

SUSTAIN HEALTH



Sant Pau Hospital Research Institute ([Aldo Amoretti](#))

Arch 4601

Architectural Design 7

6 semester credit hours

1-4:50 pm, MWF, F2021

Instructors

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1. COURSE REQUIREMENTS

- I. Provides instruction in advanced architectural design projects.
- II. Students develop integrated design skills negotiating the complex issues of program, site, and form in a specific cultural context.
- III. Integrates aspects of architectural theory, building technology, and computation into the design process.

Meeting course requirements through design for health and sustainability

1a. "An advanced architectural design project"

The purpose of this fourth-year studio is to develop and integrate your architectural knowledge and skills to design one building as part of a health hub: either a small community-based clinic or a community wellness center. Both buildings will have specific features that enhance health and decrease pollution. You will work in teams of two, with each student designing one building independently and the team working together on site design.

1b. "Negotiating complex issues of form, site, and context"

Human health is not just a matter of making "good" personal decisions, but health is always created in part by physical and social contexts. The COVID-19 pandemic has exposed some of the limitations of conceiving health as though it was strictly and only a matter of individual choices that are made independently of context. Similarly, individual choice is proving limited in slowing or reversing global warming and other effects of pollution.

Health and pollution are linked. Healthcare architecture as a program type is a high energy consumer and producer of waste, and in this way healthcare architecture contributes to pollution. Meanwhile, pollution poses a number of health-harming effects, including through extreme weather events, increased prevalence of new, communicable disease, and harmful contamination along material supply chains. These impacts on human health are on top of the disastrous effects of pollution on non-human animals.

Architecture cannot "create" health or "solve" pollution and climate. These problems and their solutions are built into the larger economic and political systems that shape how architects work and how architecture takes form. Perhaps aware of the limited power of architecture as such, a number kind of famous architectural projects have responded to the climate crises with compelling imagery aimed at raising awareness. Such projects indicate that the proper response of architects faced with big problems

is to focus on representations. In some cases, representation-driven inquiries introduce perspectives that can valuably enrich how architects conceive and approach architectural problems. For example, David Gissen's exhibition at the 2021 Venice Biennale presents the expansive and nuanced forms of perception that disabled people use¹. Meanwhile, other representation-driven projects have been critiqued as grifts that exploit the justifiably high levels of concern around problems without no clear solutions². This studio takes a different approach, one more focused on the practice of technique.

Your job in this course is to develop techniques in architectural design in ways that restore and maintain the health of human and other animals.

This approach emphasizes activities located in the professional purview of architects. The intent is for you to gain conceptual and applied skills that prepare you to contribute to a practice environment in areas of health and comparatively resource-efficient architecture.

The site for this studio will be in Lubbock:

2219 Martin Luther King Jr Road
Lubbock TX 79404

1c. "Theory, building technology, and computation"

This advanced undergraduate studio involves theory, computation, and building technology as follows:

1ci. Theory: Population Health, Pollution, Aesthetics

This course has four short texts and a video that introduce perspectives on population health, pollution, beauty, and architecture.

Population Health: Population health describes the health of groups, and, as a field, population health recognizes the overpowering influence of context on health. Clinic-

¹ <https://www.labiennale.org/en/architecture/2021/stations/david-gissen-jennifer-stager-and-mantha-zarmakoupi>

² <https://mcmansionhell.com/post/618938984050147328/coronagrifting-a-design-phenomenon>

based health care and environmental sustainability are both important to population health.

*** Interdisciplinary Association for Population Health Science, "What is Population Health?", [not dated].**

<https://iaphs.org/what-is-population-health/>

Pollution: This course includes a focus on pollution-reducing techniques in architecture, and it does so in a context that acknowledges that pollution is built deeply into the ways our world is structured and that it is a health issue.

*** Max Liboiron, "How Plastic Is a Function of Colonialism", December 2018.**

<https://www.teenvogue.com/story/how-plastic-is-a-function-of-colonialism?verso=true>.

*** Katharine Hayhoe, "Closing remarks to the Lancet [UK national medical] Conference":**

<https://www.youtube.com/watch?v=a76GkbjrL0g>

Aesthetics: The theorization of aesthetics presented here takes the creation of beautiful environments as a form of care that fortifies against a harsh world.

*** Christina Sharpe, "Beauty Is a Method". *e-flux* Journal #105, December 2019**

<https://www.e-flux.com/journal/105/303916/beauty-is-a-method/>

1cii. Building Technology and Computation

For the purposes of this course, computation and building technology are entwined. Building technologies create a re-programmable building where embodied energy and operational energy are key considerations. Computation is used to characterize these technologies and will be diagrammatic.

2. LEARNING OBJECTIVES AND SKILLS³, MEANS OF EVALUATION, STUDIO METHODS, GRADING

student learning objectives	associated student skills⁴	evaluation/grading*
1. Develop site design to support wellness 2. Develop site design to reduce building energy use	Site analysis Passive design strategies for massing	Studio review 1, 15% grade See following section, "Review Requirements"
3. Develop building form, including structural grid and scheme for mechanical and partition systems, that can easily convert program	Grid systems and their implications for structure, program, space, and adaptability Reflected ceiling plans and integrating structure, space, and systems	Studio review 2, 25% grade See following section, "Review Requirements"
4. Develop the building material form to provide: 4a. healthy indoor environmental quality 4b. reduced material embodied energy and building energy use	Applying principles in design for: * indoor environmental quality * reduced material and energy use	Studio review 3, 35% grade See following section, "Review Requirements"
5. Present a complete final project with visual and verbal clarity and (optional, but preferred) with joy	Strategies for verbal and visual narration Student ownership of an intellectually and formally coherent project	Final review, 25% grade See following section, "Review Requirements"

***Grading**

Grading follows standards from TTU Operating Policy 32.12.

A = Excellent; B = Good; C = Average; D = Inferior (passing, but not necessarily satisfying degree requirements); F = Failure

³ Meet NAAB SC.1 Health, Safety and Welfare in the Built Environment and SC.5 Design Synthesis

⁴ These are student performance objectives for this course.

3. REVIEW REQUIREMENTS

Your studio grade will be based on four reviews. Drawing lists for each review appear below and drawing standards appear in Appendix 1.

4601 Review 1: Site Analysis and Preliminary Design, September 3 (Zook); September 8 (Cooke)

1. Work from small groups: site model (1" = 20'); site history and background, and code and site information.
2. Site plan series that conveys site extents, topography, flood plains, easements, required setbacks, and existing plantings, roads, and buildings (5: develop at 1'0" = 1/64")
3. Site sections that convey topography and existing plantings, roads, and buildings (5: develop at 1'0" = 1/64")
4. Site photos
5. Diagrammatic analysis of prevailing active and vehicular transit (e.g., walking, cycling, cars, watercraft).
6. Three specific site options developed with building area (approx. 5000 sf) in plan, diagrammed for the following (3: develop at 1'0" = 1/32"):
 - a) Prevailing winds and potential for passive ventilation
 - b) Solar orientation and potential for solar heat gain
 - c) Solar orientation and potential for visual glare
 - d) Solar orientation and potential for daylighting
 - e) Potential vehicular access path
 - f) Potential pedestrian and cycling paths

4601 Review 2: Concept Design for a Building with a Life: Form, Structure, and Systems, September 27

1. Title
2. 25-50 word narrative
3. Program diagrams: At 1'0" = 1/16", draw all programmatic items in plan. Array and label them. For exam, procedure, and consultation rooms, include typical furnishings. See Appendix 2 for details.
4. Adjacencies graph identifying key spaces that should be directly connected, visually connected, or within threshold distances of one another.
5. For two precedents (from list provided on page 10), analysis of column grids and how they integrate program, technology, and aesthetics.

6. Development of three column grid concepts in plan, section, and plan oblique (1'0" = 1/16").

Program 1 is configured as a clinic, following the attached program.

Program 2 is configured as a house.

For each iteration, include:

Plans: 6 total; 2 programs by three column grid designs; show programmatic zones (1'0" = 1/8")

Exploded plan oblique including layers for foundation, column grid, HVAC, and roof: 6 total; 2 programs by three column grid designs; show programmatic zones. (1'0" = 1/8")

Elevations that establish a relation of fenestration to the column grid: 3 total, 1 per column grid (1'0" = 1/8")

Sections that show spatial attributes and integration of building technology: 3 total, 1 per column grid (1'0" = 1/8")

Predesign and concept design will be developed into a research book with the following sections: user, program, context, and precedent studies.

4601 Review 3: Design Development, October 22

1. Title
2. 50-word narrative
3. Plans: All floors, roof, reflected ceiling plan (1'-0" = 1/8"); include plan lower showing accessibility
4. Building sections: 2, (1) longitudinal and (1) cross (1'-0" = 1/8")
5. Building elevations: 4 (1'-0" = 1/8")
6. Wall section (1'0" = 1/2")
7. Exploded plan oblique including foundation, column grid, HVAC, and roof. 1'0" = 1/16"
8. Full building section with developed interior elevations: (1'0" = 1/2").
9. Section perspective (not to scale)
10. Photos of study models showing simulated lighting conditions.
11. Physical model (1'-0" = 1/8")
12. Patient p.o.v. render series, 5 renders
13. Provider p.o.v. render series, 5 renders
14. Community member p.o.v. render series, 5 renders

4601 Final Review, Nov 17 (Zook) and 19 (Cooke)

Revision and presentation of items from Review 3

Boards (exact format TBD)

Book (online hosting, exact format TBD)

4. PROGRAM

You will work in pairs, collaborating on site design, while each designing a separate building: a clinic and a center for wellness and engagement. (If you cannot agree on who will design what, flip a coin.)

Outdoor spaces:

1. Drive-through lane for pandemic testing with weather-protected area for workers and easy, safe access to lab
2. Parking lot with 5.5 spaces per 1000 square feet of facility space
3. Small wellness garden with outdoor seating, approximately 1000 sf
4. Walking path (can connect with or extend existing site paths)
5. Secure cycle parking

Building 1: Clinic

This project is a primary care center with telemedicine services, site features for gathering and activity, and individual- and community-oriented wellness spaces.

Sustainability will be pursued through siting, passive design strategies, structure and systems that are adaptable to changed, future use, as well as other strategies.

Additional background of this program type can be found here:

<https://www.wbdg.org/space-types/clinic-health-unit>

Building spaces:

Room	Length	Width	Area	#	Total SF
Entrance vestibule	7	7	49	1	49
Waiting room, suitable for off-hours community use			400	1	400
Consultation rooms/dr. or advanced practitioner office (see following)			200	2	400
Examination rooms (see following)	10	10	100	4	400
Procedure rooms(see following)	10	13	130	2	260
Telemedicine room (see following)	10	16	160	1	160
Lab, includes med storage	12	10	120	1	120
Restrooms, adjoin to a common space	8	8	64	2	128
Restroom, adjoins to lab	8	8	64	1	64
Restroom, for staff	8	10	80	1	80
Janitor closet			64	1	64
Clean storage			16	1	16
Soiled linen			16	1	16
Staff break room			120	1	120
Business office, connected to waiting/reception			400	1	400

Room	Length	Width	Area	#	Total SF
Education and collaboration room	25	30	750	1	750
Refreshment alcove: fruit, coffee/tea, cold drinks	10	3	30	1	30
Charting alcoves off hallway	4	2	8	2	16
Net sf					3,473
40% net sf for circulation and soft space					1,389
Total sf					4,862

Building 2: Center for wellness and engagement

Building spaces:

Room	Length	Width	Area	#	Total SF
Entrance vestibule	7	7	49	2	98
Reception room, suitable for off-hours community use			400	1	400
Restrooms, adjoin to a common space	8	8	64	2	128
Therapist's offices			150	2	300
Telemedicine rooms for psychiatry and counseling			100	2	200
Group therapy room			600	1	600
Dental clinic treatment area	12	11	132	1	132
Dental clinic sterilization/equipment/supplies			64	1	64
Janitor closet			64	1	64
Advanced practitioner office			150	1	150
Manager office			150	1	150
Team/unassigned work area (rotating dentist, mindfulness instructor, repair staff, etc.)			200	1	200
Restroom, for staff	8	10	80	1	80
Food pharmacy (direct outdoor access)			150	1	150
Kayak/bike storage and repair (direct outdoor access)			600	1	600
Inventory storage			300	1	150
Individual changing rooms, adjacent external lockers	7	7	49	2	98
Café with warming kitchen, 20 seats, including indoor and outdoor seating			800	1	800
Net sf					4,364
30% net sf for circulation and soft space					1,309
Total sf					5,673

5. PRECEDENTS

Please choose two precedents, a modernist house and contemporary on-residential building, from the list below to analyze. Pay special attention to the grid and how it interacts with program, technology and aesthetics:

Modernist

1. Villa Savoye, Poissy (France), Le Corbusier, 1931
2. Villa Stein at Garches (France), Le Corbusier, 1928
3. Villa Tugendhat, Brno (Czechoslovakia), Mies Van Der Rohe, 1928
4. Eames house, Pacific Palisades (CA), Charles and Ray Eames, 1949

Contemporary

1. CMS Villaverde Public Healthcare Center, Madrid (Spain), Estudio Entresito, 2010
2. Lecture building at the Alioune Dioup Research and Teaching Center, Bombey (Senegal), IDOM, 2017
3. North Carolina Museum of Art, Raleigh (NC), Thomas Phifer and Partners, 2010
4. Museum of Handcraft Paper, Baoshan (China) TAO - Trace Architecture Office, 2010

6. SCHEDULE OF CLASS MEETINGS

Subject to change

The schedule of class meetings below contains information on project phase, lectures, reviews, and holidays. Individual studio meetings not otherwise specified will be conducted at the discretion of your specific instructor.

In-studio lectures are an important source of perspectives, skills, and resources.⁵ They have been planned to aid your work on your project and to deliver key information that you should learn in this course. You should think of the lectures as the verbal, distributed textbook for the studio. Information in lectures will not necessarily be conveyed elsewhere; in many cases, the material does not exist in other forms. **Do. Not. Miss. Lectures.** And, if you must, be sure to view the recordings, which will be made available to all students.

Please also note that the largest chunk of your grade will be issued for the design development phase. While most of this work falls in October, your success in design development will depend on diligent work in the prior phases. The grade weights for each phase are proportional to the number of studio meetings that constitute that phase.

Week	Date	Phase	In-studio topic	In-studio activity
1	M Au 25	Pre	All-school meeting & lottery no studio meeting	All-school meeting
1	W Au 25	Pre	WELCOME, OVERVIEW, SYLLABUS REVIEW <i>BEGIN PREDESIGN</i> Group work https://ci.lubbock.tx.us/departments/gis-data-services/gis-web-apps	Studio & phase overview In-class work
1	F Au 27	Pre	On-site documentation: 1:30-4:30 2219 Martin Luther King Jr Road Lubbock TX 79404 Homework: site plans and sections; preliminary design of three site options with observed site conditions	In-person site visit
2	M Au 30	Pre	SUSTAINABLE SITE DESIGN, 1-2pm (McReynolds) Site options with climate and circulation implications	ALL-STUDIO LECTURE In-class work, desk crits
2	W Sep 1	Pre	Complete and prepare presentation format	In-class work, desk crits
2	F Sep 3	Pre	PRE-DESIGN: IN-CLASS REVIEW (Zook)	ZOOK PRE-DESIGN REVIEW (15% grade)
			Work session (Cooke)	In-class independent work

⁵ The lectures teach the following NAAB Values and Program Criteria: V.1 Design, V.5 Leadership, Collaboration, and Community Engagement, PC.1 Career Paths, PC.2 Design, PC.6 Leadership and Collaboration

Week	Date	Phase	In-studio topic	In-studio activity
3	M Sep 6	---	NO CLASS: ENJOY YOUR LABOR DAY	
3	W Sep 8	Concept	HEALTH AND SUSTAINABILITY: BASE BUILDING + INFILL, 1-2pm (Zook) For Friday, read "What is population health?"	ALL-STUDIO LECTURE Phase overview
			PRE-DESIGN: IN-CLASS REVIEW (Cooke)	COOKE PRE-DESIGN REVIEW (15% grade)
			Zook: <i>BEGIN CONCEPT DESIGN</i> Analysis of grid precedent	
3	F Sep 10	Concept	Analysis of grid precedent Analysis of program	In-class work, desk crits
4	M Sep 13	Concept	INTERVENING + RENOVATING, 1-2pm (Martinez) Three grid iterations with programmatic overlay in plan	ALL-STUDIO LECTURE In-class work, desk crits
			CoA Lecture: PI.KL Studio: Open Practice, 3pm	CoA Lecture
4	W Sep 15	Concept	In-class presentation of grid precedents, program	In-class presentation
4	F Sep 17	Concept	Development of grid concepts	In-class work, desk crits
5	M Sep 20	Concept	PASSIVE COOLING DESIGN, 1-2pm (Aranha) Three grid iterations with programmatic overlay in plan	ALL-STUDIO LECTURE In-class work, desk crits
5	W Sep 22	Concept	Development of grid concepts	In-class work, desk crits
5	F Sep 24	Concept	Development of research book as presentation	In-class work, desk crits
6	M Sep 27	Concept	CONCEPT REVIEW JURORED REVIEW	CONCEPT REVIEW (25% grade)
			CoA Lecture: Dawn Finley Lecture: System of Novelties, 3pm	CoA Lecture
6	W Sep 29	DD	CONCEPT REVIEW JURORED REVIEW	CONCEPT REVIEW (25% grade)
			MATERIAL ASSEMBLIES, 1-2pm (Raab) <i>BEGIN DESIGN DEVELOPMENT</i> For Wednesday, read "How Plastic is a Function of Colonialism" For Wednesday, view "Closing remarks to the Lancet"	ALL-STUDIO LECTURE In-class work, desk crits
6	F Oct 1	DD	COOKE SECTION-PERSPECTIVE/REVIT DEMO, 1-2pm Plans	Cooke lecture for Sustain Health sections In-class work, desk crits
8	M Oct 4	DD	SENSORY DESIGN AND LEARNING FROM DISABILITY, 1-2pm (Wade) Sections	ALL-STUDIO LECTURE In-class work, desk crits
7	W Oct 6	DD	Elevations	In-class work, desk crits
7	F Oct 8	DD	Wall section	In-class work, desk crits
8	M Oct 11	DD	DRAWING SETS, 1-2pm (Wahlberg) Exploded plan oblique For Wednesday, read "Beauty is a method"	ALL-STUDIO LECTURE In-class work, desk crits
8	W Oct 13	DD	Interior elevations	In-class work, desk crits

Week	Date	Phase	In-studio topic	In-studio activity
8	F Oct 15	DD	Render sketches	In-class work, desk crits
9	M Oct 18	DD	Render drafts	In-class work, desk crits
9	W Oct 20	DD	Render drafts, presentation formatting	In-class work, desk crits
9	F Oct 22	DD	DESIGN DEVELOPMENT JURORED REVIEW	DESIGN DEV REVIEW (35% grade)
10	M Oct 25	Final	BOOKS, COMPETITIONS, PRESENTATION, 1-2 pm ISSUE FINAL	Zook lecture for Sustain Health sections In-class work, desk crits
10	W Oct 27	Final	Revision and presentation prep	In-class work, desk crits
10	F Oct 29	Final	Revision and presentation prep	In-class work, desk crits
11	M Nov 1	Final	Revision and presentation prep	In-class work, desk crits
11	W Nov 3	Final	Revision and presentation prep	In-class work, desk crits
11	F Nov 5	Final	Revision and presentation prep	In-class work, desk crits
12	M Nov 8	Final	Mock review	In-class mock review
12	W Nov 10	Final	Revision and presentation prep	In-class work, desk crits
12	F Nov 12	Final	Revision and presentation prep	In-class work, desk crits
13	M Nov 15	Final	Revision and presentation prep	In-class work, desk crits
13	W Nov 17	Final	FINAL REVIEW: Zook	FINAL REVIEW * (35% grade)
13	F Nov 19	Final	FINAL REVIEW: Cooke	FINAL REVIEW * (35% grade)
14	M Nov 22		NO CLASS: POST FINAL REVIEW	
14	W Nov 24		NO CLASS: ENJOY YOUR HOLIDAY	
14	F Nov 26		NO CLASS: ENJOY YOUR HOLIDAY	
15	M Nov 29		NO CLASS: POST FINAL REVIEW	
15	W Dec 1		NO CLASS: POST FINAL REVIEW	
15	F Dec 3		NO CLASS: STUDY DAY	
16	M Dec 6		NO CLASS: FINAL EXAMS PERIOD	
16	W Dec 8		NO CLASS: FINAL EXAMS PERIOD	
16	R Dec 9		NO CLASS: SEMESTER ENDS	

7. UNIVERSITY STATEMENTS ON COVID

PREVENTING COVID-19

1. Vaccinations

COVID-19 vaccinations are strongly encouraged by TTU and the CoA. The delta variant is spreading across our city and the country and the best way to protect your health and the health of others is to get vaccinated. The university also has a vaccine incentive program. See here for details: <https://www.depts.ttu.edu/communications/emergency/coronavirus/vaccination-incentives/>

Please go here to learn more about the safety and efficacy of the COVID-19 vaccine: <https://www.depts.ttu.edu/communications/emergency/coronavirus/vaccination-incentives/>

Where to receive a COVID-19 vaccine?

Off campus:

- Your local pharmacy
- Your physician
- The City of Lubbock is hosting several clinics: <https://ci.lubbock.tx.us/departments/health-department/covid-19/covid-19-vaccine>
- The City of Lubbock is hosting a pop up clinic Thursday-Sunday, from noon-close, inside the South Plains Mall- location D06 across from Claire's and Journeys Kidz

On campus:

- The Texas Department of Emergency Management (TDEM) will operate a COVID-19 vaccination clinic from August 11-17 at the one-stop-shop back-to-school event at Holden Hall. After August 17th, vaccinations will be available on campus at Student Health Services.
- On August 20th, vaccinations will be available at 18th and Flint from 10.m. to 2 p.m. in a City of Lubbock Mobile Vaccination Bus
- On August 26th, vaccinations will be available at Memorial Circle from 10.m. to 2 p.m. in a City of Lubbock Mobile Vaccination Bus

Students should submit their COVID-19 vaccination record here: <https://auth.medproctor.com/cas/login?service=https://secure.medproctor.com/casHandler>

2. **Masks**

Face coverings are welcome and encouraged to help mitigate the spread of COVID-19. Masks will be available in all College of Architecture classes.

EXPOSURES AND SYMPTOMATIC COVID-19

Testing

- Students that are exhibiting symptoms of COVID-19 should contact Student Health Services immediately and schedule an appointment for testing. The cost for testing provided through Student Health Services will be billed to insurance for those students that are covered. Insurance pays 100 percent of the testing costs. The self-pay cost is \$40 and can be posted to a student's account through Student Business Services. To make an appointment, please call **806-743-2848**.
- COVID-19 testing is also offered at numerous pharmacies across the City of Lubbock.
- The City offers testing sites found here: <https://ci.lubbock.tx.us/departments/health-department/covid-19/covid-19-testing-location>
- **Where to report a positive diagnosis:** <https://ttucovid19.ttu.edu/User/Consent>

Quarantine and Isolation Procedures

- Fully vaccinated students (including those with medical and religious exemptions) that aren't experiencing symptoms will not be required to quarantine following an exposure to a COVID-19 positive person, including roommates. Following a known exposure, students should monitor for symptoms over the course of 14 days and quarantine if symptoms develop.
- Fully vaccinated students that receive a positive diagnosis for COVID-19 will be required to self-isolate. Students that are vaccinated, including those with medical and religious exceptions, and live in university housing will be provided with a location to complete the self-isolation period. If an off-campus location is necessary, the university will cover the associated housing expenses.
- Unvaccinated or undisclosed students that have been identified as having a known exposure to a COVID-19 positive person will be required to quarantine for a minimum of 7 days or longer depending upon testing. If a student is unvaccinated and can prove a COVID-19 diagnosis and recovery in the last three months, quarantine will not be required.
- Unvaccinated or undisclosed students that receive a positive diagnosis for COVID-19 will be required to self-isolate. The university will offer information regarding off-campus options for unvaccinated students that reside in university housing to complete the self-isolation period but will not cover any associated expenses,

8. OTHER UNIVERSITY STATEMENTS

ADA STATEMENT:

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

ACADEMIC INTEGRITY STATEMENT:

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

RELIGIOUS HOLY DAY STATEMENT:

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

DISCRIMINATION, HARASSMENT, AND SEXUAL VIOLENCE STATEMENT:

Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free

from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other [Title IX violations](#) are not tolerated by the University. Report any incidents to the Office for Student Rights & Resolution, (806)-742-SAFE (7233) or file a report online at titleix.ttu.edu/students. Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are: TTU Student Counseling Center, 806- 742-3674, <https://www.depts.ttu.edu/scc/>(Provides confidential support on campus.) TTU 24-hour Crisis Helpline, 806-742-5555, (Assists students who are experiencing a mental health or interpersonal violence crisis. If you call the helpline, you will speak with a mental health counselor.) Voice of Hope Lubbock Rape Crisis Center, 806-763-7273, voiceofhopelubbock.org (24-hour hotline that provides support for survivors of sexual violence.) The Risk, Intervention, Safety and Education (RISE) Office, 806-742-2110, <https://www.depts.ttu.edu/rise/> (Provides a range of resources and support options focused on prevention education and student wellness.) Texas Tech Police Department, 806-742- 3931, <http://www.depts.ttu.edu/ttspd/> (To report criminal activity that occurs on or near Texas Tech campus.)

CIVILITY IN THE CLASSROOM STATEMENT:

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

LGBTQIA SUPPORT STATEMENT*:

Office of LGBTQIA, Student Union Building Room 201, www.lgbtqia.ttu.edu, 806.742.5433

Within the Center for Campus Life, the Office serves the Texas Tech community through facilitation and leadership of programming and advocacy efforts. This work is aimed at strengthening the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community and sustaining an inclusive campus that welcomes people of all sexual orientations, gender identities, and gender expressions.

APPENDICES



APPENDIX 1: DRAWING STANDARDS

Drawing standards should be met if a drawing is to be considered ***complete***.

Plans

- A. Ground level shows contour; site design elements including parking paths, sidewalks, vegetation, and plantings; site extends to midline of road; must be wheelchair accessible to include accessible parking space, signage, curb ramp, route to an entrance; internal elevator and two stairs required if multiple stories.
- B. All levels same scale.
- C. Clear graphic differentiation between interior and exterior.
- D. Rational, well-designed thicknesses of walls, columns, partitions, panels, glass, railings, retaining walls, ramps, stairs, railings.
- E. Drawing title, graphic scale, north arrow, and key cuts for corresponding sections.
- F. Elevation markers or height labels on reflected ceiling plans.
- G. Program space names labeled or numbered with a key list.

Sections

- H. Appropriate thickness of floors, roof, and walls.
- I. Clear graphic differentiation between interior and exterior.
- J. Drawing title, graphic scale, and clear reference to cut points on corresponding plans.
- K. Elevation markers for floor levels and other relevant heights.

Elevations

- L. Demonstrates ground connection/relationship with the ground.
- M. Elevation markers for ground, roof, and other relevant heights.
- N. Clear depiction of apertures, scale figures, and visible context (e.g. topography, vegetation).
- O. Interior elevations: furniture and other scaling items, with background.

Renderings

- P. Should, show the building from a variety of distances and in a variety of spaces
- Q. Should have an intentional and consistent aesthetic (e.g., not Revit default)
- R. Should clearly convey what is being depicted with captions and or reference plans.

APPENDIX 2: DESIGN OF KEY CLINICAL SPACES: PROCEDURE ROOMS, EXAM ROOMS, OFFICES, AND TELEMEDICINE

EXAM ROOMS

What is an exam room and how do you lay it out?

The exam room is where the patient meets with, talks with, and is usually physically examined by a doctor or nurse practitioner. Formerly, these spaces were focused on the physical exam. Presently, our health system deals with more chronic disease and recognizes that health and management of disease are more effective when the patient feels understood and supported by not only the provider, but also friends and family, who can be included in appointments. For these reasons, our exam room has four zones.

1. The exam zone: has an exam table or chair that can be approached from the front and two sides (usually at a 45-degree angle in the room).
2. A seating zone for family or friends.
3. An area where the provider can sit and talk with the patient and family.
4. An area where the provider can input medical information into a computer. Having a screen on an arm or a wall that patients can see lets the provider share information with the patient and the patient's companion (e.g., about the disease condition or treatment options).

Additional notes:

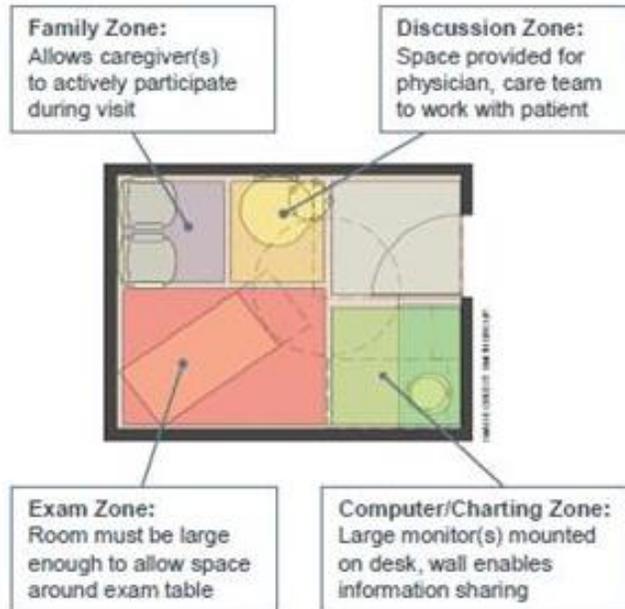
- A. The provider zone should be near the door. If a patient becomes aggressive, the provider should be able to easily leave the room.
- B. Consider laying out the door and swing in ways that keep the exam table/chair and computer screen out of view from the corridor.
- C. Design the flow of the room such that ***THE PROVIDER DOES NOT TURN THEIR BACK ON THE PATIENT.*** Nobody likes that.
- D. Usually there is some kind of casework, often including a sink for handwashing.
- E. You can put the computer (for electronic medical records) on a cart rather than as part of casework or a desk.

Distinct Spaces Facilitate Patient-Provider Conversations

Problems with Current Design

- ✘ Static design for past 50 years, despite changing technologies and processes
- ✘ Rooms create unequal "top-down" footing between doctor and patient
- ✘ Dominated by exam table and tools despite limited use during visit
- ✘ Inflexible use of furniture and space to accommodate patient needs

Four Zones of the Ideal Exam Room



Source: SmithGroup, Andersen/Allen, a part of Spence; Health Care Advisory Board interviews and analysis

PROCEDURE ROOMS

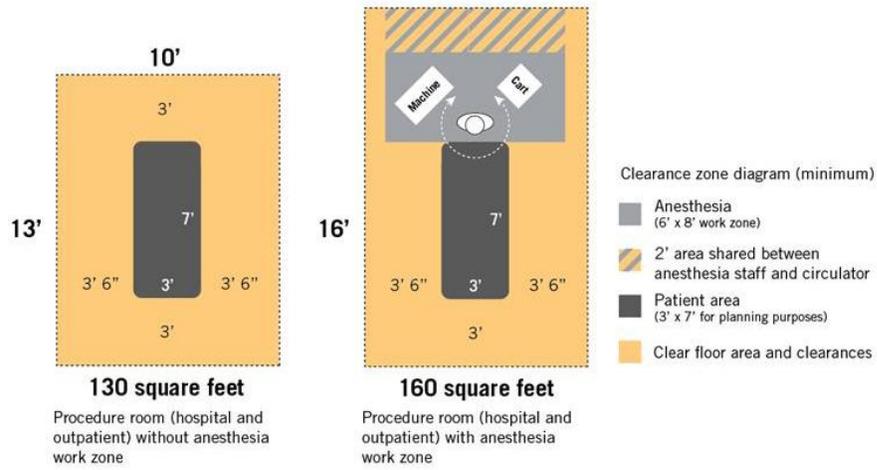
What is a procedure room and how do you lay it out?

The exam room is where most patient appointments take place, and many of these appointments are fast. However, if the exam leads to the provider needing more imagery or performing a minor intervention, the patient will be moved from the exam room to the procedure room. Procedures will occur here that require sterile instruments and environments, but not rising to the invasiveness of operating rooms. The procedure room is larger than the exam room to allow more space for providers and equipment and it is also maintained at a higher level of cleanliness.

In your “regular” procedure room, leave space around the patient for the care team and equipment to pass. The exam table and casework containing a sink are the main furniture to include in your plan. See “Figure 3” example on the right.



Figure 3. Minimum requirements for a procedure room



CONSULTATION ROOMS

What is a consultation room and how do you lay it out?

Consultation rooms provide a place for care providers to have extended conversations with patients and patient companions (e.g., family or friends) on disease management, treatment plan, or other dimensions of care. They can also act as a part-time private office for physicians. They can be furnished in a variety of styles that support conversation and information sharing. Typical furnishings include a desk and chair plus a seating area.

The size of the consultation room should respond to the cultural practices of the community served. Some populations come to appointments alone or with one or two close companions. Others like to bring larger groups, such as the extended family. Accommodating the desired group size is important because a patient's nearest and dearest can be key to such things as helping patients adhere to lifestyle changes or programs of medication and/or monitoring. Depending on the patient, it can be beneficial to include their friends or family members from the beginning.

Offices of lawyers, bankers, or counselors can be useful precedents for these spaces, though you should feel free to pursue innovation in consultation room layouts (e.g., by designing for groups of patients to meet). You can include a simple bench-style exam table. In exam rooms, the exam table must be accessible from three sides. In consultation rooms, exam tables can be pushed against the wall (see below).



TELEMEDICINE ROOMS

What is a telemedicine room and how do you lay it out?

A telemedicine room allows patients to access specialist care off-site in a clinic setting. This can be especially useful for rural clinics or to access specializations not available near where one lives. The onsite care staff take the patient's vital signs and other information. For some kinds of visits (e.g., psychiatry), the patient is left alone to speak with the remote care provider. For other kinds (e.g., dermatology, orthopedics), the nurse may help position the patient so the remote provider can assess them, and the nurse may also perform procedures based on directions from the remote provider.

For the clinic program, the telemedicine room will be the size of a large procedure room (see prior section). The space will be big enough that an exam table can fall in view of the camera with enough room for telemedicine equipment, devices, and the on-site caregiver or patient presenter, a hand-washing station, and a documentation area.

For the wellness and engagement program, the telemedicine room will be smaller because the visit will only involve consultation and conversation, not physical examination.