## ARCH4602 Architectural Design Studio VIII

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

Instructor:	Ersela Kripa, Assistant Professor, Coordinator				
Office Hours:	Tue/Thu 1:30pm -3:30pm, by appointment and online only				
Contact:	806.834.6261, ersela.kripa@ttu.edu				
Instructor:	Olivia Ramos, Instructor				
Office Hours:	Mo/Wed 8:00am - 9:00am, by appointment and online only				
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Instructor:	Andres Gandara, Instructor				
Office Hours:	Mo/Wed 12:00pm – 1:00pm, by appointment and online only				
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Class time:	Mo/Wed/Fir 1:30 pm - 5:20 pm				

**Course Catalog Description**: This course provides instruction in advanced architectural design projects. Students develop integrated design skills as they negotiate the complex issues of program, site, and form in a specific cultural context. Integrates aspects of architectural theory, building technology, and computation into the design process.



Hong Kong Apartments, photograph by Michael Wolf



Gifu Kitagata Apartments, Gifu Prefecture, Japan - Sejima

#### PEDAGOGICAL OBJECTIVES:

The world's population is urbanizing. The effects of climate change continue to strain urban environments. Now more than ever, cities must plan for unprecedented housing densities, and the design discipline must address this need by updating its time-proven housing models.

The studio will focus on high-rise density to engage questions of familiarity, unfamiliarity, and transference within the domestic space. How can collective housing formulas predict basic human necessities in response to extreme density conditions while building upon familiar tropes? The course will begin by studying proven *housing typologies* and will invent new *smart typologies* by working with parametric geometries. Emphasis will be placed on *housing* as a transition between interior and exterior life, involving many scales and types of activity. Students will design architectural spaces and architectural systems which manage the quality of this transition.

Through the course of the semester, students will develop synergies between research, speculation, and design by using emergent digital tools to engage site conditions, building technologies, and spatial formations. The successful housing project will use one coherent performative system to accommodate spatial qualities that welcome public gathering and events, as well as intimate space within private dwellings. It will demonstrate a thoughtful, projective application of both typological and technological precedent. The connectivity of interior and exterior will inform transitional spaces that become the tributaries of a well-connected system of living.

#### **STUDIO STRUCTURE:**

#### PART I:

The semester is divided into two parts. The first SIX weeks of the semester will be devoted to three short projects dealing with typological, site, and architectural systems research. Collectively, these exercises address the crucial steps students will take during the second part of the studio in a more structured and condensed way. These include: understanding the spatial, formal and material issues associated with dwelling; understanding basic housing typologies and the climatic factors that help to shape them; and responding architecturally to the site's unique cultural, environmental, and spatial conditions.

**A. Projective Analysis:** Students will study several examples of a given housing typology, mining for logics of structural, mechanical, and enclosure systems. Students will synthesize their findings in a **projective analysis** – proposing an evolution of existing precedents towards the innovation/invention of dwelling ideas.

**B.** Context: The site is located in Medellin, Colombia on the proposed route of a funicular line. Students will conduct careful site analysis, collecting and documenting information on the city's urban renewal project, and architecture's role in economic and broader policy direction. The studio will identify sites for intervention along a specific and topographically extreme transect.

**C. Spatial Explorations:** Students explore performative geometries of structural, mechanical, and enclosure systems by designing three interlocking dwelling units evolving from the Projective Analysis.

#### PART II:

The second half of the semester will be devoted to designing a housing project. The sites will be in three distinct microclimatic/topographic zones as established by site analysis, with each zone having specific housing requirements determined by form-finding exercises.

Issues explored during this part of the studio will be discussed in scheduled pin-ups as follows:

**A.** Aggregation – Cluster Layout + Progressive Floorplans: Starting with the Spatial Exploration exercise, students will develop aggregation strategies of dwelling unit by parametrically designing progressive floor plates. Ideas of public/private spaces, exterior space, communal spaces, core requirements, and thresholds will be resolved at various scales from the individual dwelling to the site at large.

**B. Performance - Structural, Mechanical, or Enclosure + Sections:** Each student will select to work with one of the listed performance categories and will develop the aggregation of all dwelling types into a coherent singular strategy.

**C. Site Strategy and Public Access:** Students will rely on their site analysis findings to formulate a site strategy that responds to internal and external conditions. The role of public space and amenities in supporting neighborhood-scale activities and needs will be at the heart of this exercise.



Kanchenjunga Apartments, Charles Correa

Grand Parc, Bordeaux, Lacaton + Vassal

\*Project Assigned: 20 January. Project Due: 3 February

#### Students will hybridize a typology and a performative system to project an emergent formal strategy.

The term "projective analysis" combines the rational elements of analysis with the creative impulses behind studio-based work. For this exercise students will **projectively** analyze a series of housing precedents chosen from the given list below. In addition to deepening their knowledge of housing projects, students are expected to abstract, synthesize and imagine how the studied typologies can evolve towards an emergent form. The analysis will be conducted in groups, while the projective analysis of a specific system will be done by each student individually.

Select one building from the following list. Analyze and select one performative system: structural, mechanical, or enclosure to further develop on your own. *Most of your time should be spent on the projective analysis, not researching precedents*.

Two drawing techniques will be emphasized in this assignment and will provide the framework for your analysis - the progressive *plan* and the *unfolded interior elevation*. The *plan*, especially in housing design, is instrumental in dividing, sequencing, and ordering the transition from interior to exterior, and providing spaces for domestic program along a presumed path. The *progressive* version of the plan will trace modifications along the building's height. The *unfolded interior elevation* will provide a measured, continuous view of this experience in the vertical dimension, detailing the material and scalar transitions that help to shape it. Precedents:

Kanchanjunga Apartments, Charles Correa, Mumbai, 1983 Wohnen, van Egeraat, Wohnen House 13, Stuttgart, 1993 Lake Shore Drive, Mies Van Der Rohe, 1951 Mirador, MVRDV, Mirador, Madrid, 2005 Casa Della Marina, Coderch, Barcelona, 1954 Torres Blancas, Saenz de Oiza, Torres Blancas, Madrid, 1969 Romeo & Julia, Hans Scharoun, Stuttgart-Zuffenhausen, 1959 Marina City, Bertrand Goldberg, Chicago, 1963 Cluster Block, Lasdun + Partners, Claredale Street, London, 1958 Hansaviertel, Van den Broek + Bakema, Tiergarten, Berlin, 1958 Morgenstond Housing, Ciriani, The Hague, 1994 Keeling House, Denis Lasdun, London, 1958 Nagakin Capsule Tower, Kisho Kurokawa, 1972 Unité d'Habitation, Le Corbusier, 1952 One Thousand Museum tower, Zaha Hadid, 2020 Spruce Street, Frank Gehry, 2011 Grand Parc Social Housing, Bordeaux, Lacaton + Vassal, 2016

PROJECT SCHEDULE (duration 2 weeks):

Below is the expected production schedule. Project grades will be determined in relation to these expectations.

- Wednesday January 20 selection of precedents, find drawings and images, comprehensive knowledge of spatial organization
- Friday, January 22 analysis drawings: plans and sections.
- Monday, January 25 digital model of performative system. Update analysis drawings per desk crits: performative system included in plan and section.
- Wednesday, January 27 progressive plan drawings (5 min) and unfolded interior elevations.
- Friday, January 29 progressive plan and unfolded elevations composed in isometric to highlight performative system.
- Monday, February 1 updated progress per desk crit.
- Wednesday, February 3 REVIEW (all studios)

#### PRESENTATION REQUIREMENTS – February 3:

Digital presentation no more than 10 slides:

- 1. Analyzed precedent project floorplans, sections, images.
- 2. Projective analysis: progressive floor plans (min 5).
- 3. Unfolded interior elevations documenting various spatial qualities, transitions, and thresholds.
- 4. Isometric of performative system.

5. Final composite isometric including progressive floorplans (5 min), unfolded elevations, performative system.



Medellin, Colombia

Project Assigned: 3 February. Project Due: 17 February

# Site analysis will include the history of Medellin's urbanization projects and specific conditions along a transect.

All students in each studio section will work together to locate a transect along the path of a recent or proposed cable car line in Medellin, Colombia. Following site identification, students will break into groups which will focus on a specific location along the transect (ie, valley, hillside, top of mountain). From this collective effort a synthetic picture will emerge for all three sites that relates tectonic/formal ideas with specificity of place.

The site transect will be modeled digitally and each team will model:

- Topography
- Buildings
- Infrastructure + Flora

Context analysis to be completed by group:

- Historical urban analysis.
- Architectural and public infrastructure/transit project examples in Colombia.
- Weather analysis, circulation, public space, and demographic data.

#### References:

https://currystonefoundation.org/advanced-search/? sf s=medellin

https://www.rapidtransition.org/stories/the-medellin-miracle/

#### PROJECT SCHEDULE (duration 2 weeks):

Below is the expected production schedule. Project grades will be determined in relation to these expectations.

- Wednesday, February 3 Selection of three potential site locations, with topographic information.
- Friday, February 5 One site selection: digital model start.
- Monday, February 8 Site digital model finished.
- Wednesday, February 10 Context analysis.
- Friday, February 12 Context analysis progress per desk crits.
- Monday, February 15 Context analysis progress per desk crits.
- Wednesday, February 17 REVIEW (individual studios)

#### PRESENTATION REQUIREMENTS – February 17<sup>th</sup>

- 1. Site Plan of historical and urban analysis
- 2. Site Plan of architectural and public infrastructure and transit.
- 3. Site Plan of weather analysis.\*
- 4. Site Plan of circulation, public space, and demographic data.
- 5. Site Section of weather analysis.\*\*

\*Local Climate: Thorough climatic data, weather investigations, and weather maps (all information must be drawn in fields, minimum 500 data points, no singular arrows generalizing dynamic conditions!)

\*\*Local Microclimates: the site section should reference weather maps with dynamic data clouds documenting wind, precipitation, sun, shade, etc. as fields. Existing infrastructure documentation here is important in how it affects the microclimate: streets, alleys, sidewalks, stop lights, signs, parking, overhead utilities, street lights, funicular, other buildings, etc.



#### PART I-C: SPATIAL EXPLORATIONS







Double House, Utrecht, Netherlands MVRDV

\* Project Assigned: 17 February. Project Due: 5 March

## Students explore performative geometries of structural, mechanical, and enclosure systems by designing three types of aggregated dwelling units rooted in the Projective Analysis.

Students will work with physical models and digital drawing techniques within spatially constrained dimensions. The aim of the exercise is understanding the spatial, formal and material issues associated with dwelling. During this exercise, students will inform their design process by iterating through the performative system developed in the Projective Analysis while scaling it to a range of dwelling types – from micro units to intergenerational family units.

By designing within a simple volume, this exercise will start with the scale of the body and design from the inside out by aligning spatial, formal and material goals with a dwelling-related program. The outcome of this exercise will allow students to develop architectural ideas and explore their use for dwelling, rather than adopting normative notions of dwelling. The generic will be avoided and ideas from this exercise will carry forward into the larger housing project.

Students are assigned a volume on an abstract site within which they will create a series of spaces to accommodate the familiar activities of *eating/socializing, reading/working, bathing and sleeping.* Thinking in terms of basic architectural elements, students are to abstract these programmatic activities into **spaces** (individual rooms or flexible spaces, balconies, courtyards, etc.), **circulation elements** (stairs, ramps, corridors, etc.) and **apertures** (doors, windows, skylights, etc.). Particular attention must be paid to **liminal spaces** (thresholds and transitions), and to the **performative system**.

#### **REQUIREMENTS:**

Select **three** units from the following list, aggregate them into one or two levels within a 10,000 SF floor plate. Develop each unit and the aggregation by prioritizing one performative system (structure, mechanical, enclosure). Efficiency Unit – 500-600SF

Studio Apartment – 750 SF One bedroom – 900 SF Live/Work space – 1,000-1,200 Two bedroom – 1,100 SF Three bedroom – 1,500 SF Inter-Generational – 1,800-2,00 SF

Students will work iteratively using physical and digital models. Examination of both horizontal and vertical spatial relationships is very important (plan and section). The highest level of craft and care is expected from each output.

#### PROJECT SCHEDULE (duration 2 weeks):

This is a short exercise with big expectations. Below is an expected production schedule. Project grades will be determined in relation to these expectations.

- Wednesday, February 17 select three units, digital model of performative system in studio.
- Friday, February 19 digital model of largest unit, with interlocking idea & part of system.
- Monday, February 22 digital models of other two units, aggregated/interlocked all three with system.
- Wednesday, February 24 physical models of three units.
- Friday, February 26 floor plans, unfolded elevations, updated physical models.
- Monday, March 1 floor plans, unfolded elevations, physical model iteration 2, per desk crit feedback.
- Wednesday, March 3 updated plans, elevations, digital models and section showing performative system + isometric of units in relationship to performative system. Updated physical models.
- Friday, March 5 REVIEW (all studios)

#### PRESENTATION REQUIREMENTS – March 5:

- 1. Floor plans, showing all spaces, thresholds, openings, selected system, walls, lineweights, 1/4" scale.
- 2. Section, showing all spaces, thresholds, openings, selected system, walls, lineweights, 1/4" scale.
- 3. Unfolded elevations emphasizing spatial quality differences and threshold moments.
- 4. 1 physical model (white museum or thick paper). Well crafted.
- 5. Composite isometric of performative system with aggregated units.
- 6. Projective Analysis
- 7. Site Analysis
- \* All models will demonstrate a high level of craft, care and precision. Attention will be paid to edges, corners and material transitions. Drawings will be judged based on legibility, including clarity of lineweights and knowledge of graphic conventions (stairs, floor and wall thickness, etc.).





Public Housing, UVA Ortaleza r25, Estudio Entresitio

Projection Exercise, student Rana Albaud, critic Mark Ericson

#### PART II: VERTICAL HOUSING with + SPACE







Public Protection Housing, Carabanchel, Aranguren & Gallegos, Madrid



**The final studio assignment will be the design of a** <u>high-density with + program housing tower</u> in Medellin. Based on the Site Analysis, Projective Analysis and Spatial Explorations, students will choose a site along the transect and will propose a specific response to that site and its requirements.

The following criteria will be your guides for each project:

- 1. Minimum 8 units per floor, minimum 3 types of units
- 2. A minimum of 1 unit on each floor will provide a '+ program,' for other non-domestic use (shop, fabrication, daycare, services, green space, rental locker, rental gym, etc)
- 3. 30 stories high, approx

- 4. Overall tower must be parametrically designed to vary each floor plate (Each floor to incrementally vary in response to a performance/programmatic desire)
- 5. Main spatial organization along selected performative system to guide the emergent form:
  - a. Structural
  - b. Mechanical
  - c. Enclosure
- 6. 15%-25% of floor space for auxiliary use: core, circulation, and other needs
- 7. Public program on the ground floor, and other levels, to support communal needs
- 8. Public amenities on site
- 9. Total floor plate must be no more than 10,000 SF
- 10. Site area may be determined by each student based on public amenities
- 11. Connection to public infrastructure

**5. Auxilliary spaces:** The final building will accommodate additional collective programs, including events space, laundry facilities, bicycle storage etc. Additionally, footprints must allow approximately 10% of the building's square footage for shared mechanical, electrical and plumbing requirements. There is no requirement for parking.

**6. Structural, Mechanical, and Enclosure Strategies:** Students must develop unique environmental and microclimatic conditions through spatial manipulations for their units. Standard mechanical systems will not be accepted as inventive. Enclosure and structural systems must be designed in relationship to the overall tower configuration. Specific requirements for this aspect of the project will be developed as the project progresses based on individual student interests.

**7. Universal Design & Life Safety Egress:** Students must develop a life-safety egress strategy for the project. Refer to *The Architects Studio Companion* for guidelines. Each student must provide for full accessibility to their project and make a minimum of 8 units fully accessible. Refer to *The Architects Studio Companion* and <a href="http://www.access-board.gov/adaag/html/adaag.htm#4.1.2">http://www.access-board.gov/adaag/html/adaag.htm#4.1.2</a> for guidelines.

#### PROJECT SCHEDULE (duration 7 weeks):

Below is the expected production schedule. Project grades will be determined in relation to these expectations.

- Monday, March 8: All studios project introduction, grasshopper tutorial. <u>Project statement due.</u> Watch The <u>Pruitt Igoe Myth</u>
- Wednesday, March 10: digital model of tower grasshopper script set up and run, 3 iterations
- Friday, March 12: 6 new iterations of 3 first iterations (structure, mechanical, enclosure), select one in studio
- Monday, March 15: selected system option detailed with apartment units. Send stl file for 3d printing to lab
- Wednesday, March 17: update design per desk crit, isometric drawing ready for feedback before review
- Friday, March 19: NO CLASSES
- Monday, March 22: Final Tower System + Units REVIEW (group 1) + 3d printed model

- Wednesday, March 24: Final Tower System + Units REVIEW (group 2) 3d printed model
- Friday, March 26: ground floor plan, public space floor plan
- Monday, March 29: two detailed floor plans due, with progressive information
- Wednesday, March 31: unfolded elevations of three units, time coded, detailed
- Friday, April 2: updated floor plans and unfolded elevations
- Monday, April 5: NO CLASSES
- Wednesday, April 7: building section, final floor plans, unfolded elevations, physical model of 3 floor aggregations
- Friday, April 9: updated building section
- Monday, April 12: final building section, detailed wall section, physical model iteration 2
- Wednesday, April 14: updated wall section
- Friday, April 16: isometric composite idea, physical model final iteration
- Monday, April 19: final isometric composite collecting pertinent information that describes the building
- Wednesday, April 21: urban plans at neighborhood and region scale showing the project's relationship to public infrastructure
- Friday, April 23: final review boards in-studio review
- Monday, April 26; FINAL REVIEW



Domestic Astronomy, Philippe Rahm

TTU College of Architecture. Arch 4602 Spring 21. Ersela Kripa, Coordinator. Olivia Ramos, Instructor. Andres Gandara, Instructor.

## SEMESTER SCHEDULE:

Dates are subject to change in case of unforeseen events or in relation to studio progress.

	S	М	T	W	R	F	S
1				Jan 20 First Day of Studio Project 1 Intro	Jan 21	22	23
2	24	25	26	27	28	29	30
3	31	Feb 1	2	3 Project 1-A Review Project 1-B Intro	4	5	6
4	7	8	9	10 F2F wall crits	11	12	13
5	14	15	16	17 Project 1-B Review Project 1-C Intro	18	19	20
6	21	22	23	24 F2F wall crits	25	26 No Classes	27
7	28	March 1	2	3	4	5 MIDREVIEW 1-A, 1-B, 1-C	6
8	7	8 Project 2 Intro Project Statement due	9	10	11	12	13
9	14	15	16	17 F2F wall crits	18	19 No Classes	20
10	21	22 Tower System group review 1	23	24 Tower System group review 2	25	26	27
11	28	29	30	31 F2F wall crits	April 1	2	3
12	4	5 No Classes	6	7	8	9	10
13	11	12	13	14 F2F wall crits	15	16	17
14	18	19	20	21	22	23	24
15	25	26 Final Review	27	28	29	30	May 1
16	2	3	4	5	6	7	8

#### **Potential for Course Modality Change**

If Texas Tech University campus operations are required to change because of health concerns related to the COVID-19 pandemic, it is possible that this course will move to a fully online delivery format. Should that be necessary, students will likely need a webcam and microphone and will be advised of additional technical and/or equipment requirements, including remote proctoring software.

#### **STUDIO MATERIALS:**

Students are required to own the following books:

#### Primary:

- Key Urban Housing of the Twentieth Century, Hilary French (Norton, 2008).
- Floor Plan Manual: Housing, Friederike Schneider ed., (Birkhauser, 2011).
- Urban Acupuncture, Jaime Lerner (Island Press, 2016)

https://www.facebook.com/CollectiveHousingAtlas

## Secondary (can be shared):

• Building Construction Illustrated, Francis D. K. Ching (Wiley, 2008)

• Architectural Graphic Standards (Wiley, 2007). This is currently in its 11th edition, and as a new book is quite expensive. Any edition newer than and including the 7th (1981) will be useful. Avoid Student Editions.

- Other short readings will be assigned by studio instructors at their discretion.
- Models shall be constructed of white museum or other similar materials. Brown chip board, card board, thread and fabrics are **NOT** permitted.

#### PRIMARY LEARNING OUTCOMES:

ARCH 4602 addresses the following NAAB criteria http://www.naab.org required by NAAB. This course must show physical and visual evidence these criteria are addressed.

**Realm C: Integrated Architectural Solutions.** Graduates from NAAB-accredited programs must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution. Student learning aspirations for this realm include:

- Comprehending the importance of research pursuits to inform the design process.
- Evaluating options and reconciling the implications of design decisions across systems and scales.
- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an integrated solution.

This course must demonstrate that each graduate possesses skills in the following areas:

#### C.2 Integrated Evaluations and Decision-Making Design Process:

Ability 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.

#### C.3 Integrative Design:

Ability 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.

## Grading Criteria:

Evaluation of student performance is based on daily progress and well as final product. The following grading criteria will be considered: design intent, development, resolution, dedication and work ethic.

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

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

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

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

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

Grades will be calculated as follows:			
Class assignments and weekly progress			
Assignment I-A	10%		
Assignment I-B	10%		
Assignment I-C	10%		
Midterm presentation	15%		
Final presentation	30%		
Final project completion	5%		

## COURSE POLICIES AND PROCEDURES:

#### Submittal of Late Work

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

#### **Attendance Policy**

The College of Architecture follows the class attendance policy set out in the Undergraduate/Graduate Catalog, 2015-2016. The college supports the definition of three absences as being excessive and constitutes cause for having the student drop the class or receive a grade of "F". Students in the college are expected to attend all scheduled class meeting times and activities (lectures & lab/studio sessions) for their full duration. Failure to work in class with undivided attention, any tardiness, leaving early, lack of participation, walking in and out of the classroom space, excessive socializing and disruptive behavior will count as absences. Whether an absence is excused or unexcused is determined by the instructor, with the exception of absences to religious observance and officially approved trips according to guidelines specified in the TTU Catalog. Students are expected to

comply with TTU rules for reporting student illness requiring absence from class for more than one week, or immediate family deaths.

Refer to the university's policy, procedures, and dates on dropping a course. See your academic advisor for additional information.

## **Studio Review Attendance Policy**

Students are expected to attend all reviews and the reviews of their classmates. Being absent for all or part of a scheduled pin-up, or review, or failing to show work at a scheduled pin-up or review, may be grounds for receiving a zero for that pin-up.

## Absence due to officially approved trips:

The Texas Tech University Catalog states that the person responsible for a student missing class due to a trip should notify the instructor of the departure and return schedule in advance of the trip. The student is responsible for any work or exam missed during the absence. Trips sponsored by the CoA must be approved by the Director of the El Paso CoA.

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

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

Additional Attendance Policy may be set by your personal instructor.

#### **Illness-Based Absence Policy**

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

1. If you are ill and think the symptoms might be COVID-19-related:

a) Call Student Health Services at 806.743.2848 or your health care provider.

b) Self-report as soon as possible using the <u>ttucovid19.ttu.edu</u> management system. This website has specific directions about how to upload documentation from a medical provider and what will happen if your illness renders you unable to participate in classes for more than one week.

c) If your illness is determined to be COVID-19-related, remaining documentation and communication will be handled through the Office of the Dean of Students, including notification to your instructors.

d) If your illness is determined not to be COVID-19-related, please follow steps 2.a-d below.

2. If you are ill and can attribute your symptoms to something other than COVID-19:

a) If your illness renders you unable to attend face-to-face classes, participate in synchronous online classes, or miss specified assignment due dates in asynchronous online classes, you are encouraged to visit with either Student Health Services at 806.743.2848 or your health care provider. Note that Student Health Services and your own and other health care providers may arrange virtual visits.

- b) During the health provider visit, request a "return to school" note;
- c) E-mail the instructor a picture of that note;
- d) Return to class by the next class period after the date indicated on your note.

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

#### Absence Due to religious Observance:

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

#### **Classroom Civility**

Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor; students are prohibited from engaging in any form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class. Students whose behavior is in conflict with maintaining an environment conducive to learning during a lecture class or discussion section will be asked to leave the classroom. Re-admittance is at the instructor's discretion.

#### Computers

You are required to have a personal computer which meets the school's minimum requirements. Latest student computer minimum specifications are available at <u>https://www.depts.ttu.edu/elpaso/arch/student-resources/computer-requirement.php</u> Technical difficulties, viruses, crashes, server and print bureau problems, or corrupted files will not be accepted as legitimate excuses. ALL WORK SHOULD BE CONTINUOUSLY SAVED AND REGULARLY BACKED UP.

#### **Final Documentation**

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

#### **Student Work Retention**

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

#### Accommodations

"Any student who, because of a disability, may require some special arrangements to meet course requirements should contact the professor, at (806) 742.3136, to make necessary accommodations. Students

should present appropriate verification from the Disabled Student Services, Dean of Students Office. No requirement exists that accommodations be made prior to completion of this approved University process." [TTU-Faculty Handbook, August 98]. 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, you may contact the Student Disability Services office at 335 West Hall or 806-742-2405. http://www.depts.ttu.edu/students/sds

## **Equal Opportunity and Access to Facilities**

"The University is committed to the principle that in no aspect of its programs shall there be differences in the treatment of persons because of race, creed, national origin, age, sex, or disability, and that equal opportunity and access to facilities shall be available to all. If you require special accommodations in order to participate, please contact the instructor. Students should present appropriate verification from Student Disability Services Office, 335 West Hall Telephone: 806 742-2405. No requirement exists that accommodations be made prior to completion of this approved University process.

## Academic Integrity

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work that they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension. As per College and University policy, academic dishonesty or plagiarism may result in an "F" grade for the semester.

The full description of the University Academic Integrity policy is available here: <u>http://www.depts.ttu.edu/</u> <u>studentconduct/academicinteg.php</u>

#### **EYE PROTECTION**

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

#### Withdrawing from Classes:

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

## LGBTQIA SUPPORT STATEMENT:

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

#### Studio Culture:

Expect to spend a significant amount of time working on your studio project outside of class time. In class contact time is 12 hours per week. Outside time is expected to be a minimum of 2 times class contact time. It is strongly suggested that you get into the habit of working in the studio after hours. You can find the College of Architecture Studio Culture Policy here: <u>http://arch.ttu.edu/w/images/a/a8/Studio\_Culture\_Policy.pdf</u>