **M.Arch**			
	Internal Applicant 3.0 GPA or Better	**Internal Applicant** Bellow 3.0 GPA	**External Applicant**
University Graduate Admission Application	**X**	**X**	**X**
College of Architecture Application	**X**	**X**	**X**
Portfolio Required	**X**	**X**	**X**
Statement of Intent		**X**	**X**
Letters of Recommendation		**3**	**3**
GRE Scores		**X**	**X**
Undergraduate Transcript			**X**
Syllabi/Course Descriptions			**X**

Requirements for applicants **M.S. & LPMD**		
	M.S.	**LPMD**
University Graduate Admission Application	**X**	**X**
College of Architecture Application	**X**	**X**
Portfolio Required	**X**	**X**
Letter of Intent	**X**	**X**
Letters of Recommendation	**3**	**3**
GRE Scores	**X**	**X**
Research Writing		**X** (5,000 words)
Resume	Preferred	Preferred

II.4. Public Information

Statement on NAAB-Accredited Degrees
http://arch.ttu.edu/wiki/Accreditation_Statement

Access to NAAB Conditions and Procedures

2014 Conditions for Accreditation
http://arch.ttu.edu/w/images/f/fe/NAAB_2014_Conditions.pdf

2014 Conditions for Accreditation
http://arch.ttu.edu/w/images/5/55/2015_Procedures_Final_Approved_Edition_copyedited_052915.pdf

Conditions for Accreditation 2009 (Previous Visit Fall 2010)
http://arch.ttu.edu/w/images/6/6b/2009_Conditions_FINAL_EDITION-3.pdf

Career Development Information
http://arch.ttu.edu/wiki/Requirements_for_Licensure_as_an_Architect

APRs and VTRs

Responses to Interim Progress Reports
http://arch.ttu.edu/w/images/c/c6/NAAB_FE_Report_29may12_revisited_11.28.12-4-.pdf

http://arch.ttu.edu/w/images/3/3d/Responses_to_the_Not_Met_Annual_report_to_NAAB_11.29.12.pdf

Most Recent NAAB Decision Letter
http://arch.ttu.edu/w/images/5/54/NAAB_Response_page_1.pdf

Architecture Program Review (APR) 2010
http://arch.ttu.edu/w/images/c/cd/2010_Architecture_Program_Review.pdf

Visiting Team Report (VTR) 2010
http://arch.ttu.edu/w/images/7/7b/VTR_4-21-10_Final.pdf

ARE Pass Rates
http://arch.ttu.edu/wiki/Architecture_Registration_Examinations

College of Architecture Admission Procedures
http://arch.ttu.edu/wiki/Admissions

College of Architecture Advising and Admissions Contact
http://arch.ttu.edu/wiki/Admissions_Contacts

Scholarships
http://arch.ttu.edu/wiki/Scholarships

Diversity Statement
http://arch.ttu.edu/wiki/Diversity

Financial Information
http://arch.ttu.edu/wiki/Financial_Information

III.1.1. Annual Statistical Reports

TEXAS TECH UNIVERSITY
Office *of* the Provost
Institutional Research

To: Clifton Ellis

From: Vicki West
Director of Institutional Research

Subject: Data Furnished to College of Architecture for NAAB Reporting

Date: September 10, 2015

Please consider this my certification that all data submitted to the TTU College of Architecture for its Annual Report Submission to the NAAB since the last site visit is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics.

Box 42017 | Lubbock, Texas 79409-2017

An EEO/Affirmative Action Institution

III.1.2. Interim Progress Reports

From the *Guide to the 2014 Conditions for Accreditation and Preparation of an Architecture Program Repor*t:

“The NAAB will provide the following [Interim Program Reports] directly to the team at the same time as the VTR template and other materials”

SECTION 4. SUPPLEMENTAL MATERIAL

Course Descriptions (Secured File Transfer – TTU Large File Transfer)
https://appspace.ads.ttu.edu/LargeFileTransfer/DownloadFile.aspx?id=5367d409-efb7-4cc2-9744-e3024dff59d9&key=E825C58F4A2B58FB46213C0A55C123B7E30BDA5A

Matrix of Required Courses
http://arch.ttu.edu/w/images/5/54/NAAB_2014_Matrix-.pdf

Faculty Matrix (Secured File Transfer – TTU Large File Transfer)
https://appspace.ads.ttu.edu/LargeFileTransfer/DownloadFile.aspx?id=7a3181d8-428b-4b74-b7e7-dd3ad159b131&key=883B25B245AD3C2B40313517C8CB2130703E7127

Faculty Resumes (Secured File Transfer – TTU Large File Transfer)
https://appspace.ads.ttu.edu/LargeFileTransfer/DownloadFile.aspx?id=eb5daaf1-b578-4bca-a4fa-47ffe0569c0d&key=068A586FC6A87E98541063DC1F45D080AF729A9F

Studio Culture Policy (Secured File Transfer – TTU Large File Transfer)
http://arch.ttu.edu/w/images/d/da/TTU_CoA_Studio_Culture_Policy_9_4_2015.pdf

Self-Assessment Policies and Objectives (Secured File Transfer – TTU Large File Transfer)
https://appspace.ads.ttu.edu/LargeFileTransfer/DownloadFile.aspx?id=9d97f008-0939-44c8-82e6-c559e8e09d7c&key=C63A2A90DEE15DEE41E9B56F9FC2341F7B6BC5B9

Assessment Rubrics
http://arch.ttu.edu/w/images/4/4a/TTU_COA_AssessmentRubrics.pdf

Policies on Academic Integrity
http://arch.ttu.edu/wiki/Academic_Integrity

Information Resources policies (Secured File Transfer – TTU Large File Transfer)

> **Architecture Library Journal List**
> https://appspace.ads.ttu.edu/LargeFileTransfer/DownloadFile.aspx?id=65bc3773-a598-47a2-90e2-3a12e06f4463&key=957BDDDE1FA2EBCAB85B07EC87D0F7A917035F96
>
> **Architecture Library Journal List**
> https://appspace.ads.ttu.edu/LargeFileTransfer/DownloadFile.aspx?id=bd7121af-77d5-46a4-adf9-f6ecefdc98c5&key=3F9EAEE68DCD51B2F525044720F0071459BA9F01

Institutional Policy – EEO/AA
http://www.texastech.edu/offices/equal-employment/
http://www.depts.ttu.edu/hr/legal/eeo.php
http://www.depts.ttu.edu/hr/TitleIX/

Institutional Policy – Human Resources
http://www.depts.ttu.edu/hr/
http://www.depts.ttu.edu/hr/empCurrent/index.php
http://www.depts.ttu.edu/hr/empManager/index.php

Policies, Procedures and Criteria for Faculty
http://arch.ttu.edu/wiki/Faculty_Documents_and_Forms

Response to the Off-Campuss Questionnaire (Secured File Transfer – TTU Large File Transfer)
https://appspace.ads.ttu.edu/LargeFileTransfer/DownloadFile.aspx?id=c87f8413-294a-4777-839c-6d2fef585ba2&key=A4FF26287811B920C7F8D356B73743A6188E54FE