

ARCHITECTURE

Architecture

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Division of

Architecture

Texas Tech University

Revised

- C H R O N O L O G I C A L F A C T S -

SPRING, '82: TEXAS SOCIETY OF ARCHITECTS BOARD UNANIMOUSLY PASSED A RESOLUTION IN SUPPORT OF A SEPARATE SCHOOL OF ARCHITECTURE AT TEXAS TECH.

TTUAAA BOARD MET WITH UNIVERSITY PRESIDENT LAURO CAVAZOS AND VICE-PRESIDENT FOR ACADEMIC AFFAIRS JOHN DARLING IN CAVAZOS' OFFICE. BOARD PRESENTED CAVAZOS WITH TSA'S RESOLUTION AND WAS PROMISED THAT THE SEPARATION ISSUE WOULD BE STUDIED.

NATIONAL ARCHITECTURAL ACCREDITATION BOARD REPORT FORMALLY EXTENDED ACCREDITATION ONLY TWO YEARS (UNTIL JANUARY 1, 1984) WITH FURTHER ACCREDITATION CONTINGENT UPON SEPARATION OF THE DIVISION FROM COLLEGE OF ENGINEERING (THE THIRD NAAB REPORT TO TAKE SUCH A STAND ON SEPARATION!)

SUMMER, '82: CAVAZOS WENT TO NAAB'S SANTA FE CONFERENCE AND BACKED THE BOARD DOWN ON ITS REQUIREMENT OF SEPARATION AND GOT A ONE YEAR EXTENSION OF ACCREDITATION TO THE SPRING OF '85, ONLY.

SPRING, '83: TTUAAA BOARD INVITED CAVAZOS AND DARLING TO ALUMNI BOARD MEETING IN ARCHITECTURE BUILDING CONFERENCE ROOM. FIRST TIME CAVAZOS HAD BEEN IN ARCHITECTURE BUILDING SINCE BECOMING UNIVERSITY PRESIDENT THREE YEARS EARLIER. CAVAZOS PROMISED TTUAAA BOARD A COMMITTEE WOULD STUDY THE SEPARATION ISSUE.

CAVAZOS WENT TO NAAB'S SANTA FE CONFERENCE AND BACKED THE BOARD DOWN ON ITS REQUIREMENT OF SEPARATION AND GOT A ONE YEAR EXTENSION OF ACCREDITATION TO THE SPRING OF '85, ONLY.

THANKSGIVING, '83: DIVISION CHAIRMAN LAWRENCE GARVIN RESIGNED UNDER PRESSURE DUE IN MOST PART TO HIS PAPER, "A CASE FOR SEPARATION", AND HIS STRONG POSITION FOR SEPARATION.

DUDLEY THOMPSON WAS APPOINTED INTERIM CHAIRMAN.

SPRING, '84: TTUAAA AGAIN MET WITH CAVAZOS AND DARLING IN ARCHITECTURE BUILDING CONFERENCE ROOM. DURING THE MEETING, DARLING STATED THAT THE ARCHITECTURE DEAN SEARCH WAS NEARING COMPLETION, WHEN IN FACT, NO SUCH SEARCH HAD EVEN BEEN INITIATED. BY HIS OWN ADMISSION, HE WAS CONFUSED AS TO WHAT GROUP HE WAS SPEAKING WITH AT THE TIME!

SUMMER, '84: CAVAZOS ASKED FOR AN AD HOC COMMITTEE (COMMITTEE MAKEUP AND REPORT AVAILABLE UPON REQUEST) TO STUDY THE ISSUE OF SEPARATION. DARLING MET WITH COMMITTEE IN JULY WITH CHARGE. IN DEPTH STUDY BY THE COMMITTEE PRODUCED A VOTE FOR SEPARATION AND FOR CREATION OF A SCHOOL OF ARCHITECTURE.

ARCHITECTURAL PROGRAM REPORT

Division of Architecture, Texas Tech University

Students, faculty, and the Interim Chairperson collaborated to produce and submit this report for our five-year Bachelor of Architecture professional degree program.

A handwritten signature in black ink, appearing to read 'A. Dudley Thompson', is positioned above the printed name.

A. Dudley Thompson
Interim Chairperson and
Associate Dean

1 July 1984

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3.2.1 INTRODUCTION

TEXAS TECH UNIVERSITY
DIVISION OF ARCHITECTURE

ARCHITECTURAL PROGRAM REPORT

3.2.1 Introduction

a. *Institution Description and History.*

Texas Technological College was created by legislative action on February 10, 1923, and located in Lubbock, Texas. The College opened in the fall of 1925 with six buildings and an enrollment of 910. The subdivisions for instruction were called "schools" of Liberal Arts, Home Economics, Agriculture, and Engineering in the 1925-1926 catalog.

Graduate instruction began in the fall of 1927 within the School of Liberal Arts. In 1935 a "Division of Graduate Studies" was established; in 1954 it became the Graduate School.

The Division of Commerce, created in 1942, became the Division of Business Administration in 1947, and the School of Business Administration in 1956. Both the School of Law, provided for in 1965, and the School of Education, organized in 1966, began instruction in 1967. The School of Agriculture became the School of Agricultural Sciences in 1968.

By action of the Texas State Legislature, Texas Technological College formally became Texas Tech University on September 1, 1969. At that same time the schools of Agricultural Sciences, Arts and Sciences, Business Administration, Education, Engineering, and Home Economics became known as "colleges." The 61st Legislature authorized the creation of Texas Tech University School of Medicine at Lubbock as a separate educational institution under the administration of the President and the Board of Regents of Texas Tech University and Texas Tech University Health Sciences Center.

There have been ten presidents of the University with the current president, Lauro Fred Cavazos, appointed in April, 1980.

b. *Program History.*

Architectural Engineering was first offered in the 1927-28 undergraduate catalog. The stated emphasis was on advanced construction and the mechanical equipment of buildings with the intention of preparing a student to become a structural designer and engineer. Associate Professor Edgar Shelton was the only instructor for the architecture curriculum, teaching a variety of courses, from one year of Freehand Drawing to a year of Architectural Construction.

Succeeding years brought changes to the program with Prof. Florian A. Kleinschmidt being appointed head of the newly created Department of Architectural Engineering in 1928, and designation of an Architectural Design specialization, along with Drawing & Painting, History of Architecture, Painting & Sculpture, and Building Construction and Equipment specializations. In

1932 the Department became the Department of Architecture and Allied Arts and the emphasis changed from engineering and structures to design with a Bachelor of Commercial Art and a Bachelor of Science in Architectural Engineering being offered. This change followed the selection in 1930 of the Department by the American Institute of Architects and the Carnegie Corporation as a center to promote interest in Art and Architecture in this section of Texas. The first Bachelor of Architecture degree was offered in 1933-34 and it became a five-year program in 1934-35.

Associations of the Department broadened in 1948 with membership in the Association of Collegiate Schools of Architecture as well as the long-standing membership in the Beaux Arts Institute of Design. The addition of a recommendation for students to spend their summers working in architecture offices in 1949 tended to clarify the students' concept of the professional practice of architecture and broaden their personal associations as well. That same year saw the creation of a thesis project for the final semester.

Professor Nolan E. Barrick became Head of the Department in 1955 and in 1957 the Department was first accredited by the National Architectural Accrediting Board and has achieved continuous accreditation since that time. The emphasis in the department today is a reflection of the change from Prof. Kleinschmidt to Prof. Barrick, who was Chairman for the next 22 years.

In 1971 the Department occupied its new building, constructed across the campus from the main Engineering Facilities. In 1975 the Texas Tech Board of Regents acted to designate a Division of Architecture and gave the Chairman the additional title of Associate Dean.

In 1978 the administration of the Division was assumed by Prof. W. Lawrence Garvin. During this time the Master of Architecture degree was approved by the Coordinating Board and enrolled three students in the first semester.

On January 1, 1984, Professor Garvin resigned his administrative duties in the Division and A. Dudley Thompson was appointed by the Dean of Engineering, Jimmy H. Smith, upon recommendation of the Architecture faculty, as Interim Chairperson and Associate Dean.

3.2.2 PROGRAM MISSION AND
EDUCATIONAL INTENT

3.2.2 Program Mission and Educational Intent

In pursuing its primary goal to educate students for effective participation in the professional practice of Architecture, the Division intends to provide instruction which reflects the most foresighted and encompassing expectations for Architecture as well as historical perspectives of its development.

Programs in the Division of Architecture concentrate on the concept that architecture and design are embodiments of the attitudes and ideas of society; that mankind's needs, feelings, and requirements are basic to the realization of form, place, and functional expressions; and that the requirements of our changing environment are major factors in architectural design determinants.

Basic educational positions of the Division of Architecture are: that there is a need for a holistic, evolutionary, humanistic aim of design education; that there are many solutions to a problem; that no single philosophy or theory should be pervasive throughout the curriculum; that creativity is the superior way and that to produce disciples or imitators is inferior education.

Architecture should be understood as the ordered expression of human purposes; the physical fabric of civilization - the manifestation of human feelings for and the occupancy of one's habitat - the modification of "domains," the establishment of "paths" and the making of "places." Architecture is the productive activity of culture as it produces its artifacts - uses them, judges them, and evolves with them, and the architecture profession is a socially designated service, performed by certified personnel, which is primarily directed toward the design of buildings but is increasingly involved with professional attention to broader issues.

The Division subscribes to the goals identified by the University and the College of Engineering, and with the purposes generally associated with a well-balanced program of education, research, and service.

The Division is dedicated to the fundamental role of higher education which, by providing opportunities to explore the many areas of knowledge and expression, seeks to advance students in their development of values and skills. This, in turn, allows them to deal effectively with life's issues and to maximize their potentials for leading creative, meaningful, and fruitful lives. Because architectural education addresses the broadest personal, social, and physical contexts of human needs, it is believed to be a most effective and comprehensive basis for personal growth and development. The educational process intends to enhance objective reasoning, subjective input, and creative action.

Study areas of special architectural interest considered essential for the Division's academic program mission: 1) the natural environment, human behavior, the built environment, as well as the quality of life and ecological implications of all; 2) the nature and evolution of our cultures; 3) design theories, principles and their expressions; 4) urbanization theories and practices; 5) building systems and technologies; and 6) design and planning processes.

It is intended that these study areas be presented throughout the undergraduate curriculum with thoroughness. It is also intended that concentration in each of the study areas be available to the student as a graduate study concentration.

We seek to develop capabilities in our students to integrate studies and life experience and to focus these into the physical design of buildings and places and thus to develop abilities to:

- investigate-research-document
- establish context(s) and scope
- analyze-determine critical issues and design systems
- synthesize-interpret-establish criteria-set goals and objectives
- program-establish purpose, intent
- make assumptions-test alternatives-generate ideas
- develop concepts-integrate theories and philosophies
- test ideas and concepts and determine impacts
- design building(s) and place(s)
- evaluate outcome
- communicate ideas

The focused, process-oriented educational intentions depend upon other more expansive capabilities:

- to be aware of, yet question theories and philosophies and their physical form
- to develop curiosity about the world and the contributions of architecture
- to design inquiries and thus design design, rather than accept typical design processes
- to think through problems, needs, opportunities, and aspirations
- to interpret, synthesize and give meaning to things and places
- to design buildings and places for/with human input and participation
- to communicate ideas and reasons through visual, oral, and written means
- to develop evaluation skills in analyzing design process and product
- to expand one's knowledge, imagination, and skills through a life-time of continuous search, and thus to be capable of change and growth.

3.2.3 ACADEMIC CONTEXT

3.2.3 Academic Context

a. *Institutional Context.*

The University is located in Lubbock, Texas, which has a population of 180,000, and is recognized as one of the fastest growing cities in the nation. Its location atop the caprock on the South Plains of Texas makes Lubbock's climate excellent, with over 3,550 hours of sunshine every year. Summers are dry and not extremely hot, while winters are dry and moderate (average rainfall is only 18 inches). An average annual temperature of 60° coupled with the average noon humidity of 46% combine to make Lubbock comfortable year round. The city lies 320 miles west of Dallas and 320 miles southeast of Albuquerque, New Mexico. Three major airlines and an interstate bus line serve the city, as well as four U.S. highways, including an interstate highway.

Texas Tech University and Texas Tech University Health Sciences Center consist of six colleges and five schools: College of Agricultural Sciences, College of Arts and Sciences, College of Business Administration, College of Education, College of Engineering, College of Home Economics, School of Law, Graduate School, and Schools of Medicine, Nursing, and Allied Health. Each college is administered by a dean and his or her staff, and each consists of a number of instructional departments or areas.

Texas Tech is one of the youngest major universities in the nation, and a spirit of intellectual growth pervades the campus. Additional areas for research are the Computer Center, the Seismological Observatory, and the Southwest Collection. The library is one of the finest in the Southwest, with strong collections in the humanities and in the biological and physical sciences. The library is also one of two Regional Depositories for U.S. Government Documents in Texas.

Fall 1983 enrollment was 23,704 attending classes on the University campus, which, with 1,839 acres in one contiguous tract, is one of the largest in the U.S. The University also operates the Texas Tech University Center at Amarillo, an educational facility and agricultural research farm of nearly 14,000 acres in the Texas Panhandle, and the Texas Tech University Center at Junction, an educational facility consisting of 411 acres in the Texas Hill Country.

The role of Texas Tech University is that of a multi-purpose state university with a range of program offerings which provide the opportunity for a liberal education for all students and for professional training at the undergraduate and graduate levels. In addition, the University recognizes the value of the University's participation in community service and the significance of scholarly research leading to effective dissemination of knowledge.

Engineering was included in the beginning academic areas when the College opened. The College of Engineering has continued to expand and now includes Departments of Agricultural Engineering, Civil Engineering, Chemical Engineering, Computer Science, Electrical Engineering, Industrial Engineering,

Mechanical Engineering, Petroleum Engineering, Textile Engineering, Engineering Technology, and the Division of Architecture.

Interdisciplinary activities were established including programs in Engineering Physics jointly administered by the College of Engineering and the College of Arts and Sciences, Biomedical Engineering, a combined effort conducted by the School of Medicine and the Colleges of Agricultural Sciences and Engineering. The overall programs of instruction and research have been aggressive, imaginative, and creative providing a wealth of resources to the Division of Architecture.

The College of Engineering is responsible for the administrative control of a large research program in Textile Engineering which has national and international recognition. Major College of Engineering research adjuncts are the Institute for Biotechnology, Center for Energy Research, Institute for Disaster Research, Institute for University Research-Engineering, the Water Resources Center, and the Institute for Urban Studies International.

Within this expansion of the College of Engineering, the Division of Architecture has maintained a steady growth and a close working relationship. The Division of Architecture benefits from the University administration's decision that it be supported as a center of excellence. The consequence is the expectation of a sound future notwithstanding resource constraints.

Within the College of Engineering, Architecture depends upon the departments of Civil Engineering, Mechanical Engineering and Computer Sciences to teach the engineering science courses. In each case, the very sound course structure and substance and the opportunity for architectural students to acquire better understandings of the attitudes and motivations of those within these related disciplines are central among the strengths of the architecture program.

b. Human Resources.

STUDENT BODY: Of the 711 architecture majors currently enrolled, 565 (80%) have permanent residence in Texas and 117 (17%) reside in Lubbock. Thirty (4%) claim New Mexico as their permanent residence. Sixty-seven are classified as foreign students (9%) and 49 (7%) others have come from 21 other states. A significant number of students reside in small towns or rural communities. These numbers are virtually balanced by the number of students from metropolitan school systems. The number of transfer students from other universities is increasing at a modest rate.

A summary of enrollments for the previous decade is as follows:

YEAR	FRESHMEN	SOPHOMORE	JUNIORS	SENIORS*	TOTAL	GRADUATES
1973	269	163	132	198	762	63
1974	278	177	138	231	824	84
1975	277	174	153	268	862	89
1976	225	251	119	264	759	95
1977	205	164	95	236	700	87
1978	173	137	113	241	664	77
1979	199	121	96	244	660	76
1980	197	112	83	167	558	64
1981	201	114	106	186	607	85
1982	227	123	92	233	675	77
1983	339	110	91	171	711	64

*includes both 4th and 5th year students.

Fall, 1983 statistics:

	<u>403</u>	<u>404</u>	<u>405</u>	<u>Total</u>
Freshman Fall 1982	26	16	184	226
Freshman Fall 1983	46	36	257	339
Percent Change	+76.9%	+125%	+39.7%	+50%

Full time students:

By Majors Fall 1982	87	57	531	675
By Majors Fall 1983	96	64	551	711
Percent Change	+10.3%	+12.3%	+3.8%	+5.3%

(403 Dual Degree [ARCH/CE], 404 - Structures, 405 - Design)

The American Institute of Architects has established a national organization consisting of Student Chapters known as AIA/SC. The Texas Tech Chapter has been an active group, initiating projects, maintaining contact with the professional organizations, encouraging student relations, sponsoring lectures and studio critiques by outstanding persons in architecture and allied fields. The Chapter affords a unique opportunity for an active liaison between student, faculty, and professional. Architour trips within the U.S. to view outstanding examples of architecture have been organized by the AIA/SC.

The Division of Architecture sponsors a chapter of Tau Sigma Delta, the national honor society of architecture. Students are elected on the basis of demonstrated high performance.

Students in the Structures option are eligible for the Tau Beta Pi engineering honor fraternity.

Recent innovations in student participation in Division governance have been instituted. Students have been appointed to the Division committees. In addition, a Student Advisory Committee to the Chairperson has been established

(Rev.)

with five students comprising the membership. This Committee and the Search Committee have been very active this past semester participating in the interviewing and selection process of seven faculty candidates.

Survey results of graduates indicates that of the 47.5% responding, 97% were immediately employed after graduation with an average salary of \$16,500. Goals of the student body (obtained during informal discussions with students) are to acquire: 1) an education that will make them knowledgeable participants in our society; 2) an appreciation of culture and environment; and 3) the bases and skills to contribute to the field of architecture as soon as possible after graduation.

FACULTY: Of the 33 faculty associated with the Division during this past academic year, 12 received their degrees from Texas universities, eight from institutions in the midwest, seven from eastern universities, four from western institutions, one from the south, and one from a foreign country. Five professors have Ph.D.'s, ten have Master of Architecture degrees, four Master of Fine Arts, five others have master's degrees in various disciplines, eight have Bachelors of Architecture, and one has a Bachelor of Advertising Art and Design.

Nonteaching activities, educational philosophies, and individual goals are summarized in the faculty resumé's (Appendix B).

STAFF: There are six full-time staff members working for the Division. A Technician III operates the Shop and has been in this position for ten years. The Library Assistant III has been supervising the Reference Room for the past 17 years. A Library Assistant II has maintained security of the Division's slide library collection and equipment for two years. The Division's administrative office is staffed by the remaining three members: a Senior Secretary II as Office Manager; Senior Secretary II as Students' Records Secretary; and a Senior Secretary I handling the faculty typing.

Also employed on an as-needed basis are undergraduate and graduate student assistants. Students are employed in the Division Library/Reference Room enabling it to be open until 10:00 p.m. weeknights and for six hours on Sundays. Student assistants are also used as graders for tests/exams for the faculty. The Departmental office uses student assistants for reproduction work, errands, and miscellaneous duties.

c. Physical and Information Resources.

Physical

1. **Class/Lecture Rooms:** There are four class/lecture rooms, two at the courtyard level containing 896 square feet each and two at the first level with 992 square feet each. Each of these rooms is equipped with a wall-mounted projection screen, chalk-board, window shades (where necessary), tablet-arm chairs, and light dimmers to control overall illumination for use of visual aids.

2. **Seminar Rooms:** Three seminar rooms of 285 square feet each are housed in the Architecture building. These rooms are located on the fourth, sixth, and

ninth floors and each is equipped with a large conference table, chairs, and window shades. Capacity: 12-16 each.

3. Drafting Space, Studio Space: Floors four, five, six and seven are almost exclusively designated as studio space for design course work. The eighth and ninth floors each have one-half the total area designated as studio space for the fifth year class. Typical arrangement is one 2720 square foot and one 896 square foot studio occupying each side of a symmetrically arranged building. These areas are equipped with drafting tables and lockers. The larger spaces can accommodate two or three design units of approximately 16 students each at the same time. The larger and smaller studios form an "L-shape" with a 400 square foot display/jury/group-criticism space between, equipped with tablet-arm chairs, window shades, chalkboards, and wall-mounted projection screens. Approximately 6052 square feet of the studio space is located on each of the fourth, fifth, sixth and seventh floors and 3026 square feet of studio space on each of the eighth and ninth floors.

The third floor is used for freehand drawing classes. This floor has 6852 square feet of studio space divided by dry-wall partitions.

4. Exhibit/Jury Spaces: In addition to the jury space that is associated with the studios, each floor has tack boards along the corridor wall of each studio allowing work to be displayed both in the studio and in the corridor. The first floor contains a 2635 square foot Exhibit/Jury Hall.

5. Shop: Located on the courtyard level, the architecture shop is used as a service and teaching facility. It is well equipped with wood and metal-working machinery, power tools (saws, lathe, sanders, welding equipment, paint spraying equipment), hand tools, work tables, and lockers. The shop is open to all architecture students from 8:00 a.m. to 6:00 p.m. Tuesday through Saturday and on Wednesday nights until 9:00 p.m. The shop is operated by a Technician III, who has proven extremely capable and dependable during his ten years with the department.

6. Administration: The tenth floor houses the Administrative offices for the Division of Architecture. This facility contains an office for the Division Chairperson (380 square feet), Records Office/Secretary (238 square feet), Conference Room (558 square feet), Reception Room (518 square feet), departmental work space (363 square feet), and duplicating room (342 square feet).

7. Faculty Offices: Each permanent, full-time faculty member has a private office. Twelve offices contain 117 square feet, one contains 120 square feet, fourteen contain 132 square feet, and six contain 168 square feet. Some part-time faculty share offices. Four similar tenth floor offices are currently on loan to the Art Department.

8. Faculty Lounge: The tenth floor houses the Faculty Lounge (1056 square feet), including a small kitchenette. The lounge is furnished with conference tables and chairs, and lounge furniture.

Learning Resources

1. University Library: The building is both aesthetically pleasing and extraordinarily functional, and maintains almost exclusively an open stack arrangement. It is centrally located on the campus and within easy walking distance from the Architecture building.

Current holdings approximate 1,300,000 volumes; holdings include 15,000 volumes classified in Art and Architecture categories in addition to duplicates of most volumes in the Department Reference Room. The number of volumes on Engineering useful to Architecture majors is sizable.

Library services provided are those regularly associated with University libraries including circulation privileges, inter-library loans, maintenance of Reserve Book Sections, staff research librarians, micro-film readers and printers, etc.

Acquisitions by the University Library have been made under a variety of systems over the years, from individual requests by departments to the currently utilized "profile method." This latter method covers the automatic acquisition of the latest publications, but does not adequately include Architectural or Art books. Another management decision also reduces the number of architecture acquisitions: acquisitions are purchased in duplicate (the other copy for the University Library). This practice significantly reduces the title acquisition rate for the Division Reference Library. Because the Division's Library is classified as a reference library, no books may circulate.

2. Architecture Reference Room: It has been the intention in the Division of Architecture to maintain a non-circulating library collection assembled for reference within the department. This policy has remained unaltered since the establishment of the collection some forty years ago. This is a workable situation since all of the volumes held are also available in the Main Library on a circulating basis unless they are placed on reserve by members of the Architecture faculty.

The space and equipment in our Reference Room are superior. The collection currently includes 9836 volumes, including several collections donated by private parties. The Reference Room is under the full-time supervision of a trained Librarian and student assistants. Hours of operation are 8:30 a.m. to 10:00 p.m. Monday through Thursday, 8:30 a.m. to 5:00 p.m. Friday, and noon to 6:00 p.m. Sunday.

The reference room is located on the ninth floor and occupies 4274 square feet. This facility houses architectural books, periodicals, programs, library copying facilities, and writing tables.

3. Technical Reference, Materials Laboratory: This space (3003 square feet) contains sample materials and manufacturers' samples and literature. It is open each day from 8:30 a.m. to 5:00 p.m.

4. Slide Library/Darkroom: This space contains the cabinet storage of 59,250 slides covering architecture, sculpture, nature, painting, pottery and technology as well as drawings, photographs, and posters on art and architecture. A darkroom is included in this space.

5. City Planning Computer Laboratory: This facility presently occupies 342 square feet of space on the eighth floor and consists of three high resolution/quality graphics microcomputer work stations with data communications interface to larger computers, a typewriter quality printer, and a hardcopy plotter.

Recent research efforts include the development of a grid-cell thematic mapping program, the initial development of programs to do passive solar analyses, graphic representation (isometric and perspective), a three-dimensional contour mapping program, and a statistical package for the analysis of census block and tract data.

d. Administration.

Texas Tech University is governed by a Board of Regents whose nine members are appointed to six-year terms by the Governor of the State of Texas; the terms of office of three Regents expire every two years. The Board is legally responsible for the establishment and control of the University's policies; it appoints the President who directs the operations of the institution and is responsible for carrying out policies determined by the Regents. The President also confers all degrees upon recommendation of the faculty and under authority vested by the Regents.

The President is assisted by a Vice President for Academic Affairs and Research who oversees the educational and research programs of Texas Tech, a Vice President for Student Affairs, a Vice President for Development, and a Vice President for Finance and Administration.

Each college is administered by a dean and his or her staff, and each consists of a number of instructional departments or areas.

The Division of Architecture continues to function as one of the subdivisions of the College of Engineering. Its role is as autonomous as the administrative structure of the University permits. An interdisciplinary graduate program in architectural history and historic preservation has been inaugurated, and the proposal for a Master of Architecture was approved by the Coordinating Board in January 1982.

A detailed description of the Division Committees, (charges, membership) is attached as Appendix E along with a chart showing the internal Division organization.

Budgeting: The Dean of Engineering negotiates salary matters with the central administration. Salary recommendations for Architecture are made to the Dean of Engineering who exercises final review in such matters. Faculty salary increases are based on merit. Maintenance and Operating funds are distributed to the Colleges on the basis of need and on the State's formula funding. They are distributed by the Dean of Engineering on the basis of justified need. The distribution of these funds within the Division is a matter of the Chairman's discretion based upon input from the Faculty Council.

Maintenance and Operating allocations for FY 1982-1983 were \$38,000; for 1983 they were \$42,500. These funds cover all purchases and expenses of the Division except faculty and staff salaries. In addition to these funds, the College of Engineering has contributed \$2,500 in 1982-83 and again in 1983-1984 for travel expenses for interviewing prospective faculty candidates in the Division.

Relations with the University: Relations with the University are typically through the Dean's Office. The Engineering Council, composed of Department chairpersons and Dean's Staff, meets regularly. Informal contacts on curricular matters are carried on at several levels. Faculty participate in University committees according to their time and interests. The Chairperson is a member of the University's Administrative Council. (The Council includes Associate Deans from each College and Academic Affairs staff.)

Personnel matters: Promotion and tenure recommendations are initiated by the Division's Committee responding either to University policy or the requests of faculty members. The faculty vote and Chairman's recommendation in each case are forwarded to the Dean, who adds his own recommendation to the Vice President for Academic Affairs for forwarding to the President. The Board of Regents takes final action in these personnel matters.

Primary responsibility for faculty recruitment and retention for the Division are delegated to the Chairperson. A Search Committee assists and advises in faculty recruitment. A Peer Evaluation Committee reviews and reports on probationary faculty effectiveness.

3.2.4 ACADEMIC PROGRAM

3.2.4 Academic Program

a. *General Education Requirements, program requirements and other requirements for graduation.*

State law requires six hours of American History, six hours of Political Science and two hours of physical education, band, or ROTC for graduation. For a complete listing of architecture program requirements, see the chart on the following page.

Bachelor of Architecture degree requirements:

<u>Speciali- zation</u>	<u>General Electives</u>	<u>Non-ARCH Requirements</u>	<u>ARCH Requirements</u>	<u>Urban Design/ City Planning Requirements</u>	<u>*Total Hours Required</u>
Design	30	50	84	6	170
Structures	15	82	67	6	170
Dual Degree (ARCH & CE)	4	115	63	6	188
Urban Design	26	50	66	30	172
History/His- toric Preser- vation	**30	50	84	6	170

*exclusive of Band, PE, or ROTC

**includes possible 27 hours in Architecture History/Historic Preservation. See Appendix F for a listing of recommended electives.

Unconditional undergraduate admission standards for the University effective Fall, 1985 for high school subjects are: English (4 units), Mathematics [the College of Engineering requires Geometry, Trigonometry, and Algebra II] (3 units), Social Science (2-1/2 units), Science [the College of Engineering requires Chemistry and Physics] (2 units), Electives [it is strongly recommended that at least two elective units be chosen from Computer Science, Economics, Foreign Language, Public Speaking and Debate, Science and Social Science] (3-1/2 units).

High School graduating class rank and minimum SAT/ACT scores required for unconditional admission to the University are: upper 25%-no minimum SAT/ACT; Second 25%-SAT=900, ACT=20; Third 25%-SAT=1,000, ACT=22, Fourth 25%-SAT=1,100, ACT=24.

Majors in architecture may not register for work in the advanced undergraduate programs which start with the junior year until certified to be eligible by the department. To qualify for certification a student must have completed the program for the first two years in its entirety with a minimum grade-point average of 2.25. A grade-point average of not less than 2.25 must be maintained in the professional course work. A minimum grade of 2.00 must be maintained in each design course to progress to the next sequence of courses.

Students transferring from other institutions must submit a portfolio of previous work in architecture and a transcript of completed courses for evaluation and placement. Transfer students will not be admitted to the programs in architecture unless they have a grade-point average of at least 2.25, not

Bachelor of Architecture Program Requirements:

Architecture Core Curriculum. Design Specialization.

FIRST YEAR			
<i>Fall</i>		<i>Spring</i>	
ARCH 1331. Intro. to Arch.	3	ARCH 1432. Intro. to Arch. Des.	4
ARCH 1351. Arch. Graphics	3	ARCH 1261. Arch. Esthet. I	2
ARCH 1341. Arch. Freehand Draw. I	3	ARCH 1342. Arch. Freehand Draw. II	3
MATH 1320. Coll. Algebra	3	MATH 1321. Trigonometry	3
ENGL 1301. Ess. Coll. Rhetoric	3	ENGL 1302. Adv. Coll. Rhetoric	3
Elective	3	ARCH 2311. Hist. 19th & 20th Cent.	3
P.E. Band. or ROTC		P.E. Band. or ROTC	
	18*		18*
SECOND YEAR			
<i>Fall</i>		<i>Spring</i>	
ARCH 2431. Arch. Des. II	4	ARCH 2432. Arch. Des. II	4
ARCH 2251. Arch. Tech. I	2	ARCH 2342. Arch. Freehand Draw. IV	3
ARCH 2341. Arch. Freehand Draw. III	3	ARCH 2252. Arch. Tech. II	2
ARCH 2312. Hist. Ancient. Med.	3	ARCH 2313. Hist. Renaissance	3
PHYS 1306. Gen. Physics	3	PHYS 1307. Gen. Physics	3
PHYS 1103. Exp. Gen. Phys. I (Lab.)	1	PHYS 1104. Exp. Gen. Phys. II (Lab.)	1
	16		16
THIRD YEAR			
<i>Fall</i>		<i>Spring</i>	
ARCH 3431. Arch. Des. III	4	ARCH 3432. Arch. Des. III	4
MET 3319. Environ. Contr. I	3	MET 3320. Environ. Contr. II	3
C E 3380. Struct. Mech. I	3	ARCH 3382. Intro. to City Plan.	3
C S 1302. Intro. Prog. FORTRAN	3	C E 3381. Struct. Mech. II	3
Elective	3	Elective	3
	16		16
FOURTH YEAR			
<i>Fall</i>		<i>Spring</i>	
ARCH 4331. Arch. Des. IV	3	ARCH 3201. Des. Workshop	2
ARCH 3351. Arch. Struct.	3	ARCH 3352. Arch. Struct.	3
ARCH 4261. Arch. Studies	2	ARCH 4383. Urban Des. I	3
HIST 2300. Hist. of U.S. to 1877	3	C E 4385. Structures	3
Elective	6	HIST 2301. Hist. of U.S. since 1877	3
	17	Elective	3
			17
FIFTH YEAR			
<i>Fall</i>		<i>Spring</i>	
ARCH 4332. Arch. Urban Des.	3	ARCH 4631. Arch. Des. V	3
ARCH 4394. Design Program	3	ARCH 4393. Proj. Plan. & Const. Mgt.	3
POLS 2301. Amer. Govt. Org.	3	POLS 2302. Amer. Pub. Pol.	3
ARCH 4311. Prof. Practice	3	Elective	3
Elective	6		
	18		18

Minimum hours required for graduation, exclusive of P.E., Band, or ROTC — 170
*Exclusive of P.E., Band, or ROTC

Architecture Curriculum. Urban Design Specialization.

FIRST YEAR			
<i>Fall</i>		<i>Spring</i>	
ARCH 1331. Intro. to Arch.	3	ARCH 1432. Intro. to Arch. Des.	4
ARCH 1341. Arch. Freehand Draw. I	3	ARCH 1261. Arch. Esthetics I	2
ARCH 1351. Arch. Graphics	3	ARCH 1342. Arch. Freehand Draw. II	3
MATH 1320. Coll. Algebra	3	MATH 1321. Trigonometry	3
ENGL 1301. Ess. Coll. Rhetoric	3	ARCH 2311. Hist. of 19th & 20th Cent.	3
P.E. Band. or ROTC		ENGL 1302. Adv. Coll. Rhetoric	3
	15	P.E. Band. or ROTC	
			18
SECOND YEAR			
<i>Fall</i>		<i>Spring</i>	
ARCH 2431. Arch. Design II	4	ARCH 2432. Arch. Design II	4
ARCH 2341. Arch. Freehand Draw. III	3	ARCH 2342. Arch. Freehand Draw. IV	3
ARCH 2251. Arch. Tech. I	2	ARCH 2252. Arch. Tech. II	2
ARCH 2312. Hist. Ancient. Med.	3	ARCH 2313. Hist. Renaissance	3
PHYS 1306. Gen. Physics	3	PHYS 1307. Gen. Physics	3
PHYS 1103. Exp. Gen. Phys. I (Lab.)	1	PHYS 1104. Exp. Gen. Phys. II (Lab.)	1
	16		16
THIRD YEAR			
<i>Fall</i>		<i>Spring</i>	
ARCH 3431. Arch. Design III	4	ARCH 3432. Arch. Design III	4
MET 3319. Environ. Contr. I	3	MET 3320. Environ. Contr. II	3
C E 3380. Struct. Mech. I	3	C E 3381. Struct. Mech. II	3
ARCH 3381. Community Devel.	3	ARCH 3382. Princ. City Plan.	3
ARCH 3383. Urban Design Theory	3	C S 1302. Fund. Comp. Sci. I	3
	15		16
SUMMER			
<i>First Term</i>		<i>Second Term</i>	
HIST 2300. Hist. of U.S. to 1877	3	HIST 2301. Hist. of U.S. since 1877	3
ARCH 4481. Planning Res. Docu.	4	ARCH 4333. Des. Prob. in Urban Stu.	3
	7		6
FOURTH YEAR			
<i>Fall</i>		<i>Spring</i>	
ARCH 4331. Arch. Des. IV	3	ARCH 4383. Urban Des. I	3
ARCH 3351. Arch. Struct.	3	ARCH 3352. Arch. Struct.	3
C E 4385. Structures	3	ARCH 3201. Design Wrkshp	2
SOC 4362. Urban Community	3	ECO 3302. Eco. of Urban Prob.	3
GEOG 3351. Geog. of Urban Places	3	ENGL 2309. Part. of Reps.	3
BIOL 2306. Biol. Status of Man	3	PHIL 3331. Phil. of Soc. & Human Sci.	3
	18		17
FIFTH YEAR			
<i>Fall</i>		<i>Spring</i>	
ARCH 4384. Urban Design II	3	ARCH 4631. Arch. Des. V	3
ARCH 4394. Design Program	3	FIN 4336. Urban Land Develop.	3
ARCH 4391. Professional Prac.	3	POLS 2302. Amer. Pub. Pol.	3
POLS 2301. Amer. Govt. Org.	3		
POLS 4344. Urban Politics	3		
	15		12

Minimum hours required for graduation, exclusive of P.E., Band, or ROTC — 172

Architecture Curriculum. Structures Specialization.

FIRST YEAR			
<i>Fall</i>		<i>Spring</i>	
ARCH 1331. Intro. to Arch.	3	ARCH 1432. Intro. to Arch. Des.	4
ARCH 1351. Arch. Graphics	3	ARCH 1261. Arch. Esthet. I	2
ARCH 1341. Arch. Freehand Draw. I	3	ENGL 1302. Adv. Coll. Rhetoric	3
MATH 1350. Anal. Geom.	3	ARCH 2311. Hist. of 19th & 20th Cent.	3
ENGL 1301. Ess. Coll. Rhetoric	3	ARCH 1342. Arch. Freehand Draw. II	3
C S 1302. Intro. Prog. FORTRAN	3	MATH 1351. Calc. I	3
P.E. Band. or ROTC		P.E. Band. or ROTC	
	18*		18*
SECOND YEAR			
<i>Fall</i>		<i>Spring</i>	
ARCH 2431. Arch. Des. II	4	ARCH 2432. Arch. Des. II	4
ARCH 2341. Arch. Freehand Draw. III	3	ARCH 2252. Arch. Tech. II	2
ARCH 2251. Arch. Tech. I	2	PHYS 2301. Pnn. Phys. II	3
MATH 1352. Calc. II	3	PHYS 1106. Pnn. of Phys. II (Lab.)	1
PHYS 1308. Pnn. Phys. I	3	C E 2301. Statics	3
PHYS 1105. Pnn. of Phys. I (Lab.)	1	MATH 2350. Calc. III	3
	16		16
THIRD YEAR			
<i>Fall</i>		<i>Spring</i>	
ARCH 3431. Arch. Des. III	4	ARCH 3432. Arch. Des. III	4
MET 3319. Environ. Contr. I	3	MET 3320. Environ. Contr. II	3
C E 3303. Mech. of Solids	3	ARCH 3382. Intro. City Plan	3
ARCH 2312. Hist. Ancient. Med.	3	ARCH 2313. Hist. Renaissance	3
Elective	3	C E 2210. Proc. in Prob. Anal. I	3
	16	Elective	3
			15
FOURTH YEAR			
<i>Fall</i>		<i>Spring</i>	
ARCH 4331. Arch. Des. IV	3	ARCH 3201. Des. Workshop	2
ARCH 3351. Arch. Struct.	3	ARCH 4383. Urban Des. I	3
C E 3440. Struct. Anal. I	4	ARCH 3352. Arch. Struct.	3
Elective	6	C E 4340. Struct. Anal. II	3
	16	C E 3341. Pnn. Struct. Des.	3
		Elective	3
			17
FIFTH YEAR			
<i>Fall</i>		<i>Spring</i>	
ARCH 4391. Prof. Pract.	3	ARCH 4393. Proj. Plan. & Const. Mgt.	3
C E 4343. Des. Concr. Struct.	3	C E 4344. Adv. Struct. Design	3
C E 3203. Mech. of Solids Lab	2	C E 3201. Constr. Mats.	3
HIST 2300. Hist. of U.S. to 1877	3	C E 3321. Soil Engr. Sci.	3
POLS 2301. Amer. Govt. Org.	3	POLS 2302. Amer. Pub. Pol.	3
C E 4342. Des. Steel Struct.	3	HIST 2301. Hist. of U.S. since 1877	3
	17	C E 3121. Soil Engr. Sci. Lab	1
			19

Minimum hours required for graduation, exclusive of P.E., Band, or ROTC — 170
*Exclusive of P.E., Band, or ROTC

Dual-Degree Curriculum. Bachelor of Architecture (Structures Specialization) and Bachelor of Science in Civil Engineering.

FIRST YEAR			
<i>Fall</i>		<i>Spring</i>	
ARCH 1331. Intro. to Arch.	3	ARCH 1432. Intro. to Arch. Des.	4
ARCH 1341. Arch. Freehand I	3	ARCH 2311. Hist. of 19th & 20th Cent.	3
ARCH 1351. Arch. Graphics	3	C E 1305. Engr. Anal. I	3
MATH 1350. Anal. Geom.	3	MATH 1351. Calc. I	3
HIST 2300. Hist. of U.S. to 1877	3	ARCH 1342. Arch. Freehand II	3
P.E. Band. or ROTC		P.E. Band. or ROTC	
	15*		16*
SUMMER SESSION			
<i>First Term</i>		<i>Second Term</i>	
ENGL 1301. Ess. Coll. Rhet.	3	ENGL 1302. Adv. Coll. Rhetoric	3
MATH 1352. Calc. II	3	MATH 2350. Calc. III	3
	6		6
SECOND YEAR			
<i>Fall</i>		<i>Spring</i>	
ARCH 2312. Hist. Ancient. Med.	3	ARCH 2432. Arch. Des. II	4
ARCH 2431. Arch. Des. II	4	ARCH 2252. Arch. Tech. II	2
ARCH 2251. Arch. Tech. I	2	PHYS 2301. Pnn. Phys. II	3
ARCH 2341. Arch. Freehand III	3	PHYS 1106. Pnn. of Phys. II (Lab.)	1
PHYS 1308. Pnn. Phys. I	3	C E 2301. Statics	3
PHYS 1105. Pnn. of Phys. I (Lab.)	1	ARCH 2313. Hist. Renaissance	3
	16		16
SUMMER SESSION			
<i>First Term</i>		<i>Second Term</i>	
CHEM 1307. Prin. of Chem. I	3	HIST 2301. Hist. of U.S. since 1877	3
CHEM 1103. Prin. of Chem. I (Lab.)	3	MET 3320. Environ. Contr. II	3
MET 3319. Environ. Contr. I	3		
	7		6
THIRD YEAR			
<i>Fall</i>		<i>Spring</i>	
ARCH 3431. Arch. Des. III	4	ARCH 3432. Arch. Des. III	4
C E 2210. Proc. in Prob. Anal. I	2	ARCH 3382. Intro. City Plan	3
MATH 3350. Math. for Engrs. I	3	C E 3303. Mech. of Solids	3
CET 2301. Surveying	4	C E 3305. Mech. of Fluids	3
Elective (approved science)	4	C E 3201. Const. Mats.	3
	16		15
FOURTH YEAR			
<i>Fall</i>		<i>Spring</i>	
ARCH 4331. Arch. Des. IV	3	ARCH 4383. Urban Des. I	3
ARCH 3351. Arch. Struct.	3	ARCH 3352. Arch. Struct.	3
C E 3440. Struct. Anal. I	4	C E 4340. Struct. Anal. II	3
C E 3210. Proc. Prob. Anal. II	2	C E 3341. Pnn. Struct. Des.	3
C E 3371. Pollution Control I	3	C E 3321. Intro. to Geotech. Engr.	3
C E 3130. Civil Engr. Seminar	1	C E 3121. Geotech. Engr. Lab	1
C E 3203. Mech. of Solids Lab	2		
	18		16
FIFTH YEAR			
<i>Fall</i>		<i>Spring</i>	
ARCH 4391. Prof. Pract.	3	ARCH 4393. Proj. Plan. & Const. Mgt.	3
C E 4343. Des. Concr. Struct.	3	C E 4344. Adv. Struct. Design	3
C E 4342. Des. Steel Struct.	3	C E 3272. Water Syst. Anal.	3
C E 3354. Intro. to Hydrology	3	C E 4321. or IE 3322	3
C E 4361. Transp. Engr.	3	E E 2303. Elec. Sys. Anal.	3
POLS 2301. Amer. Govt. Org.	3	POLS 2302. Amer. Pub. Pol.	3
	18		17

Admission and progression requirements must meet exact requirements of both departments
*Minimum hours required, exclusive of P.E., Band, or ROTC — 188

less than a 2.50 average in architecture or architecturally related courses, and not less than a 2.25 average for the last semester attended prior to transfer. Admission by transfer to the upper level shall be governed by the requirements listed previously.

Master of Architecture degree requirements for each of the specializations (Environmental Resources, Social & Behavioral Patterns, Building Systems, Construction Management, Urban Design, History/Historic Preservation) are 12 hours of Architecture and 24 hours of general electives for a total requirement of 36 hours. Included in these degree plans are the requirement for the individual to successfully complete a research project, paper or a thesis, and in all cases, pass an oral examination.

- b. *Performance Criteria: 1) History, Human Behavior and Environment, 2) Design, 3) Technical Systems, and 4) Practice*

Opportunities for learning and evidence of having learned from the four major areas and subareas of achievement-oriented criteria are centered in specific courses, integrated in paralleling and sequenced courses throughout the five-year curriculum.

- 1) HISTORY - focused courses: 3 required and 10 electives courses in architectural history;
associated courses: Architectural Esthetics, workshop in history of architectural theory, seminars, independent study-research projects, design studios, thesis programming and design, urban design/planning studies and interdisciplinary electives;
associated studies: specialization in history/preservation, site planning, landscape architecture, environmental studies, technologies, on-site community assistance projects, HABS drawings, studies in the Southwest Collection and Ranching Heritage Center, and interdisciplinary studies.

History Criterion: *be aware of historical methods of inquiry, including how to systematically observe buildings and places, and how to identify and assemble evidence about them in order to derive understanding about them, to relate them to their societal and environmental circumstances and to assess their quality and significance;*

Opportunity: In historical contexts, the identification of styles of historical buildings and monuments, as well as significant technological, political, and cultural changes which help to shape the development of architecture, form the basis for the courses in architectural history. Environmental and societal factors, as well as an awareness of the various philosophies of architecture, are introduced in the freshman year by required courses. These factors continue to be stressed in the required nine hours of history courses and in history electives and seminars in architectural history and preservation.

Historical methods of inquiry are introduced at the freshman level in lectures on research methodology and documentation. Research is continued in upper level history courses and seminars, and culminates in the programming and preparing of the fifth year thesis.

Relating the information from historical methods of inquiry to societal and environmental circumstances is provided in courses in design and community and regional development.

Assessment of historical development and the decisions affecting the planning and design of buildings, spaces, and communities is available in urban design courses as well as in upper level, independent study, research.

Evidence: Tests, reports, sketches, term papers, historical preservation and restoration theses, and research and design projects.

History Criterion: understand historical antecedents to contemporary architecture drawn not only from Western tradition, but also from other traditions including the vernacular;

Opportunity: An understanding of historical antecedents of contemporary architecture begins in Esthetics with a brief introduction to vernacular architecture at the freshman level. Vernacular architecture is also dealt with in the History of 19th and 20th Century Architecture. Vernacular building plays a major role in the elective course, A History of Architecture of the Arid and Semi-Arid Lands. "Architecture without architects" is present in the course content of pre-Columbian and post-Columbian architectural history. In addition to these opportunities for studying building forms, there are seminars on building in and for Third World countries. The interrelationship of historical and contemporary architecture are stressed in both required history classes and in electives. Required courses provide a foundation for understanding elements of design, technology, and function that have a common denominator in all periods. Reading assignments listed in the courses' syllabi provide further opportunity for understanding these interrelationships. Traditions in architecture, other than western civilizations, are the subject for study in the architectural elective, Oriental Architecture, a course which surveys the architecture, philosophy, and culture of India, China, and Japan. A guiding philosophy throughout these history courses is that to understand the present, "One cannot not know history."

Evidence: The evidence that the Division's graduates have understood the relationship of historical antecedents to contemporary architecture is found in: tests, reports, urban design projects, and virtually every contemporary project undertaken.

History Criterion: understand the impact of various cultural values and societal settings on the status and role of the architect, and on architecture;

Opportunity: Understanding the impact of various cultural values and societal settings is pursued in the required history courses, seminars and workshops which place a particular emphasis on cultural values and the social milieu of each period. The role of the architect in various societies is examined in various periods in history: the renown of Greek architects, for example Kalicrates, Mnesikles, Libon and others; the rise of guilds of masons in the Middle Ages, as well as recent discoveries of the names of architects associated with Gothic cathedral builders, sometimes in the labyrinths laid out on the paving stones of church floors; the fame of Renaissance architects, not only in the field of architecture, but in philosophy and the arts; the prestige

acquired by graduates of the Ecole des Beaux Arts; the controversies sparked in the second half of the nineteenth century in the U.S. between Eastern Seaboard offices manned by Ecole graduates and the rise of the Chicago School whose builders sought form as result of function rather than facade and finish.

Evidence: Reports, tests, exams, models, planning studies, and design presentations and analyses.

History Criterion: understand theories and principles that have been the basis for the understanding and the making of architectural form. Such theories treat subjects such as the relation of architecture to its site and cultural setting, to fundamental as well as more immediate human purposes and intentions, to materials and to construction methods and structure, to management and modification of climate and to spatial and compositional ideas and systems;

Opportunity: An understanding of historical and esthetic theories, principles of design, and the evolution of structural systems is reflected by courses in history, site planning, design, urban design, environmental studies and technology. A History of Landscape Design: Baroque/Modern, has been offered as an elective and addresses problems of climate, site, and compositional relations between Landscape and Architecture.

Evidence: Evidence is provided in drawings showing setting in time and place with lifestyles of people, and special research projects emphasizing theory and place.

History Criterion: be able to draw upon an understanding of history in the personal observation of three-dimensional architecture as well as architecture as seen through the media;

Opportunity: An aim of any course in architectural history and esthetics is that of creating culturally educated students who will have an understanding in depth of what they see whether it is a masterpiece of history observed while traveling, an excellent example of intelligent preservation of a notable building from the past, or examples of contemporary architecture (post or late modern). It is hoped that through the encouragement of an interest in reading and making sketches, through research projects and written reports, through a stimulation of interest in photography as an architectural tool and an exciting hobby, that the critical sense will be developed allowing students to read articles in contemporary architectural journals, to enjoy books on architectural subjects, watch programs on television with intelligence, tolerance, and understanding. It is also an aim of the teaching of history and aesthetics that students will upon occasion reserve judgment on that which is new and difficult to comprehend instead of condemning change without a thoughtful evaluation and open mind. Opportunity is also available for understanding three-dimensional architecture through reports based upon personal investigation of buildings; work in the field is sometimes undertaken by those choosing a studies program in history/preservation, i.e., HABS drawings; work at sites where preservation is in progress (The Ranching Heritage Center, Lubbock, Texas), etc. Some students have spent summers in Mexico, China, etc., bringing back slides to use in classes. Also pertinent is the integration of community assistance projects into academic programs.

Evidence: Evidence that graduates have learned this concept is provided in reports, slides brought back to share with history classes, experience in the field, working with preservation, measured drawings, photographs, etc. Other evidence is provided by study models and city plans. The trips of Architour have also provided this evidence in their written reports and sketches. Other evidence is present in models, artwork, text, glossary of terms, slide shows or board presentations.

History Criterion: *be able to formulate objective criticism of design and finished buildings;*

Opportunity: This is stressed at the freshman level and it is present in all courses which present knowledge of historical and contemporary buildings for students to draw upon and enlarge upon by reading, perceiving, and developing value systems upon which to base criticism. All design studios emphasize criticism through project evaluation and explanations.

Evidence: Drawings showing concepts and designs. Informal discussions in class with professors. History attempts to place emphasis on knowing why buildings and styles occur and the ability to analyze.

History Criterion: *be able to bring an understanding of history to bear on the design of architectural projects.*

Opportunity: An aim of architectural history is that of pointing out universal ideas that are present irregardless of time or place, for example: a harmony of parts or an intentional dissonance as in Mannerism as well as some examples of Late Modern architecture; the relations between form and function or the lack of relation; the semiotic signals which are triggered by architecture. An understanding of history is particularly important in the 1980s. It is an absolutely necessary resource for anyone interested in historical restoration or the rehabilitation of older buildings. Since this is a field in which the Division of Architecture at Texas Tech offers an undergraduate specialization and at the graduate level an M.A. with studies in Architectural History/Historic Preservation, the interest in history is closely allied with the curriculum. In this half of the century, it is equally important to understand the historic idiom in the light of the work of many Late Modernist architects. Since most design elements are universal -- proportion; relation to function; textural contrasts; effects of light and shade; environmental elements; structural systems as they are reflected in design; relations between positive form and negative space -- these are stressed in all history classes.

Evidence: An understanding of style as it is related to function; structural systems; materials; environment is stressed on tests, reports, and special studies. If students are grasping the essence of historical architecture and its design, this should be reflected consciously and/or subconsciously in every contemporary project which they undertake.

HUMAN BEHAVIOR - focused courses: Introduction to Architecture, 3 required history of architecture courses, Architectural Psychology, Environmental Controls, Professional Practice, Construction Management, Architectural Programming, 9 design studios, and 2 Planning courses.

associated courses: selected electives in sociology, psychology, anthropology, geography, economics, art, interior design, seminars and workshops.

associated studies: design and planning studies conducted each semester, field studies, community service projects.

Human Behavior Criterion: be aware of the realization of the potential of each individual purpose;

Opportunity: Student opportunity for awareness of the potentials of individuals, of societies and the interrelationships of activities, attitudes, and places is enhanced first in a freshman introductory lecture series and substantively in many other required courses. Study of sociology, psychology, anthropology, philosophy, economics, art, business and finance, law, etc., are encouraged through recommended elective course lists, architectural electives and the parallel reading requirements of studio courses in planning and design. Technical, legal, and managerial issues are addressed in required courses in Environmental Controls, Professional Practice, and Professional Planning and Construction Management.

Orientation lectures, design projects and course offerings in esthetics, history, principles of city planning, regional planning, residential architectural theory, the psychology of space, design methods, architectural programming, senior seminars, and many of the recommended electives emphasize the fundamental interactions between human attitudes, purposes, design, and actions.

Evidence: The nature of student discussions and of the project or programs they initiate evidence their awareness of self-realization as do elective course reading reports, quizzes and research papers.

Human Behavior Criterion: be aware of studies of the individual in order to sense what constitutes circumstances for activities of various kinds, and how people think and feel about their environmental settings;

Opportunity: Students are encouraged to be aware of their own preferences, to try to understand the origins of such preferences, and to compare them with others (peers, faculty, media expressions, historic evidence, statistical data, surrogate clients and users, etc.). In addition to the opportunities indicated immediately above, the design studio provides the most critical link to environmental setting responses and actions.

Freehand Drawing II develops a design for an interior space which labels all dimensions in the room (furniture, doors, stairs, passages, etc.) as a living reference to ergonomics.

Evidence: Documented studies are most prevalent in special projects and architectural programs. The nature of student discussions and of the projects or programs they initiate evidence their awareness of self-realization as do elective course reading reports, quizzes and research papers.

Human Behavior Criterion: be aware of studies of how groupings of people interact with their environmental surroundings, and how environments can mediate social response, modify social action and support collective aspirations;

Opportunity: The distinction between individual and collective social and cultural responses to environmental settings is consistently explored as needs or preferences of user groups in the sequence of building type studies examined in design studios. Increased awareness is achieved by those who pursue social science or architectural elective courses. Student groupings for team research and team design are also engaged in community service projects which provide an important level of direct professionally oriented experience in group dynamics.

Freehand Drawing II studies movement and proportions of people in group settings and shows environmental suggestions and visual clues of response to the setting.

In Architectural Psychology, students design their individual and group research projects to gather information about human needs.

Human Behavior Criterion: be able to gather information about human needs and aspirations to inform the design process, to organize how people contribute to the design process and to devise criteria for evaluation of the design;

Opportunity: The ability to gather information about human behavior or user needs and preferences is taught in two elective courses, two required planning courses stressing behavioral settings, and in the required architectural programming course. The latter is prerequisite to the thesis studio experience and assures an indepth exploration, comprehension and utilization of data gathering, analyses and conceptual syntheses of behavioral data, information, principles and hypotheses. The programming course provides the most rigorous experience in developing objective evaluative criteria.

Evidence: Student composed studio project design programs are required at various levels. They are integral elements of the city planning studio projects. Some of these are focused upon Texas cities, others upon developing settlements throughout the world. The thesis program and design documentation provide significant evidence of student evaluative abilities.

Approximately sixty-five individual and group projects are on file in professors' offices and available for interested students' review and application to this design process.

Human Behavior Criterion: be able to extract--and graphically describe--the geometrical and dimensional implications for design from behavioral information and criteria;

Opportunity: Ergonomic and kinesthetic studies are integral parts of design studio experiences. These design studio projects and exercises provide the principal opportunities for these direct searches and responses. The graphic skills are also developed in separate courses in which some of the content relates to dimensional and behavioral conditions.

In Architectural Psychology, students assess the results of their research, drawing conclusions and generalizing results as to their impact upon architectural design.

Evidence: Design studies are often incorporated in completed project exhibits; the exhibits should manifest the adequacy of processes. Thesis design documentation is occasionally more revealing of in-depth process and synthesis.

Human Behavior Criterion: be able to contribute to the design of post-occupancy studies of how well a physical environment is satisfying behavioral criteria, and consequently to suggest how it might be modified to improve its performance in terms of behavior.

Opportunity: Original post-occupancy studies are largely restricted to the elective course in psychology. Occasional exercises in the observation of the use of specific places are incorporated into introduction to design, and graphics courses. Case studies are used fairly extensively and considerable emphasis is placed on information about behavioral aspects of built environments. Campus buildings have, on occasion, provided laboratory type opportunities for such study. The most explicit case studies occur as a part of design thesis programming.

Numerous post-occupancy research projects are undertaken by students in architectural psychology ranging from taverns, churches, nursing homes, dormitories, educational facilities and the like. Assessments made and conclusions drawn as to the design's satisfaction and resolution of behavioral criteria.

Evidence: Reports from the psychology of space course and documentation of design theses evidence the cumulative competence of students to contribute to these concerns of our profession.

ENVIRONMENTAL CONTEXT - focused courses: 9 design studio courses, Site Planning, 2 Urban Design/Planning courses, Architectural Programming, Environmental Psychology.
associated courses: electives in Landscape Architecture, Geography, seminars and workshops.

Environmental Context Criterion: be aware of the diversity of approaches to the analysis of the environmental context and of methods for their application to environmental design;

Opportunity: The school provides opportunity for the student to be aware of the diversity of approaches to the analysis of the environmental context through studio assignments in the second, third, fourth, and fifth year studios, as well as programming and urban studies courses. The student may also take an elective course in site planning, where the student is exposed to the man-nature relationship and its impact on the environment. Service and/or support courses are highly recommended in Park Administration and Landscape Architecture to further a student's awareness of the environment and approaches to analysis. Responsiveness to human needs and aspirations is stressed in methods for application to environmental design.

The environment of a man, a building, an open space, an urban complex, or a city, includes not only the physical context, but also its socio-cultural and politico-economic concerns.

The following lecture courses provide the knowledge of environmental context: Environmental Studies, Environmental Psychology, Environmental Impacts Study and Site Planning. A variety of environmental contexts in which to pursue studies of planning and design are presented in Urban Design/Planning courses.

Evidence: Exams, quizzes, reports, research projects, planning studies and designs, architectural programming and virtually every design from the sophomore year to graduation.

Environmental Context Criterion: understand the technical, traditional, symbolic and theoretical considerations of the environment in relation to the development of a specific site;

Opportunity: A student is afforded the opportunity to understand the technical, traditional, symbolic and theoretical considerations of the environment in relation to the development of a specific site through history courses, research and case studies of various projects and the implications of these studies on their sites. Students are afforded an opportunity to understand the environment by practical application of site analysis, using real sites for studio projects. Students are exposed to and given exercises in contour manipulation and grading. With the emphasis on energy and energy conservation, site selection criteria is often developed through energy research or solar workshops. Due to the physical construction and orientation, some research in climatic conditions can be experienced first-hand in the studios.

Evidence: Quizzes, exams, research studies, design and planning projects every semester, computer programs, and community service projects.

Environmental Context Criterion: be able to carry out the site planning and landscape design necessary to create an appropriate setting for architectural projects, and to relate these settings to their larger context;

Opportunity: Through the urban studies studios and site planning courses, a student is able to carry out site planning and create appropriate settings for architectural projects in the urban fabric and therefore become aware of the impact the project has on the extensional site and the impact the extensional site has upon the project. A student has the opportunity to create appropriate settings for architectural projects in the fourth and fifth year design studios and the thesis studio. Landscape design and history of landscape design is offered through an elective architectural history course. Service and/or support courses, as electives, in plant material, horticulture and landscape design are encouraged. Freehand Drawing II: 1 month of landscape studies with concentration on earth forms, air-sky, water, and vegetation.

Evidence: Completed design and planning projects, field notes, site and environmental analyses required in programming and preliminary presentations.

Environmental Context Criterion: be able to determine criteria for the location of built works.

Opportunity: Site selection and locational criteria are stressed in urban planning/design lectures and studios. Architectural programming and design studios reinforce criteria for site determination and environmental impacts. Seminars, workshops, and site planning courses provide details and technical processes.

Evidence: Types of student work evidencing satisfying criteria: studio projects displayed at each studio level, research reports and papers, case studies, hands-on experimentation in the field and computer modeling, alternative site analyses.

- 2) DESIGN - focused courses: all courses in the curriculum are intended to inform design thought, process, acts, and products. Nine major design studios seek to integrate information and skills. Each design year has special emphasis yet each is holistic in combining awareness, understanding and ability.

<u>First year:</u>	organization of space, light, perception, texture, color, etc. Introduction to elements and principles of design (2 & 3 dimensional experimentations). Introduction to problem solving techniques. Humans as a major force in design decisions.
<u>Second year:</u>	Composition of architectural form and space. Review and inclusion of first year. Form generating techniques. Introduction to materials and methods of construction. Environmental analysis. Problem solving processes. Basic structural systems. Functional analyses.
<u>Third year:</u>	Program research. Review and inclusion of 1st and 2nd years of study. Site analysis. Environmental design determinants. Innovations in materials and construction methods. Beginning multi-storied projects. Code compliances.
<u>Fourth year:</u>	Complex building systems. Review and inclusion of 1st, 2nd, and 3rd year studies. Structural systems. Environmental conditions. Human behavior. Public safety and welfare. Analysis and Programming. Urban design/planning issues, comprehensive projects.
<u>Fifth Year:</u>	Large scaled high-rise multiple use building complexes in urban context. Review and inclusion of 1st, 2nd, 3rd, and 4th year studies. Programming for thesis. Thesis, independent semester-long design.

Design Criterion: be able to demonstrate aesthetic as well as practical and social understandings of design in their design projects, such understandings being fundamental to the art and practice of architecture;

Opportunity: Design studios, communications studios, courses in esthetics, art courses, design problems dealing in social reasons, lectures in social impacts on environmental design, visual aids, discussions, reading assignments, architectural sculpture, architectural psychology and Freehand Drawing I-IV - applying principles of design to composition of subject and color theory with application to architecture.

Evidence: Preliminary and final design presentations with oral explanations, quizzes/tests, case studies, building types and studies, thesis documentation, graphics and design exhibits, discussions, essays, special projects. Drawings emphasizing visual interest as well as good organization.

Design Criterion: *be able, in design, to take into account the issues raised in the other three sections of this document -- i.e., History, Human Behavior and Environment, Technical Systems, and Practice;*

Opportunity: Architectural Psychology classes, communication classes, design studios and lectures, films, seminars, design thesis, history studies at undergraduate level/graduate program in architectural history/preservation, assigned reading and research in Library, resources of the University as a whole.

Evidence: Projects on display, design studio processes, experimentation in communication classes, section-perspective, cutaway views, exploded parts, isometrics, etc.

Design Criterion: *be able to demonstrate concern in design work for enduring values that go beyond the requisites of the project at hand;*

Opportunity: Programming, lectures in esthetics (branch of Philosophy), lectures on Values/Mores, etc., design studio projects - lecture and seminars on future conditions - continuity and change, values systems, lectures requisite with design studios. Freehand II: study "the street," in Lubbock and in other cities, show how a particular personality of place is evident.

Evidence: Quizzes, completed design projects, thesis design documentation, regional planning projects. Sketches illustrating characteristics of place.

Design Analysis Criterion: *understand ways of dividing the design process into discrete parts in order to associate with each the appropriate techniques;*

Opportunity: Programming, site planning, urban design, design studio reports, design studio projects, lectures in design process, elective course in design methods, structural systems. Preliminaries that include site analysis, planning, structural systems at various design levels.

Evidence: Design methods projects, project programs and pre-programs, theses documentation, reports, models, faculty handouts, course syllabi.

Design Analysis Criterion: *understand techniques of analysis including such visual tools as diagrams, charts, models and drawings; also quantitative and computer-based tools applicable to architecture;*

Opportunity: Design studio projects, urban design projects, thesis projects, reports, visual tools - graphic projects, freehand projects, models: 2nd year model studies (1) systems, (2) solar shading and calculations, discussions, case studies, diagrams, sketches, accurate drawings, photographic methods, graphic data from raw data. Freehand IV: Analyze an architect's designs and philosophy of design with words, sketches, diagrams, photos, and other visuals. Delineate one of his designs emphasizing the discovered concepts before the physical design. Design methods workshop. Computer graphics lab, communications (4 semesters), graphics/drafting (1 semester).

Evidence: Projects displayed, alternative graphic possibilities presented, site analysis and design projects, models of systems, quantitative solar/shading projects in computer graphics, exhibits, multi-board presentations, concept sheets and final delineation, sketch problems in design studios, solar design solutions to include overlays, models, computer assisted plotting.

Design Analysis Criterion: *understand ways of articulating and clarifying the architectural intent of the client or the behavior and response of further users of the project;*

Opportunity: Construction documents courses, review of architects' construction documents, exposure to "real" projects such as State Comptroller's Office, Lubbock, invitation of local "user" to meet with studio group to assist in program intent, studio group visits to specific projects, design "building types." Projects given with real or surrogate clients -- "Athletic facilities planning guide" (4th year), various urban design reports, TSA projects.

Evidence: Preparation of construction documents, design solutions by students, local user reviews of project solutions. Involvement of outside consultants, clients and users in design problems 2nd-5th year and especially in Thesis.

Design Analysis Criterion: *understand major current building project types in the architectural field, their spatial and geometric components and forms, their programmatic components, their technical systems and their design processes;*

Opportunity: Research of building types, field trips, design studio projects, case studies, lectures on image, meaning, spatial ordering systems, lectures, slides, discussion, programming, visiting lecturers and exhibits, technical consultants, Architour. History requirements and electives. Issue building type projects at all levels of studio, utilize case studies in process. Theory course. Freehand Drawing IV: Delineations assigned from list of contemporary projects for study, analysis, and presentation.

Evidence: Reports from field trips, case study reports, completed projects, sketch problem solutions including models (space-form), technical detailing, CPS projects, studies of post-modern influence: (1) eclectic, (2) classical, (3) humanistic, (4) illusionistic, (5) constructivistic, (6) minimalism.

Design Analysis Criterion: *be able to analyze problems from the time of their initial formulation through to the completion of the design process.*

Opportunity: Five years of personal instruction in design studios, research in design studio projects, studio assignments, class discussions, continuous analysis.

Evidence: Thesis projects, design solutions of simple to complex buildings, preliminary requirements and criticism, thesis documentation.

Opportunity: Design projects in studio courses, working in architectural offices, lectures by visiting architects.

Evidence: Studio projects, thesis semester - organizations and review sequence, required technical drawings and concept drawings.

Design Judgment Criterion: *be able to formulate general objectives and articulate criteria that are sufficiently clear and precise to offer a basis for accepting one alternative and rejecting another;*

Opportunity: Preliminary designs, lectures on values and opportunities of selection; pre-programming and programming courses.

Evidence: Parti chosen in design studios design projects, quizzes, program development and comparisons between programmatic materials and designs. Preliminaries and sketch problems.

Design Judgment Criterion: *be able to develop means by which the alternatives can be translated into terms of the criteria;*

Opportunity: Introduction to programming, programming.

Evidence: Program development and comparison between programmatic materials and design.

Design Judgment Criterion: *be able to evaluate the alternatives in relation to the criteria;*

Opportunity: Preliminary reviews requiring alternatives, discussions in lectures and studies, oral/graphic presentations, post-project evaluations. Individual instruction in studios. Case study requirements.

Evidence: Design studio projects from the 1st-5th year, quizzes, exams, and research reports.

Design Judgment Criterion: *be able to compare alternatives with one another including the weighing of different criteria in order to produce the possibility of ranking;*

Opportunity: Design studio requirements, lectures on the subject by faculty.

Evidence: Studio projects, oral presentations, program development and comparisons between programmatic materials and design.

Design Judgment Criterion: *be able to choose;*

Opportunity: Numerous partis, studio critiques, lectures.

Evidence: Studio projects, oral presentations, program development and comparisons between programmatic materials and design.

Design Judgment Criterion: *be able to engage others in these judgment processes.*

Opportunity: Design competitions, student-faculty interactions, involving clients or surrogate clients in design projects, review juries, visiting lecturers, public presentations and feedback.

Evidence: Outside jury members, oral presentations, program development and comparisons between programmatic materials and design, team projects, funded class urban projects, joint projects.

Design Communication Criterion: *be aware of emerging technologies of graphic presentation;*

Opportunity: Seminars, library books, demonstrations by guest lecturers, studio exercises, freehand drawing IV, analysis and computer courses, computer graphics, CAD/CAM, movies, slide presentations, computer graphics lectures by visiting lecturers and faculty, all four courses in Freehand offer "state of the art" in presentation techniques based on foundation of basic skills that are enduring.

Evidence: Projects, sketch problems, preliminaries, field trips to architects' offices, drawing projects, computer graphic projects, attendance at these events (guest lecturers, exhibits, etc). Projects in slide presentation, book form, printed matter, color presentations.

Design Communication Criterion: *understand the ideas and purposes of communication as part of the design process;*

Opportunity: Design studios, communications studios, oral presentations to peers, faculty, community groups, etc., preliminaries, lectures, studio critique. Freehand IV: Analyze existing buildings with graphic symbols (case studies).

Evidence: Presentations, drawings, sketches, preliminaries, design proposal developed by students, site analysis diagrams, student portfolios, thesis documentation, observation of processes. Diazo prints, sketches, models.

Design Communication Criterion: *understand the types of communications media generally used in architecture, including computer-based techniques of graphic presentation;*

Opportunity: Communications classes, demonstration of reprographic techniques, including vacuum frame, off-set printing, guest lectures in graphic techniques, working drawings courses, reading assignments, computer graphics lab. Freehand IV: looking at work from offices in categories of office promotion, and office production. Noting what kinds of drawings, text, art are used in each category.

Evidence: Experimentation in four communications classes, projects on display, computer assisted graphics - computer plotting field trips, student work from graphics, drawing and working drawings courses, preliminary drawings, computer graphics programs. Book presentations, slide and board presentations, "using the appropriate art and text for the audience."

Structural Systems Criterion: *understand theory and principles in the areas of statics, dynamics, and strength of materials;*

Opportunity: Structural Mechanics I and II, General Physics (1306), engineering problems statements, Architectural Technology I and II.

Evidence: Tests, projects, problem solutions, exams.

Structural Systems Criterion: *understand theory of simple structures;*

Opportunity: Introduction to Architectural Design, Introduction to Architecture, Architectural Design II and III, Architectural Technology I and II.

Evidence: Exams, models, sketches, studio projects, papers.

Structural Systems Criterion: *be able to design simple building elements utilizing a variety of materials to include the full range from footings and foundations to building frames, bearing walls and structural floor systems to roofs and ceiling systems;*

Opportunity: Architectural Design I-IV, Architectural Technology I and II, Architectural Structures (3351), Structural Mechanics (CE 3380, CE 3381), Structures (CE4385), lectures, workshops, problem statements, architectural design projects, studio projects.

Evidence: Design projects, exams, working drawings, calculations, engineering problem solutions.

Structural Systems Criterion: *be able to analyze structural systems in frequent use, such as post and beam, rigid frame and others;*

Opportunity: Structural Mechanics I and II, Structures (CE 4385), Architectural Structures (3351), lectures, studio projects, engineering problems.

Evidence: Exams, studio projects, working drawings, calculations, engineering problems solutions.

Structural Systems Criterion: *be able to organize building systems to withstand lateral forces in connection with wind and earthquake conditions;*

Opportunity: Natural hazards studies in studio and workshops, and seminars.

Evidence: Models, tests, studio projects.

Structural Systems Criterion: *be able to select, integrate and coordinate structural systems with other building systems;*

Opportunity: Architectural Design II-V, Architectural Thesis, Architectural Structures (3351 and 3352), studio projects, Environmental Controls I and II.

Evidence: Sketches, working drawings, design submittals, thesis design submittals.

ENVIRONMENTAL CONTROL SYSTEMS: focused courses: 2 required Engineering Technology courses (MET 3319 and 3320), Architectural Structures (3352), Architectural Design III, IV, V, and Thesis.
associated courses: site planning, architectural programming, Architectural seminars, Physics.
associated studies: Underground housing research (Civil Engineering), Landscape Architecture, International Center for Arid and Semi-Arid Land Studies.

Environmental Control Systems Criterion: be aware of relevant codes and regulatory standards and their application to these systems;

Opportunity: Environmental Controls I and II (MET 3319, 3320), Architectural Structures (3352), Architectural Design III, IV, V, Architectural Programming, lectures, studio projects, engineering problems.

Evidence: Projects, Thesis (ARCH 4631), Programs, engineering problem solutions, exams.

Environmental Control Systems Criterion: be aware of alternative energy sources and costs for the purpose of environmental control;

Opportunity: Environmental Controls I and II (MET 3319, 3320), Architectural Design III, IV, V, Architectural Technology (2252), Architectural Structures (3352), Site Planning, lectures, engineering problems, architectural and engineering research (ground temperatures, underground structures), site planning studies.

Evidence: Exams, research participation and documentation, working drawings, architectural design studies, engineering problem solutions, calculations, research documentation.

Environmental Control Systems Criterion: understand the fundamental principles underlying environmental control systems. These vary with the system under consideration, but will include elementary fluid mechanics and heat transfer, the physics of light and sound and the psychological and physiological principles necessary to understand human response;

Opportunity: Environmental Controls (MET 3319, MET 3320), Physics (1306, 1307), Architectural Structures (3352), Architectural Studies (seminar 4261), lectures, studio projects, engineering problems, seminars.

Evidence: Architectural projects, exams, calculations, problem solutions, working drawings and documentation, presentations.

Environmental Control Systems Criterion: be able to design elementary environmental control systems. These systems include water supply, drainage, waterproofing, flushing and sewage disposal, heating and air conditioning systems, acoustics, lighting, electrical service and distribution and communications;

Opportunity: Architectural Structures (3352), Architectural Design III and V, Environmental Controls (MET 3319, 3320), Architectural Studies (seminars), lectures, problem statements.

Evidence: Working drawings projects, theses, engineering calculations and problem solutions, exams.

Environmental Control Systems Criterion: be able to critique systems designed by others from the point of view of not only how well the systems meet basic standards of human safety and comfort, but also how well they serve the qualitative aspects of human experience.

Opportunity: Architectural Design II and V, Environmental Controls, Architectural Structures (3352), lectures, design projects, engineering problems.

Evidence: Exams, design proposals, theses, working drawings.

Construction Materials and Assemblies Criterion: be aware of construction methods as revealed in standard construction processes and building codes;

Opportunity: Architectural Technology (2251 and 2252), Architectural Structures (3351 and 3352), Design Programming (4394), Architectural Design II, III, IV, and V, lectures, slides, reading assignments.

Evidence: Exams, architectural design studio projects, working drawings, theses, programs.

Construction Materials and Assemblies Criterion: be aware of formation and manufacture, standard sizes, standard applications and restrictions governing uses of materials common to building and construction--such as wood, stone, unit masonry, glass and steel, concrete and plastics;

Opportunity: Architectural Technology (2251, 2252), Architectural Structures (3351), Architectural Design II, lectures, field trips, slides and audio-visual programs, design projects.

Evidence: Exams, working drawings, presentations.

Construction Materials and Assemblies Criterion: understand the physical principles of the performance of building materials and assemblies with respect to how they function structurally and technically, how they resist wear, how they age and how they function to separate the internal and external environment and their relative costs;

Opportunity: Architectural Technology I and II, Architectural Structures (3351), Structural Mechanics I and II, Physics (1306), lectures, field trips, slides, guest lecturers, studio projects.

Evidence: Exams, papers, working drawings, specifications documents, case studies.

Construction Materials and Assemblies Criterion: understand the composition of building assemblies and the selection of building materials in ways that satisfy complex building programs, and be able to communicate the use of such materials in both graphic and written form.

Opportunity: Studies of systems, cost differences, case studies, specifications, Working Drawings (ARCH 3351), design classes, Architectural Technology

I and II, Architectural Structures (3351), Design Programming (4394), Architectural Design III, IV, V, lectures, field trips, studio projects, design projects, research.

Evidence: Models, working drawings, design presentations, theses, programs.

Life Safety Systems Criterion: *be aware of relevant codes and standards and their applications;*

Opportunity: Architectural Technology I and II, Architectural Structures (3351 and 3352), Architectural Design II, III, IV, V, lectures, slides, technical films, guest lecturers, design projects, studio projects.

Evidence: Exams, working drawings, specifications, design submittals, programs, theses.

Life Safety Systems Criterion: *understand the fundamentals and methods which underlie the design detailing of fire and intruder detection, fire suppression and fire separation within buildings, internal and external circulation and exiting of buildings;*

Opportunity: Studies in technology and design studio requirements and hazard analysis, Architectural Technology II, Architectural Structures 3352, Architectural Design II, III, IV, V, lectures, slides, films.

Evidence: Exams, studio projects, design presentations, theses.

Life Safety Systems Criterion: *understand the impact of life safety on the selection and design of building systems and equipment;*

Opportunity: Architectural Technology II, Architectural Structures (3352), Architectural Design III, IV, V, lectures, case studies, design projects, studio assignments.

Evidence: Exams, working drawings, design presentations, case study papers, theses.

Life Safety Systems Criterion: *be able to select life safety systems for buildings and to integrate them with other building systems.*

Opportunity: Architectural Technology II, Architectural Structures (3352), Architectural Design III, IV, V.

Evidence: Exams, working drawings, design presentations, theses.

Barrier-free and Handicapped Design Criterion: *be aware of the manifold ways in which site and building design must be modified in order to accommodate human disabilities. These include the dimensional implications of switches, door knobs, counters, railings, and all other elements basic to human use of a building;*

Opportunity: Introduction to Architecture (1331), Architectural Technology II, Architectural Design II, III, IV, V, Design Program (4394), lectures, design projects, films, slides.

Evidence: Exams, design presentations, programs, theses.

Barrier-free and Handicapped Design Criterion: *be aware of the limiting aspects of human disabilities in the selection of equipment and materials such as video and audio elements, fire alarms, elevators and call buttons, wall and floor finishes, plumbing fixtures and fittings and graphics and signage;*

Opportunity: Introduction to Architectural Design, Architectural Design II, III, V, Design Program, ergonomics studio projects, lectures, architectural design projects, design studio lectures.

Evidence: Design presentations, models, graphics, programs, theses.

Barrier-free and Handicapped Design Criterion: *be aware of relevant codes and standards and their applications;*

Opportunity: Some lectures on this in reference to specific design projects, Architectural Technology II, Architectural Design II, lectures, design projects

Evidence: Exams, design presentations.

Barrier-free and Handicapped Design Criterion: *be able to demonstrate an understanding of barrier-free design in all aspects of building and site design.*

Opportunity: Architectural Design III, IV, V, design lectures (ARCH 3431, 3432), Architectural Design projects.

Evidence: Design presentations, programs, theses.

- 4) PRACTICE - focused courses: Professional Practice, Project Planning and Construction Management, Design Programming, Architectural Structures (2 courses), Architectural Technology I and II.
associated courses: Architectural Design II through V, Environmental Controls I and II, Architecture and Urban Design, Seminars, Visiting Lecturers.
associated studies: Site Planning, Landscape Architecture, Business Management and Marketing, community service projects, training in professional offices, advisement and counseling by practitioners in thesis course.

Process Criterion: *be aware of the issues and ideas that make up the process, both for typical and nontypical or nontraditional practice;*

Opportunity: Professional Practice (4391), lectures, discussions, visiting lecturers, thesis (5th) year.

Evidence: Lectures, tests, exams, scope and diversity of projects, both typical and nontraditional.

Process Criterion: *be aware of the various professional disciplines that make contributions to the process, and of methods for their coordination and management;*

Opportunity: Professional Practice (4391), Construction Management (4393), Structures (CE 4385), Environmental Controls (MET 3320), Architecture Structures (3352), Architectural Design V (4631), coursework utilizing engineering services, utilizing outside consultants.

Evidence: Exams, reports, drawings, exercises, working drawings, required in studio projects. Various disciplines' works incorporated into solutions.

Process Criterion: *be aware of the various individuals, groups, and resources which contribute to the total body of knowledge necessary to carry out the process;*

Opportunity: Professional Practice (4391), Construction Management (4393), Programming (4394), Architectural Structures (3352), Architectural Design II through V, Architectural Technology I and II, lectures, studio projects, design projects, site visits, guests.

Evidence: Exams, reports, programs, working drawings, design projects.

Process Criterion: *understand the traditional arrangements for project design and construction, especially for the role which the architect must play in the administration of the construction contract, and the differences in the relationship with the client between the design and construction phases;*

Opportunity: Professional Practice (4391), lectures and discussions, Construction Management class, working in offices prior to graduation, visiting professionals.

Evidence: Verification of practical experience in architects' offices, exams, projects.

Process Criterion: *understand the nontraditional ways of rendering services, especially as they affect the relationship between the architect and the client as well as other parties involved in the production of the design and the construction process;*

Opportunity: Professional Practice (4391), Construction Management (4393), outside lecturers.

Evidence: Exams, reports, work study programs, practical experience in offices while attending classes.

Process Criterion: *understand the types of documentation which are required to render competent and responsible professional services, including both graphic and written forms, for both traditional and nontraditional services;*

Opportunity: Architectural Technology (2251 and 2252), Professional Practice (4391), Construction Management (4393), Architectural Structures (3351 and 3352), Programming (4394), Structures (CE 4385), Environmental Controls (MET 3320), Architectural Design II through V, thread in the core curriculum (technology, techniques), work in architects' offices, C.D. classes, lectures, demonstrations, field trips.

Evidence: Exams, architectural programs, design projects, working drawings, other projects, reports, drawings, structural calculations and portfolios, working drawings.

Process Criterion: *understand the basics of computer usage in the process and some illustrative areas of application, including design, documentation, financial management, word processing and information storage and retrieval.*

Opportunity: Professional Practice (4391), Construction Management (4393), Computer Programming (CS 1302), Structures (CE 4385), Architectural Structures (3352), computer use in planning, working drawings, hands on computer use laboratory, formal instruction for graphic programming.

Evidence: Exams, reports, computer print-outs, computer programs, and computer assisted graphics programs, mapping plots.

Project Finance and Economics Criterion: *be aware of building economics, development economics and finance to the extent necessary to see their application to architectural design and construction processes;*

Opportunity: Professional Practice (4391), Construction Management (4393), Programming (4394), design studios, working drawings classes, elective courses in costs, working in architects' offices.

Evidence: Exams, reports, programs, case studies, cost estimates, production drawings, computer graphics plots and charts.

Project Finance and Economics Criterion: *be aware of techniques of analysis;*

Opportunity: Construction Management (4393), Professional Practice (4391), Programming (4394), most design studios, Architectural Technology (2252), Architectural Structures (3352), Urban Design (4383), Computer classes, Engineering and Architectural lectures, laboratories, problem solving, site visits, guest lecturers.

Evidence: Exams, reports, programs, project charts and graphics.

Project Finance and Economics Criterion: *be able, at least at an elementary level, to perform value engineering, life cycle cost analysis and construction cost estimation in the framework of a design project.*

Opportunity: Programming class, employment in architects' offices, Construction Management (4393), Architectural Technology (2252), Architectural Structures (3352), careful selection of electives.

Evidence: Working in architects' offices, case studies in programming, exams, reports, projects, cost analysis in programming.

Business and Practice Management Criterion: *be aware of contract negotiations, office organization and personnel relationships, financial management and other activities surrounding the practice of architecture;*

Opportunity: Professional Practice (4391), Construction Management (4393).

Evidence: Exams, reports, contracts.

Business and Practice Management Criterion: *be aware of the architect's responsibility to the public under a variety of different contractual and organizational arrangements;*

Opportunity: Professional Practice (4391), Construction Management (4393), participation at local and state levels with various planning projects.

Evidence: Exams, reports, projects in progress, case studies, research reports.

Business and Practice Management Criterion: *be aware of the ethics of the profession and the ethical issues which confront it.*

Opportunity: Professional Practice (4391), lectures, discussions, readings, guest lecturers.

Evidence: Exams.

Laws and Regulations Criterion: *be aware of areas of the law which affect architecture, and with landmark cases which form the background of current practice;*

Opportunity: Professional Practice (4391), lectures, discussions, readings, design studio projects, employment in architects' offices.

Evidence: Exams, code research, employment in offices, projects.

Laws and Regulations Criterion: *be aware of the relevance of the law to professional registration, professional service contracts, the formation of design organizations and teams, the obligations of the architect to the client and other parties, designer liability for faulty design, cost overruns, construction administration, third-party rights, analysis of construction contracts and contractors' liability and arbitration;*

Opportunity: Professional Practice courses, Intern Development Program (IDP) and its relationship to registration, Construction Management lectures and discussions, design, working drawings.

Evidence: Exams, enrollment in IDP, case studies, research papers, working drawings.

Laws and Regulations Criterion: *be aware of the mechanisms and procedures for enforcement, adjudication, and the creation or modification of laws;*

Opportunity: Professional Practice (4391), lectures and discussions, guest lecturers, Construction Management classes.

Evidence: Exams.

Laws and Regulations Criterion: *understand the legal relevance of the public health, safety, and welfare, property rights, building codes, zoning and subdivision and a host of other factors impinging on architectural practice.*

Opportunity: Professional Practice (4391), Construction Management (4393), Programming (4394), Structures (CE 4385), Environmental Controls (MET 3320), Architectural Structures (3351 and 3352), Architectural Technology (2251 and

2252), all Architectural Design II through V, Urban Design (4383), Architecture and Urban (4332), guest lecturers, lectures, laboratory studies, research, problem solving, studio projects.

Evidence: Exams, reports, projects, drawings, charts, graphs, case studies, research papers.

3.2.5 PROGRAM ENRICHMENT

3.2.5 Program Enrichment

a. *Research.*

Research and creative activities of the school, faculty and students of the Division have been vigorous. The activities since 1981 include:

Eight faculty have participated in 31 exhibits - six awards were won.

Twelve faculty have published 45 articles.

Three faculty have published four books. Three more are in progress.

Six faculty have presented 21 papers to scholarly societies.

Two faculty have had 10 articles written about their work.

Three faculty have been invited lecturers to other universities.

Nineteen faculty have done research projects with \$95,500 funds acquired from a total of 57 research projects. These projects include architecture work as well as formal research proposals.

Even though these activities are enumerated by faculty involved, student and/or school cooperation and participation were necessary for their accomplishment of many of these. For a more detailed explanation of these activities, see the faculty resumé's in Appendix B.

b. *Service.*

Service to the nation, state and local communities also are vigorous and on-going activities of the Division. Even with the extensive teaching assignments of the faculty, many have found the time and energy to participate on many levels of numerous associations, to direct student involvement in community service projects, and to participate in university, community, state and national cultural development.

Seven faculty have been involved in 10 national associations or agencies including the National Aeronautics and Space Administration, U. S. Forestry Service, Department of the Interior, as well as chairmanships of two national association committees. Seven faculty have been members in 10 state associations with one appointed by the Governor and three chairpersons of committees. Seven faculty have participated in nine local associations and one is a Director of the Lubbock AIA Chapter. Five faculty have been on 11 University committees including the Faculty Senate and the Institutional Self-Study Steering Committee. Six more are associates of the International Center for Arid and Semi-Arid Land Studies in which two created and participated in shortcourses for the organization. One other faculty member organized a shortcourse for the Divisions of Architecture and Continuing Education. Fourteen faculty have or contribute to local architectural practices. Community service projects (Appendix G) are another strong point of the Division. In addition to the complete listing in Appendix G and the listing of Thesis Projects in Appendix H, three faculty participated in elementary school playground development, a Charette for the Dallas Housing Authority and various international projects.

c. Related Curricula. Options within program, minors or second majors, joint degree programs and other degree programs within the school.

At the undergraduate level, students may specialize in structures or design. The design specialization provides additional opportunities for concentrations in urban design, architectural history and historic preservation. A dual degree is offered with the Department of Civil Engineering.

While fulfilling the general elective requirements of the Design Option, a student may complete the "leveling" requirement preparatory to completing the graduate course requirements for the Master of Business Administration degree.

Students majoring in other academic disciplines may complete a minor in architecture with the approval of the Chairpersons.

Architectural courses in History, Preservation, Freehand Drawing, Urban Design/Planning, Introduction to Architecture, Architectural Graphics, Esthetics, Architectural Technologies, Design Workshops, and Architectural Seminars are available as electives to students majoring in other departments.

The Curriculum Committee is examining: 1) possible requirements for declared minors for design option students; 2) careful structuring of the 30 hours of electives in the design option; and 3) dual degrees with other academic disciplines. The Urban Design Specialization's use of elective hours is an example of a "bundling" of interdisciplinary courses within the architecture degree program.

At the graduate level, students may concentrate in one or more architecturally related determinants: environmental resources, social and behavioral patterns, building systems, construction management, urban design and history and historic preservation. The 36 hour post-professional Master of Architecture degree is comprised of both core architectural courses and interdisciplinary studies.

The University offers a Master of Arts or Science degree in Interdisciplinary Studies that may include Architectural History, Historic Preservation, or Conservation.

d. Other Activities. Off-campus programs, foreign programs, field trips and studies, guest lecturers program, guest critics programs.

Most faculty are involved on a continuous basis with off-campus programs. Speaking engagements, lectures-demonstrations, short courses and continuing education programs. (See Appendix B for complete listing.)

Foreign programs have become a strength of the Division. Countries represented in recent and present on-going programs involving student and faculty include: Manila, Philippines; Quito, Ecuador; Northern Peru; Hamadan, Iran; Dongguan, China; and San Miguel de Allende, Mexico.

The Division of Architecture initiated the Institute for Urban Studies International (IUSI) which was ratified by the Texas Tech Board of Regents in May, 1984. IUSI has initiated programs involving research, development,

exchange, and publications in the fields of urbanism, planning, architecture and environmental sciences. A five-year inter-university cooperation agreement for academic research and student-faculty exchange has been signed with the South China Institute of Technology, Guangzhou, China. An agreement with the Universidad de Guanajuato, Mexico, has been signed for a joint planning and urban design project in San Miguel de Allende, Mexico. A preliminary agreement has been secured with the Beijing Institute of Urban Construction and Administration, China, for urban research in North China dealing primarily with housing, architecture, and cities in arid lands.

The Division of Architecture continues community development programs. In addition to the 40-plus community projects accomplished over the last 15 years (see Appendix G), we are presently engaged in major joint study programs with the Texas Society of Architects and local architects in 6 West Texas cities: Abilene, Amarillo, El Paso, Lubbock, Midland-Odessa, and Wichita Falls. The emphasis is planning, urban design, and architectural images which show alternatives to better growth. This two-semester project involving students, faculty, professionals and citizens is a foundation for continuing studies and specific research. Undergraduate students participate in these programs. Fifth-year students in the design option select, as thesis programs, projects from across the United States and beyond (see Appendix H). These intensive thesis projects provide a rich array of cultural, environmental, and architectural issues that help energize all levels of architectural studies. A special project involving a comprehensive plan and human settlement considerations for the Navajo Nation continues to be a major effort of the Division.

Field trips are scheduled in studio courses, technologies, thesis projects, urban design and city planning projects, and special projects. The senior seminar and spring vacation Architour transports 80+ students each year to selected areas in the United States and Canada. A voluntary undergraduate summer internship program will be initiated as soon as the supervisory roles can be funded.

The Extra-Curricular Activities Committee in the Division of Architecture plans our programs for visiting lecturers, critics and exhibits. The Spring 1982 to Spring 1984 program included: Visiting Lecturers: Gunnar Birkerts (presented slides of major projects completed and the designs in progress); Michael Doyle (artist); Charles Harker (practicing architect in Austin, Tx, and designer of organic architecture); Larry Jones (Preservation consultant with the Division of State History, Utah State Historical Society); Wojciech Lesnikowski (author of several books on comparative architecture); William Kirby Lockard (FAIA, and author of several books on design drawing); Donald McDonald (FAIA and leader in innovation in residential, recreational, and urban infill); Jack Nottingham (Vice President of Harwood K. Smith & Partners); G.E. Kidder Smith (FAIA and author of numerous books on architectural education). Exhibits: William Caudill, H.A.B.S., Alvar Aalto, film series from Kent State and Iowa State Universities; TSA's "Creating Tomorrow's Heritage"; Southern California Institute of Architecture's exhibit "Modern Architecture: Mexico"; and exhibit and sale by Gray Books of Houston.

The 1984-1985 schedule is being prepared at this time.

NATIONAL ARCHITECTURAL ACCREDITING BOARD

1735 New York Avenue N.W. Washington D.C. 20006 (202) 783-2007

May 6, 1983

Dr. Lauro F. Cavazos, PhD.
President
Texas Tech University
Box 4349
Lubbock, Texas

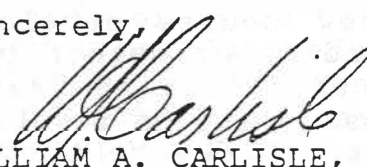
Dear President Cavazos:

At the National Architectural Accrediting Board meeting last March, there was reconsideration of its previous action regarding the accreditation of the architectural program at Texas Tech University. The Board concluded that it should reaffirm its original decision extending the accreditation period for the first professional degree program for a period of two years. However, in recognition of the time required for your appeal and also allow an opportunity to effect positive remedial action regarding concerns identified in the Visiting Team Report, the Board is extending the accreditation period to January 1, 1985. Accreditation is subject to the usual conditions described in the NAAB Criteria and Procedures publication.

A summary of the Board's deliberations in review of the decision follows, for your information and interest.

On behalf of the Board of Directors, allow me to express our sincere respect and appreciation to you, to Dr. John Darling, to Dr. Jimmy Smith, and to Mr. W. Lawrence Garvin for meeting with the Board in discussion of the decision for Texas Tech.

Sincerely,



WILLIAM A. CARLISLE, FAIA
NAAB President

WAC:lp
Attachment
cc: John Wilson-Jeronimo

Office of the
Vice Pres. for
Academic Affairs

MAY 11 REC'D

NAAB

REVIEW OF BOARD ACTION: TEXAS TECH UNIVERSITY
18 MARCH 1983

SUMMARY OF DELIBERATIONS

Discussion issue: Separation from the College of Engineering

The Board stipulates that it neither has nor assumes authority to dictate the pattern of organization of a university, or of units within a university. To do so was not the intent of the Board's accreditation action.

Documentation of the architecture school's history shows clearly that the Texas Tech University administration has itself made past commitment to separation from the College of Engineering as its chosen plan of action regarding the organization of the architecture school within the university. This stated intention was thus referenced in the Visiting Team Report, since no alternative intention was presented or discussed, either in documentation preparatory to the visit or during the visit. It is certainly the prerogative of the university's administration to choose an alternative course, should it see fit to do so. No alternative was offered by those meeting with the Board.

The concern of the Board is not the organizational structure per se. As stated in the Visiting Team Report, it is rather a concern about the ill effects resulting in the educational program from controversy surrounding this issue. It is the controversy which is the problem of concern; it has fermented for more than a decade now. It was described to the Visiting Team as the source of substantial and significant unrest, by faculty, students, and alumni. It is working as an impedence to the development of the educational program in that (a) it contributes fundamentally to a crisis of confidence in the leadership and future of the program, which further results in (b) a lesser than needed level of spirited involvement by the Division's faculty and administration in new course development, outreach activity development, and other needed program development. In the judgment of the Visiting Team, the controversy over the separation issue must be resolved, if the faculty and administration are to devote themselves fully to the program development tasks. There does exist evidence of recent and current program development activity. Much more is needed, if the program is to keep pace with developments in the profession, and with expanding educational needs of students aspiring to architecture. The Board therefore concluded to extend accreditation for a limited period, in order to reverify, in two years time, the continuance of effective program development achievement.

Discussion issue: context of the school

With reference to the concerns expressed about observations in the Visiting Team Report regarding the school's geographical and cultural context, the Board wishes to express assurance that these observations were not taken as points of criticism of the school, either by the Visiting Team or by the Board. Rather, they were offered as description of both a condition affecting the particular characteristics of the school, and a source of opportunities for the school in its development. Many architectural schools find themselves in a similar context. The context is not of itself a problem to a school but it is a condition to which the school must respond creatively, if the school is to realize its full potential. The Visiting Team Report simply verified what was stated in the school's EDP as a condition of context, and urged the school to do more than is now in evidence in response to that condition, and the opportunities afforded by it.

In most other fields of work, major events can be shared through publications and other information-transfer methods. In painting and other art forms, for example, major works can be shared through travelling exhibitions. In architecture, major events are buildings and places and must be experienced (visited) to be understood. They must also be evaluated with reference to their cultural, political, and economic roots. Thus, the more opportunity that architecture students have to experience major architectural works, and the more facility they develop to understand differing cultural, political, and economic forces, the better equipped they become to achieve understanding in architecture. It is with this frame of reference that the Visiting Team Report urges more activity in the school with outreach programs, visiting speakers and exhibitions programs, community based projects, etc.

Discussion issue: term of accreditation

Members of the Board recognize that the elapsed time taken up by the review of Texas Tech's accreditation action has worked to substantially reduce the time available to the school to respond to the concerns expressed by NAAB. In order for the school to have the full two-year period intended for response, the Board took action to extend the starting date for the accreditation period to 1 January 1983.

3.2.6 RESPONSE TO PREVIOUS
VISITING TEAM REPORT

3.2.6 Response to Previous Visiting Team Report.

a. Previous visiting team report.

I. Introduction

The School was visited by an accreditation Team representing the National Architectural Accrediting Board. The Visiting Team reviewed the first-professional program:

Bachelor of Architecture, 5 years.

II. Participants

*Mr. William L. Fash, Dean
College of Architecture
Georgia Institute of Technology Representing NAAB and ACSA
Atlanta, Georgia 30332 Team Chair*

*Mr. David Gebhard, Ph.D.
895 East Mountain Drive
Santa Barbara, Calif. 93108 Representing Allied Professionals*

*Mr. Don Sporleder
Regional Director, NCARB
University of Notre Dame
South Bend, Indiana Representing NCARB*

III. Visit Schedule

Sunday, 28 March 1982

*2:00 p.m. Arrival.
5:00 p.m. Meeting with Associate Dean Garvin.
5:30 p.m. Meeting with Dean Bradford.
6:30 p.m. Division Reception.*

Monday, 29 March 1982

*8:00 a.m. Breakfast.
9:00 a.m. Meeting with University Administration.
10:00 a.m. Tour of facilities.
11:00 a.m. Introduction to academic program.
12:00 noon Lunch with faculty council.
1:30 p.m. Meeting with design coordinators.
2:30 p.m. Individual visits to studios.
4:00 p.m. Meeting with students.
6:30 p.m. Dinner with Alumni Association.*

School is doing a good job of preparing students for initial experience in practice, but is concerned about the students' preparation for practice in the larger sense, i.e., beyond entry level.

II. Accreditation and the academic environment

There are two areas in which the Team has concerns with respect to this Perspective on accreditation.

The major issue now facing the School is that of its autonomy. There is a long history surrounding the issue which contributes much to its urgency. Separation of the Division of Architecture from the College of Engineering has been verbally promised and reaffirmed in the past, but has not been implemented. Controversy and frustration over the issue has completely demoralized faculty and students alike, and it has had and is having serious deleterious effect on the educational quality of the School. It is therefore an issue of concern to NAAB.

No one in the University with whom the Team met expressed opposition to the idea of separation. The School's students, faculty, and alumni with whom the Team met were unanimous and emphatic in their position that separation is the only acceptable resolution of the issue, not after its many years of deliberation and unfilled promise. Preoccupation with the issue is diverting attention and energy away from the conduct and development of the School. Right or wrong, students and faculty feel that they are being dealt with in a manner less respectful and supportive than that used with other units of the University, and particularly with other schools of architecture in Texas. It has become a symbolic, as well as a practical and a philosophical issue.

The Team's concern is the severe destructiveness the issue has had on the educational quality of the School, and will continue to have, until it's resolved. We consider that separation of the Division of Architecture from the College of Engineering is now essential to continued development of the School, and that it must be accomplished within the shortest reasonable time for the School to remain an accreditable one.

The second area of concern related to the comprehensiveness of the students' preparation for architecture. Location of the School in a geographic area dominated by agribusiness, far removed in distance from educational and cultural support activities typically available in an urban setting, places the School in a position of more-than-usual dependence on itself and on other units of the University for "filling out" the educational and cultural experiences pertaining to its students. Conservative lifestyles and politics, devotion to the work ethic, and other characteristics of the region's cultural orientation, reinforce the need by the School to nurture carefully its students' exposure to social and cultural phenomena, values that can be drawn from history, varying public attitudes and experiences with architecture, etc.

The Visiting Speaker's program, art exhibits, musical performances, field trips, study abroad, etc. assume an even greater dimension of importance here than they might at a school in a different context. Several of the School's faculty recognize the additional dimension of responsibility and they are thus asked to assume and are working to meet that added responsibility.

The regional context is one rich in its own social and cultural history, offering good opportunity for supportive expansion of Tech students' understanding of social and cultural phenomena - one example being knowledge of the archeology of the region. The University is a multi-faceted one, offering a broad range of programs and good opportunity for liberal education for all its students.

The Team considers that there exist ample possibilities for the School to pursue attempts to broaden and deepen its students' cultural awareness and growth. The Team also considers it necessary for the School to succeed in such attempts if it is to resolve the issue of preparation of its students beyond entry level positions in architecture. The Team supports efforts now being made by the School in this direction, and regards success with them to be essential for the School's continued improvement and development.

III. Accreditation and society's evolving concept of architecture

Recent efforts by faculty and administration of the School have focused on development of more content in architectural theory, and achievement of greater breadth and depth in the development of student's social and cultural base for architectural performance. The Team applauds these efforts, and would encourage the School to continue in that direction. The social and cultural base that students bring to the program as beginners is a rich one; an important role for the School is to consciously build upon it and add to it. Greater awareness of, appreciation for and curiosity about the architecture of the world and the "world of architecture," added to the high-level technical and basic skills competence now achieved by the School's students, would help students to better exceed minima and to better anticipate future needs and possibilities in the profession.

IV. Accreditation as part of individual and professional development

Students of the School are quite impressive in the extent to which they apply themselves to their work. The rigor of the program, coupled with the positive, hard-working response of its students, is a commendable characteristic of the School. The University offers a broad range of opportunities for pursuit of personal learning interests, although there's little evidence that these resources are being utilized. Counseling of students regarding individual development occurs informally; it would help for the School to intensify this effort. The students are intense, dedicated and pragmatic. The program challenges them well - up to a point. The Team suggests that the faculty and administration continue to set program objectives and define program content so as to broaden and deepen the learning challenge and opportunity which the program represents - not as substitutes for present emphases, but as additions to them.

B. Evaluative Criteria

NAAB has established seven Criteria to be used for the evaluation of programs in terms of student performance. The Criteria focus on the development of creative and judgmental skills, basic professional comprehension, and personal and professional maturity. Rather than address the particularities

A. Program Strengths

1. The School prepares its students extremely well for entry level positions in professional practice. Information from the Texas Society of Architects, alumni in practice and reports of respect and demand by Texas firms for its graduates indicates that it is probably best among Texas schools in achievement of this objective.
2. The quality of students attending the School is a definite strength - they are serious, determined, eager and aggressive.
3. The combination of the program's rigor and the positive, hard-working response by students to it contribute to development of good work habits and attitudes.
4. Among program offerings, the Team would cite the dual CE degree program, History and Preservation, the technical courses, and the drawing courses as being commendable.
5. The context of the University is a source of substantial potential strength for the School, with ready access to Art, Interior Design, Landscape Architecture, Engineering, Anthropology, and others. This aspect of the School is seen by the Team as both a strength and a concern, as indicated below.
6. The geographic location of the School is perceived by the Team as a potential strength for the School, if fuller advantage were taken of cultural characteristics of the region, and of opportunities for expansion of community service projects in West Texas.
7. The emerging base of support by alumni of the School is now an added strength for the School, with good potential to become all the more substantive and significant.

B. Program Concerns

1. The School has been seriously, and perhaps, lastingly, disrupted by controversy and conflict over the issue of autonomy. The morale and motivation of both students and faculty have suffered, and full, enthusiastic involvement with development of the School - the work at hand to be done - has been sidetracked by the issue. The educational quality of the School has suffered in that its separation from the College of Engineering has apparently long been intended, but the lack of its implementation has caused substantial internal difficulty for the School, as well as image and competitive edge problems among architectural schools in Texas.
2. The internal organization and procedures of the Division of Architecture also reflect and contribute to low morale and lack of enough aggressive, enthusiastic program development activity. The Team would particularly cite the needs for more meaningful shared governance, i.e., productive participation by students and faculty in the Division's governance; faculty development incentives and opportunities; reduction of faculty teaching load made possible by discontinuance of the policy of offering every course every semester;

more active and visible support of student activities; and more open and thorough communication between administration, faculty, and students, as sources of present difficulty which need resolution.

3. The preparation of students beyond entry level is an issue of concern to the Team. Steps are now being taken to address the issue; the Team would urge the administration and faculty to continue the effort, and to bring the same level of concern to this issue as is now brought to the issue of preparation for entry level practice. The advising system, use of elective and general education requirements, student evaluation, student independence, are all of concern as parts of this issue. Particularly, there is need for special response to the special condition of geographic isolation in the form of outreach programs. A structured internship program, travel/study programs, visiting critics, an elaborate lecture series, traveling exhibits, formalized associations with other schools - all are possible ways which the Team would urge the School to consider as attempts to add a further dimension to its students' experience at the School.

4. The quality and useability of the architecture library work as a limitation for the School's students. Expansion of the collection has been reduced by half from the dual purchase policy, which seems to the Team an unnecessary provision. The School would benefit from use of its library by non-architecture students, as, we suspect, would they. The physical condition of the library is also a serious impairment which needs quick resolution.

VIII. Recommendations

1. Separation of the Division of Architecture from the College of Engineering in the shortest reasonable time. The Team interprets "shortest reasonable time" as two years.

2. Reworking of the internal organization and procedures in the Division of Architecture. Objectives for doing so would include an improved student advising system and student evaluation system, better coordination of different segments and year levels of the curriculum, reduced faculty teaching loads, improved incentives and opportunities for faculty development, and a system of meaningful shared governance in the Division.

3. Much-increased activity in outreach programs.

4. Substantial improvement of the architecture library. (The Team suggests that the School's alumni might be a source of additional help, finding this a good "target" for their support.) Expansion of the collection, repair of the facility, and policy changes to make the library more useable are urgent needs. We recommend that the School set as its objective the achievement of a bona fide professional library, as contrasted with the present reading room concept.

5. Continued curriculum development and expansion, particularly in areas of architectural theory.

6. *Well-planned and organized efforts to increase the level of interdisciplinary work in instruction, research, and extension.*

7. *More enthusiastic and energetic response to educational opportunities afforded by the cultural, historical and physical characteristics of west Texas.*

b. *School's Response to Concerns and Recommendations:*

Separation of Architecture from the College of Engineering.

This issue remains unresolved. Since 1982, many discussions have occurred among administrators, faculty, students, alumni, and professional societies.

A committee to study the issue of separation was convened on May 7, 1984. This committee was established by Dr. Lauro Cavazos, President of Texas Tech University; the charges were made to the committee by Dr. John R. Darling, Vice President for Academic Affairs.

Charges to the committee include: a) to assess the role that architecture plays in a comprehensive university; b) to determine the role of architecture at Texas Tech University; c) to conduct an operational audit of the Architecture Division [to include 1) accreditation review; 2) strengths-weaknesses; 3) academic program; 4) facilities; 5) faculty; and 6) students]; and d) to develop a blueprint for the future [for the 1) goals; 2) organizational structure; and 3) alternatives].

The committee members were selected by the Administration with the exception of the two alumni directors. The committee consists of: Dr. Carl H. Stem, Professor and Dean, College of Business Administration [Committee Chairman]; Mr. Tom Davis, Architecture Alumnus, Lubbock, Texas; Mr. Bob Fillpot, Architecture Alumnus, Houston, Texas; Dr. Larry B. Masten, Professor and Chairperson, Department of Engineering Technology; Dr. John S. Murray, Associate Professor of Law; Dr. Jon E. Rodiek, Professor and Chairperson, Department of Park Administration and Landscape Architecture; Prof. A. Dudley Thompson, Chairperson, Division of Architecture.

Reworking of the internal organization and procedures in the Division of Architecture. Issues: low morale, lack of shared governance.

W. Lawrence Garvin resigned as Chairperson of the Division of Architecture as of January 1, 1984. A. Dudley Thompson was recommended by the faculty and approved by the Administration to be the Interim Chairperson and Associate Dean of the College of Engineering. The following actions have been taken to improve morale and to insure shared governance:

Student-faculty ratios in design studios have been reduced from 25 to 1 to a ratio not to exceed 17 to 1.

Design studio courses previously taught every semester for out-of-sequence students have been eliminated.

Students have been appointed to and have full participation in the following Division committees: curriculum (3), graduate faculty (1), computer use (1), extra-curricular (4), faculty development and faculty search (3), library (4), student development (3), and a student advisory committee to the chairperson (5). Additional student appointments will be made in the Fall of 1984.

Faculty and students have participated through discussions and written input into the APR report.

Competitions have been established for wall designs on each floor.

A commitment has been secured to place doors on our studios to: reduce noise levels, provide more secure and personalized studio environments, and to encourage students and faculty to spend more time together over longer periods of time, thus improving overall morale and esprit de corps.

The Texas Tech Architecture Alumni Association has begun a \$1M fund drive for excellence in architecture at TTU. Annual dues have been increased and enthusiasm is strong. These funds are critical.

Six members of a fifteen member Architectural Advisory Board have been selected with the remainder to be selected shortly. The six members selected are from Boston, Dallas, Denver, Houston, and New York.

Dr. Harold Nelson has been appointed as Graduate Advisor for the Division.

Prof. William Stewart has been appointed coordinator of "Theory."

Dr. George Peng has been appointed as Director of the Institute for Urban Studies International in the Division.

The five design coordinators have been appointed as coordinators for student advising at each level of our five year undergraduate program.

Secretarial loads are being restructured through the use of student assistants providing more secretarial time for typing faculty papers and research reports.

A greater proportion of state and private monies have been dedicated to faculty travel.

To avoid piece-meal planning, a moratorium has been placed on changes in required architectural courses until we have studied the whole curriculum, the sequencing, substance, and intent. Studies have begun, but are not concluded.

The preparation of students beyond entry level into the profession. Much increased activity in outreach programs, advising system and elective use.

Approximately 50 students and 7 faculty from our Division are participating in a state-wide program initiated by the Texas Society of Architects. They are working with local architects in six cities: Abilene, Amarillo, El Paso, Lubbock, Midland-Odessa, and Wichita Falls. Each of these six student-faculty professional teams is producing urban design, planning, and architectural concepts for each city which will become part of a state-wide exhibit in October 1984.

International studies involving exchange of students and faculty are becoming a significant part of our program. Undergraduate and graduate students are encouraged to participate in our Institute for Urban Studies International (initiated by the Division of Architecture in February 1984). We have developed and signed five-year exchange agreements with: (a) South China Institute of Technology (following a joint program and visit by students and faculty to China last summer); (b) Beijing Institute of Urban Construction and Administration (following a visit of the President of the Institute to Texas Tech in May of 1984); (c) Universidad de Guanajuato, Mexico, for joint planning and urban design projects in San Miguel de Allende. Other inter-university agreements pending include: (a) School of Engineering

and Architecture, Victoria, Australia; (b) Abteilung fur Architektur Fachhochschule, Dusseldorf, West Germany; (c) Universidad de Panama, Panama; (d) Regional and City Planning for Tegucigalpa, Honduras; (e) border city studies along the U.S. and Mexico borders.

In addition to the creation of the Institute for Urban Studies International, we have submitted a proposal for establishing a "Community Resource Institute" providing focused support for community related research and service activities including regional resource management and rural/urban analyses and development.

Two 3-day symposia have been planned for the Spring and Fall of 1985 and are respectively: "Living with the American Southwest" and "Future Generations as Clients for Designers and Planners." Both symposia involve significant interdisciplinary participation.

Special efforts are being made to increase the numbers and improve the quality of visiting critics, lecturers, and traveling exhibits. A greater proportion of the available funds are being devoted to this endeavor.

We have revised our advisory system so that the design coordinators (who also serve on the Curriculum Committee) for each of the five year levels, coordinate the faculty advising system. Faculty members devote 3 hours of office time per week to advising the 17 to 20 students assigned to them. Computer-aided pre-registration and the attendant extended advisory period provide opportunities for careful advisement.

A goal is to increase the opportunities for inter-disciplinary studies. In addition to the dual degree with the Department of Civil Engineering, and identification of leveling work toward an MBA, the following program objectives are being examined: a) the requirement of declared minors for design option students, or b) careful selection of "bundles" of electives. The urban design specialization appearing in the 84-85 catalog is an indication of effective elective use. At the graduate level, we are increasing levels of diversity with additional concentrations in History/Historic Preservation and Urban Design. The implementation of the proposed Master of Community and Regional Planning degree program is being sought and will greatly enhance our program capabilities in West Texas.

Substantial improvement of the architecture library.

Improvements in the architectural library are still hampered by the inadequate funding. State and private funding sources are being sought for continued up-grading of acquisitions. The Division Library Committee is involved with decisions concerning University and Divisional library policies and requirements for a professional library.

Continued Curriculum Development and Expansion particularly in the area of Theory.

Through the appointment of a "theory coordinator" in the Fall of 1983 and in the process of selecting new faculty, we have begun to place greater emphasis upon theory throughout the curriculum and as identifiable focused studies.

3.2.7 SELF-ASSESSMENT

3.2.7 Self-Assessment

a. *Description of the Process of Self-Assessment:*

There are four stages to the process: 1) identifying assessment categories; 2) gathering information, ideas and criticism; 3) determining problems and needs; and, 4) establishing goals, priorities, and developing plans.

Assessment categories include: 1) Educational Programs; 2) Teaching, Faculty and Staff; 3) Students; 4) Governance; 5) Research, Scholarship, Creative Activities, Outreach Programs and Community Service; 6) Facilities and Equipment; and 7) Financial Resources and Support.

Information used to identify strengths-weaknesses and possibilities and to develop "threshold standards" include: 1) University-College-Division reports and reviews; 2) standing committees' deliberations within the Division; 3) meetings with faculty and students; 4) feedback from professionals, alumni, and recent graduates entering the profession; 5) discussions with prospective students and their parents; 6) meetings with architectural educational administrators; 7) accreditation reports; 8) NCARB licensing examination reports; and, 9) journals, newsletters, and reports.

Problems as undesirable conditions or as existences that do not match-up with expectations are identified and described. Projections of trends and needs illuminate the impacts of unresolved problems on future choices and opportunities and assist in determining resources required for excellence.

Goals to which we aspire are formulated, priorities established and commitments made. Plans are developed and phased to achieve these goals.

b. *Results of Self-Assessment and Planned Changes.*

The integrated "problems-needs-goals" assessments should be viewed within the context of an existing strong program. We continue to do many things well as evidenced by past accreditation reports, by the fact that architects seek our graduates, and by contributions our graduates make to society. The purposefully rigorous on-going assessments serve to make improvements and refinements, and to anticipate and plan change.

1. Educational Programs

develop horizontal and vertical integration and sequencing of courses while maintaining a focused integrity of each

integrate knowledge, skills, and information from other courses into design studios

enrich required courses with more timely and significant electives

participate and share in learning experience with other disciplines, the profession, and the public

emphasize thinking through problems-investigation, interpretation, meanings and impacts

provide more time for preliminary reviews and post-project evaluations
introduce theory, design processes, programming, interior design, and site planning earlier into the curriculum
involve a greater range and depth of contextual issues into more comprehensive projects
include more current readings and awareness assignments
increase opportunities for on-going, "hands-on," on-site visits to enhance the feel for place - its flavors and nuances, and improve questioning abilities
expand graduate degree and course offerings while improving undergraduate degree programs.

2. Faculty and staff

reduce teaching loads
reduce student-teacher ratios in studios
increase salaries
encourage participation in architectural practice, professional associations, and community endeavors
invigorate research efforts
secure non-state funds for chairs and professorships
improve methods for evaluating teaching effectiveness
maintain a balance between generalists and specialists and encourage their interactions
increase staff to accommodate student and faculty needs

3. Students

improve recruiting techniques for highly qualified students/undergraduate and graduate
develop standards for entrance into the program
improve retention rate at freshman and sophomore levels
increase scholarships, assistantships, and financial aid
improve the student advising system
increase awareness of University offerings available and their contributions to a holistic architectural education
encourage participation in administrative and academic planning
increase opportunities for participation in internship programs, and cooperative outreach programs with other disciplines, universities and groups
involve students in research programs and scholarly endeavors
encourage individual search and growth beyond program requirements to improve self-reliance and confidence

4. Governance

improve administrative organization and procedures to facilitate clear, open communications and participation of faculty and students

establish essential Division policies

develop a stronger support for the Division to improve external funding and information flow

provide leadership in anticipating future needs and possibilities

5. Research, Creative Activities, Enrichment Programs and Community Service

provide incentives for initial research momentum

provide assistance for preparing proposals

provide resources and reduce teaching loads for successful researchers

increase collaborative projects

secure positions, salaries, and operating funds to attract investigators

improve library resources to attract scholars

integrate research findings into the instructional program

encourage student participation in research and creative activities

encourage and reward creative activities: publications, presentations, exhibits, competitions, and architectural designs

improve enrichment programs: travel-study programs, visiting critics and lecturers, exhibits and internship programs

involve more faculty and students in international study programs

organize a more concerted effort for regional studies and services

document and publicize our accomplishments more effectively

6. Facilities and Equipment Needs

250 seat audio-visual auditorium, lecture-jury hall

re-allocation of space to accommodate additional computer equipment (secure, accessible environments)

building security, acoustics, and interior environmental quality

library and slide library facilities and increase acquisitions

additional space for records, office staff activities and faculty mailboxes

additional furniture for individual student studio work stations

additional furniture for shared computer graphics work stations with terminals and data links

additional computer terminals, printers and plotters in formal instruction areas

office equipment with word processing and accounting capabilities

7. Financial Resources and Support

State supported increases are needed for the operating budget and to improve faculty/staff positions.

External funding is needed to support the following:

- endowed chairs and professorships
- student scholarships and fellowships endowments
- enrichment programs endowments
- endowments for the architectural library
- computer-aided design and systems drafting equipment
- faculty development endowments

Planned Changes and Recent Accomplishments

A theory coordinator has been selected to integrate theory into the curriculum and develop specific theory foci.

The Division is beginning a review of the curriculum to determine course content and intent within horizontal and vertical sequencing of courses, and developing ways to include new architectural thought, knowledge, and skills into existing courses without adding architectural course hours to the curriculum.

Plans to introduce theory, programming, interior design, and site planning earlier into the curriculum are being developed.

Urban design and history and historic preservation specialities are available to undergraduate and graduate students.

The number, timing, and use of electives are being studied to plan for possible minors, interdisciplinary programs, and an improved advising system.

The advising system has been strengthened as a result of greater periods of time set aside for advising within the pre-registration schedule.

Interdisciplinary studies have been established with Civil Engineering and Business Administration. Attempts are being made to develop programs with Landscape Architecture, Interior Design, and the Medical School.

Plans are being made for two interdisciplinary symposia sponsored jointly by the Division of Architecture and the International Center for Arid and Semi-Arid Land Studies (ICASALS). The first symposium is scheduled for the Spring of 1985.

The "Institute for Urban Studies International" in the Division of Architecture was established May of 1984 and has secured several international study agreements.

A "Community Resource Institute" has been proposed which will provide focused support for community related research and service activities.

Plans for organizing on-going regional studies are being developed. These plans have been generated by the 40+ previous studies in small regional communities and the present joint program with the Texas Society of Architects involving the six major cities in West Texas.

A Master of Community and Regional Planning degree has been proposed by the Division of Architecture.

Student-teacher ratios in design studios have been reduced to 17 to 1 (the maintenance of which depends upon enrollment patterns and receiving additional FTE).

An additional 1.5 FTE has been secured for Fall '84.

Faculty are encouraged to develop special enrichment elective courses and develop interdisciplinary projects.

Out-of-sequence design studios, once taught each semester, have been eliminated.

Admission standards have been stated by the University for the Fall '85.

Plans for developing fair, effective evaluations for student admission into the Division are being studied.

Faculty and students participation in Divisional decisions and directions have been greatly strengthened. Students serve on every major committee in an active role.

Acquiring significant increases in external funding is a high priority. Our Alumni Association has begun a \$1M fund-raiding campaign.

Plans are being developed for securing additional external funding on an on-going basis.

Monies for obtaining additional studio work stations and for improving the interior space environment have been made available and improvements will be begun in the summer of 1984.

APPENDICES

- A. Catalog Descriptions
- B. Faculty Resumes, Goals, and Philosophies
- C. NAAB's Annual Report Statistics
- D. Texas Tech University Undergraduate Catalog
- E. Committee Charges, Membership and
Organizational Chart
- F. Guidelines for General Electives for
Architecture Students
- G. Community Service Projects
- H. Thesis Projects
- I. Workshop and Seminar Offerings

APPENDIX A

COURSE DESCRIPTIONS

- 1261 ARCHITECTURAL ESTHETICS I (2:2:0). Architecture as a contemporary philosophical concept. Lectures in visual experiences to develop perceptive faculties in the esthetics of architecture.
- 1331 INTRODUCTION TO ARCHITECTURE (3:3:0). An introduction to the architectural profession, its diverse elements and opportunities. University resources examined and curricular opportunities explored in relation to career alternatives.
- 1341 ARCHITECTURAL FREEHAND DRAWING I (3:0:9). Introduction to drawing. Basic skills and techniques in representational drawing. Translation of three dimensional perception into graphic expression. Outside assignments required.
- 1342 ARCHITECTURAL FREEHAND DRAWING II - SKETCHING (3:0:9). Prerequisite: ARCH 1341. Subjects with special interests for the architecture student: the human figure, architectural interiors and exteriors, landscapes and cityscapes. Outside assignments required.
- 1351 ARCHITECTURAL GRAPHICS (3:0:9). Development of graphic communications through lettering, orthographic drawing, oblique views, axonometrics, measuring point perspectives, and constructed shades and shadows. Theory, practice, and use of instruments emphasized.
- 1432 INTRODUCTION TO ARCHITECTURAL DESIGN (4:2:6). Introduction to architecture theories, perceptions, environmental factors, structural concepts, and anthropometrics and architectural design principles and processes with emphasis on three-dimensional concepts.
- 2251 ARCHITECTURAL TECHNOLOGY I (2:2:0). Study of properties, specifications, and uses of building materials in architecture.
- 2252 ARCHITECTURAL TECHNOLOGY II (2:2:0). Prerequisite: ARCH 2251. Continuation of ARCH 2251.
- 2311 HISTORY OF 19TH AND 20TH CENTURY ARCHITECTURE (3:3:0). Cultural, technological, and social influences as they determine the development of the 19th and 20th century architecture in Europe and the Americas. Illustrated lectures.
- 2312 HISTORY OF ANCIENT AND MEDIEVAL ARCHITECTURE (3:3:0). Architectural contributions of ancient, classic, and medieval civilizations and their relationships to cultural heritage and development of the western world.
- 2313 HISTORY OF RENAISSANCE AND BAROQUE ARCHITECTURE TO 1800 (3:3:0). Prerequisite: ARCH 2312. The Renaissance, Baroque, and New Classic architecture of Europe, emphasizing developments essential to the understanding of the background of American and modern architectural growth.

- 2341 ARCHITECTURAL FREEHAND DRAWING III - ADVANCED DRAWING (3:0:9). Prerequisite: ARCH 1342. Color theory and its use in graphic expression. Mixed media. Outside assignments required.
- 2342 ARCHITECTURAL FREEHAND DRAWING IV - PRESENTATION (3:0:9). Prerequisite: ARCH 2341. Sequence of presentation techniques. Two and three dimensional studies. Outside assignments required.
- 2431 ARCHITECTURAL DESIGN II (4:1:9). Prerequisite: ARCH 1432; concurrent enrollment or credit in ARCH 2251. Application of theory and principles to physical planning problems emphasizing functional analyses and spatial aspects of architecture.
- 2432 ARCHITECTURAL DESIGN II (4:1:9). Prerequisite: ARCH 2431; concurrent enrollment or credit in ARCH 2252. Continuation of ARCH 2431.
- 3201 DESIGN WORKSHOP (2:0:6). Prerequisite: ARCH 2432. Project development in architectural design. May be repeated for credit.
- 3311 CONTEMPORARY RESIDENTIAL ARCHITECTURAL THEORY (3:3:0). A study and analysis of the trends in twentieth century single family residential architecture in North and South America and Europe. Illustrated lectures.
- 3312 HISTORY OF RESIDENTIAL ARCHITECTURE IN THE UNITED STATES (3:3:0). For non-majors only. A historical survey of the esthetic, technological, economic, and cultural aspects of the styles in American residential architecture with emphasis on single family dwellings. Illustrated lectures.
- 3313 HISTORY OF LANDSCAPE DESIGN: BAROQUE/MODERN (3:3:0). Historical survey of landscape design from the Baroque period to the present.
- 3314 HISTORY OF TEXAS ARCHITECTURE (3:3:0). Survey of development of architecture and communities in Texas from Spanish colonial period to mid-twentieth century. Illustrated lectures and documented research.
- 3351, 3352 ARCHITECTURAL STRUCTURES (3:1:6 each). Prerequisite: ARCH 3432, MET 3320. Application of structural theory to specific building requirements, code restrictions, and fabrication limitations. Preparation of details and visits to projects under construction.
- 3353 NATURAL HAZARDS ANALYSIS (3:3:0). Analysis of effects of nuclear, wind, earthquake, fire, and other natural hazards on buildings stressing basic principles of design to shelter people and their environment.
- 3354 ARCHITECTURAL CONSERVATION (3:3:0). The theory and practice of historic preservation and restoration. New economic uses for non-historic old structures.

- 3361 INTRODUCTION TO DESIGN PROGRAMMING (3:3:0). Prerequisite: Junior standing. Seminar formatted exploration of inquiry structured to address complex planning and design problems and search for teleologic paradigms (direction and purpose) of information systems.
- 3381 COMMUNITY DEVELOPMENT (3:3:0). A study of cities as people, physical structure, pattern, and formative forces; historical, present, and future cities; urbanization processes and systems; environments for living.
- 3382 PRINCIPLES OF CITY PLANNING (3:3:0). Prerequisite: ARCH 2432. Comprehensive background in planning principles which will contribute to a useful understanding of architecture in an urban society and environment.
- 3383 URBAN DESIGN THEORY AND URBAN PLACES (3:3:0). An examination of distinctive urban places and spaces in cities: urban design theories and principles; context and content; designed places as concept, reality, and images.
- 3431 ARCHITECTURAL DESIGN III (4:2:6). Prerequisite: Completion of second year studies in their entirety. Increasing emphasis upon program research, site analysis, environmental design determinants, architectural materials, and innovative construction methods.
- 3432 ARCHITECTURAL DESIGN III (4:2:6). Prerequisite: ARCH 3431. Continuation of ARCH 3431 with increased emphasis on multi-story construction and building code compliances.
- 4000 RESEARCH IN ARCHITECTURE AND URBAN STUDIES (V1-6). Prerequisite: Advanced standing and approval of the department chairperson. Individual studies in advanced architecture, history of architecture, and city planning of special interest. May be repeated for credit.
- 4261 ARCHITECTURAL STUDIES SEMINAR (2:2:0). The study, presentation, and discussion of issues regarding architecture as an aspect of culture and considering the processes and products.
- 4281 REGIONAL PLANNING (2:2:0). Prerequisite: Senior standing. Survey of the nature of regional development and planning with emphasis on distinguishing regional characteristics, regional systems of development, developing and underdeveloped countries, and the relationships between definitive urban design and regional planning.
- 4311 HISTORY OF ARCHITECTURE AND ART IN THE ARID LANDS OF THE WORLD (3:3:0). An investigative study of the architecture and art of arid lands, ancient and modern, and the geographic and climatic conditions influencing them.
- 4312 PRE-COLUMBIAN ARCHITECTURE OF PERU, MEXICO, AND SOUTHWESTERN UNITED STATES (3:3:0). Critical evaluation of architecture and culture of Peru, Mexico, and southwestern United States.

- 4313 POST-COLUMBIAN ARCHITECTURE OF MEXICO AND SOUTHWESTERN UNITED STATES (3:3:0). A study of pueblo architecture and Spanish colonial architecture (Texas, New Mexico, Arizona, California).
- 4314 HISTORY OF ORIENTAL ARCHITECTURE (3:3:0). Survey of the great traditions of architecture and the cultural heritage of India, China, and Japan. Emphasis on prehistory through the 18th century.
- 4315 HISTORY OF EARLY AMERICAN ARCHITECTURE (3:3:0). Prerequisite: ARCH 2313 and consent of instructor. The American architectural heritage. Pre-Columbian, Southwestern Colonial, regional styles of the eastern seaboard, Western Reserve, and Greek Revival. Illustrated lectures.
- 4331 ARCHITECTURAL DESIGN IV (3:0:9). Prerequisite: ARCH 3432. Emphasis on complex architectural problems and systems; evaluation of environmental considerations.
- 4332 ARCHITECTURAL URBAN DESIGN (3:0:9). Prerequisite: ARCH 4383 and ARCH 4331. Emphasis on multi-building projects: site planning, transportation-circulation, and contributions of architecture to the urban fabric.
- 4333 DESIGN PROBLEMS IN ARCHITECTURE AND URBAN STUDIES (3). Prerequisite: Advanced standing and approval of department chairperson. Individual studies in architecture, history of architecture, and urban design of special interest. May be repeated for credit.
- 4341 ARCHITECTURAL SCULPTURE (3:1:6). Problems in modeling, carving, and combined techniques using clay, wood, metal, plaster, and other materials. Plastermold making. May be repeated for credit.
- 4382 URBAN DESIGN NOTATION WORKSHOP (3:1:6). Prerequisite: Senior standing. Graphic and written notational field studies revealing the nature and qualities of actual urban places, spaces, and architecture; interpretations of reality and images.
- 4383 URBAN DESIGN I (3:0:9). Prerequisite: ARCH 3382 and senior standing. The theory and problems of city development, community planning, housing, and their solutions under individual criticism.
- 4384 URBAN DESIGN II (3:1:6). Prerequisite: ARCH 4383. Intensification and synthesis of planning concepts developed in Urban Design I. Creating physical design solutions to the environment of man sympathetic to positive values, urban problems, and unique potentials.
- 4391 PROFESSIONAL PRACTICE (3:3:0). Prerequisite: Senior standing. Study of the architectural profession including organization, ethics, and professional relations for architects.
- 4392 ARCHITECTURAL PUBLICATIONS (3:1:4). Prerequisite: Senior standing. Mechanics, cost, time requirements, processes of reproduction work through first-hand experience. (Lectures, labs, field trips.)

- 4393 PROJECT PLANNING AND CONSTRUCTION MANAGEMENT (3:3:0). Prerequisite: ARCH 4331 and ARCH 4391. Introduction to network techniques for control of time and cost and to methods of construction supervision for planning, scheduling, and controlling architectural projects.
- 4394 DESIGN PROGRAM (3:3:1). Prerequisite: Approved thesis topic, senior standing. Preliminary study, research, and conferences to develop complete program for terminal problem in ARCH 4631.
- 4481 PLANNING RESEARCH DOCUMENTATION (4:2:4). Prerequisite: Senior standing. A practical course stressing research techniques, information gathering, documentation, and analytical processes. Planning programs are developed for actual communities.
- 4631 ARCHITECTURAL DESIGN V (6:0:18). Prerequisite: ARCH 4332 and ARCH 4394. Development and design of terminal thesis problem programmed in ARCH 4394.

GRADUATE COURSES

- 5301 SPECIAL PROBLEMS IN ARCHITECTURE (3). Prerequisite: Division approval. Individual study projects in architecture of special interest to students. May be repeated for credit. Particularly useful for Interdisciplinary Studies master's program.
- 5302 MEASUREMENT IN ARCHITECTURAL RESEARCH (3:2:3). Prerequisite: PSY 5347 or equivalent. An in-depth study of problem recognition, criteria isolation, experimental design, quantitative analysis, and interpretation of data relating to architecture and planning. Includes psychophysical, linear, and multidimensional scaling methods.
- 5311 SPECIAL PROBLEMS IN ARCHITECTURAL HISTORY (3). Individual advanced studies in architectural history of special interest to the student. May be repeated for credit.
- 5321 TECHNIQUES OF ARCHITECTURAL RESEARCH, RESTORATION, AND PRESERVATION (3:2:3). Prerequisite: Division approval. Organized discussion on assigned project. May be repeated for credit.
- 5332 ARCHITECTURE DESIGN STUDIO (3:0:9). Tutorial studio with emphasis on the synthesis of design theory and practice with the special areas of study pursued by each student.
- 5351 EXPERIMENTAL STRUCTURES (3:2:3). Examination of alternative structural geometrics, including required frames, membranes, and those derived from close-packing of regular and semiregular solids and the development of omnitriangulated space grids. May be repeated for credit.
- 5352 COMPUTER APPLICATIONS TO ARCHITECTURE (3:2:3). Survey of digital computer applications to the issues and processes of architecture and planning.

- 5353 ARCHITECTURAL TECHNOLOGY (3:2:3). Examination of traditional and innovative uses of building materials. Also the application of industrial and scientific technology and the integration of the building systems derived from these considerations.
- 5354 ARCHITECTURAL CONSERVATION (3:2:3). Prerequisite: ARCH 4313, ARCH 4315, and ARCH 5321. In-depth examination of theory and practice of historic preservation and restoration. Comparative analyses of social and economic factors applied to the adaptive reuse of nonhistoric old structures. May be repeated for credit.
- 5371 BIOCLIMATIC ANALYSIS AND DESIGN (3:2:3). Development of a bioclimatic inventory, site specific impact analysis, and examination of responsive architectural design alternatives. Includes evaluation of regional, indigenous architectural, and microclimatic differences. May be repeated for credit.
- 5372 ENVIRONMENTAL ARCHITECTURAL PSYCHOLOGY (3:2:3). Examination of behavioral responses to environmental settings through the design, execution, and analysis of experimental research as to how environments affect human behaviors. May be repeated for credit.
- 5381 SPECIAL PROBLEMS IN CITY PLANNING (3). Individual studies in advanced architecture and city planning of special interest to student. May be repeated for credit.
- 5391 CONSTRUCTION MANAGEMENT SYSTEMS (3:2:3). Application of operations research techniques to construction management. Application of network analysis (CPM and PERT) and analog charts. Manual and machine system solutions, linear programming, and trade-off analysis.
- 6000 MASTER'S THESIS (V1-6).
- 7000 RESEARCH (V1-12).

APPENDIX B

APPENDIX C

SCHOOL Texas Tech University
1983/84**ACSA REGION** Southwest**PUBLIC/PRIVATE** Public

STUDENT DATA

	<u>Non-accred. UG Degrees</u>	<u>B Arch *</u>	<u>M Arch **</u>
FULL-TIME STUDENTS		550	5
PART-TIME STUDENTS		85	3
ARCHITECTURAL DESIGN STUDIO STUDENTS		482	2
MINORITY STUDENTS		101	0
WOMEN STUDENTS		99	3
FOREIGN STUDENTS		36	3
OUT-OF-STATE STUDENTS		79	1
FULL-TIME EQ STUDENTS		537	n/a
DEGREES AWARDED 1982/83		77	0
DEGREES AWARDED 1983/84		57	0

FACILITY/RESOURCE DATA

	<u>Department Total</u>
LIBRARY VOLUMES	9,836
LIBRARY SLIDES	59,250
STUDIO AREA (SQ FT)	46,700
ALL AREA (SQ FT)	93,200
ADMINISTRATIVE SALARIES	60,000
TEACHING SALARIES	777,000
OTHER SALARIES	80,500
ALL SALARIES	917,500
OPERATING BUDGET	42,500
OUTSIDE OPERATING BUDGET	0

*Spring, 1983 figures

**Spring, 1984 figures

SCHOOL Texas Tech University

1983/84

FACULTY DATA

	<u>Department Total</u>
FULL-TIME FACULTY	25
PART-TIME FACULTY	9
RELATED FACULTY	0
TENURED FACULTY	15
GRADUATE TAs	0
MINORITY FACULTY	3
WOMEN FACULTY	4
STUDIO FACULTY	48
FULL-TIME EQ FACULTY	28.5

FACULTY SALARIES

	<u>Number</u>	<u>Minimum</u>	<u>Average</u>	<u>Maximum</u>	<u>Univ Ave</u>
PROFESSOR:	9	30,000	33,750	35,000	37,600
ASSOC PROF:	7	28,000	29,714	33,000	28,700
ASST PROF:	6	23,000	26,333	29,000	23,400
INSTRUCTOR:	1		21,000		16,800
OTHER RANKS:	10	10,000	14,500	25,000	n/a
TEACHING ASST:	0				

Fall 1983 figures

APPENDIX D

APPENDIX E

APPENDIX E

Organization of the
Division of Architecture

1983-1984

Statutory Faculty Committees:	Graduate Faculty Promotion & Tenure
Elected Faculty Committee:	Curriculum
Appointed Committees:	Computer Use Continuing Education Design Studio Coordinators Extra-Curricular Activities Faculty Council Faculty Development Faculty Search Program Coordinators Student Development
Individual Appointments:	Assistant Chairman Facilities Manager Graduate Advisor Institute Director Research Coordinator Student Advisement Coordinator

Committee Composition

Graduate Faculty:	All graduate faculty elected by the Graduate Council
Tenure & Promotion:	All tenured faculty of the Division, plus two appointed by the Dean of Engineering
Curriculum:	Program Coordinators: Freehand Drawing History & Preservation Technology Theory Urban Design Elected representative from Design Studio Coordinators Elected representative from Graduate Faculty

Committee Composition (cont'd)

Faculty Council:

Assistant Chairman
Curriculum Committee Chair
Division Chairman
Extra-Curricular Committee Chair
Faculty Development Committee Chair
Library Committee Chair
Research Coordinator
Student Development Committee Chair

Design Studio Coordinators:

Freshman
Sophomore
Junior
Senior
Thesis

Program Coordinators:

Design & Theory (elected
from Design Studio Coordinators)
Freehand Drawing
History & Preservation
Technology
Urban Design

Revised 6/8/84

A. Dudley Thompson

DIVISION OF ARCHITECTURE
Committee Charges and Members
1983-1984 Academic Year

160

Statutory Committees:

Graduate Faculty: Initiate, recommend, review all curricular matters of graduate programs. Recommend and/or review qualifications of graduate students and faculty candidates.

Membership: Garvin, Koh, Lima, Nelson, Peng, Robinson (co-chair), Sasser, D. Thompson (co-chair), Jim White, Williamson, *Lloyd Lumpkins.

Promotion & Tenure: Conduct all faculty requested and mandatory review procedures for tenure and promotion in a manner consistent with the University, College and Division criteria, the current edition of the Faculty Handbook and the Operating Systems & Procedures Manual, as pertaining.

Membership: Childers, Felty, Garvin, Johnson, McCutchan, Mross, Peng, Robinson, Sasser, Stewart, D. Thompson (chair), V. Thompson, Jim White, John White, Williamson, Jim Howze (Art), Jim McDonald (CE).

Elected Committee:

Curriculum Committee: Provide continuous overview and evaluation of the curriculum structure and content. Recommend change responsive to the Division's academic goals, the growth of knowledge and evolving professional circumstances. Review and recommend course additions, deletions, and modifications. Advise the Chairman on matters of program effectiveness, grading policies or procedures and scheduling.

Membership: Design: McCutchan; Freehand: V. Thompson (chair); Graduate Faculty: Nelson; History: Sasser; Technology: Jim White; Theory: Stewart; Urban Planning: D. Thompson; *Kelly Carlson, *Bonnie Wilkens-Johnson, *James Zeeck.

Appointed Committee Composition:

Computer Use Committee: Act as liaison representing the Division at those committee meetings in the College of Engineering and the University whose functions and scope of discussions relate to the development and use of computer-assisted techniques and resources in teaching, research, service, and administration. Develop and make recommendations to the Division for the acquisition, allocation, and use of computer-assisted techniques and resources within the Division that will provide the opportunity for students, faculty, and staff to facilitate and/or enhance their current and future efforts. Develop, make and review recommendations that relate to the integration and use of computer science and technology within the Division's planning and architectural disciplines.

Membership: Felty, Lima (chair), Perl, D. Thompson, *James Zeeck.

*student

Continuing Education: Plan, organize or execute with appropriate approval, continuing education courses of use to the profession and community. Encourage faculty to explore new opportunities and provide liaison to professional societies and other identifiable user groups.

Membership: Cantrell (chair), McCutchan, Nelson.

Design Studio Coordinators: Provide continuous overview and evaluation of the studio design curriculum structure, content, and sequence. The effectiveness of each studio course is necessarily a concern which the coordinator shares with his/her assigned studio instructors as is the content and scheduling of the related courses upon which the studio exercises are dependent.

Membership: Freshman: John White; Sophomore: Jim White; Junior: Mross; Senior: Peters; Thesis: Stewart.

Extra-Curricular Activities: Initiate, recommend, coordinate, or administer intra-departmental or interdepartmental program enrichment activities of the Division including: presentations, guest lecturers, exhibitions, and liaison with student organizations regarding similar activities. Responsibilities include the utilization of the (101) gallery, the Art Gallery when available, and other spaces as appropriate for the Division, for informative displays or events which may enrich the academic program.

Membership: Aranha, Johnson, Lima, Hurt, Mross, Perl (chair), *Sam Wilson, *Robert Dorsey, *Del Dixon, *Dan Trebesch.

Faculty Council: Provide advice and recommendations to the Chairman for effective operations of Division including budget allocations, policies, Division organization and procedures.

Membership: Assistant Chairman (and Facilities Manager): Felty; Curriculum Chair: V. Thompson; Division Chairman: D. Thompson; Extra-Curricular Activities: Perl; Faculty Development Chair: Sasser; Library Chair: Peters; Research Coordinator: Williamson; Student Development: John White.

Faculty Development: Recommend, initiate and/or coordinate matters relating to the academic and professional development of current faculty members including: faculty peer review, student evaluation of faculty and terminal interview.

Membership: Childers, Davis, Lima, Mross, Peng, Sasser (chair), Robinson, Seif, Jim White, *Marc Petullo, *Molly Turpening, *Kyle Kelly.

Faculty Peer Review: Conduct all mandatory and requested periodic reviews in accordance with established University procedures and, insofar as possible, compatible with faculty preferences. Report all findings to the Chairman and to the candidate.

Membership: Peng, Robinson (chair), Sasser.

Faculty Evaluation: Develop and coordinate a supportive, comprehensive, and balanced program of faculty evaluations.

Membership: Davis, Lima, Jim White.

Terminal Interview: Interview departing faculty members to examine their personal and academic concerns affecting faculty recruitment and retention, the quality of the academic enterprise and how it might be improved; and the effectiveness of the Division's organization and administration.

Membership: Childers, Mross (chair), Seif.

Faculty Search: Each committee member will review the qualifications of each faculty position applicant with regard to the published position description for the purpose of recommending to the Chairman an appropriate response. In representing the interest of the faculty, deliberations of the committee will encompass the content of position advertisements, selection of candidates for further consideration, invitations for campus visitations and invitations to join the faculty of Architecture.

Membership: Johnson, Mross, Peng, D. Thompson (chair), *Marc Petullo, *Molly Turpening, *Kyle Kelly.

Library: Provide an overview of library policies, procedures, operations, maintenance and budgetary matters; recommend change as appropriate, determine priorities in the selection of books and periodicals and assure conformity with University standards, policies, and procedures where applicable.

Membership: Giles (ex-officio), Perl, Peters (chair), Sasser, Stewart, D. Thompson, *Lorin Vaughn, *Mark Rumscheidt, *David McVeigh, *Joe Crews.
Alternates: Childers, John White.

Program Coordinators: Provide continuous overview and evaluation of the program area curricular structures, content, and sequence. Each coordinator is primarily responsible for the development of knowledge and/or skill of that program area. The responsibility for program effectiveness is shared by the instructional collaborators for each program area.

Membership: Design & Theory: McCutchan; Freehand Drawing: V. Thompson; History & Preservation: Sasser; Technology: Childers; Urban Design: D. Thompson.

Student Advisory Committee to the Chairperson: Meeting once a month the students will advise the Chairperson of ordinary and extraordinary matters of student concern.

Membership: *Kelly Carlson, *James Zeeck, *Molly Turpening, *Bonnie Wilkens-Johnson, *Zoel Allen.

*student

Student Development: Initiate, recommend or coordinate matters relating to academic performance of students including: student advising and scholarship awards.

Membership: Aranha, Felty, Kazimee, Hurt, Nelson, Stewart, D. Thompson, V. Thompson, John White (chair), Williamson, *Zoel Allen, *Danielle Lang, *Ted Jones.

Scholarship & Awards: Develop and coordinate a process for timely publicizing of all available scholarships and awards for the objective selection of recipients for those awards which are to be designated by the Division of Architecture.

Membership: Peters, Stewart (co-chair), D. Thompson, Jim White (co-chair).

Student Advising: Compile, publish and maintain currency of a handbook of information and suggestions primarily useful to architecture majors. Maintain an overview of the Division advising.

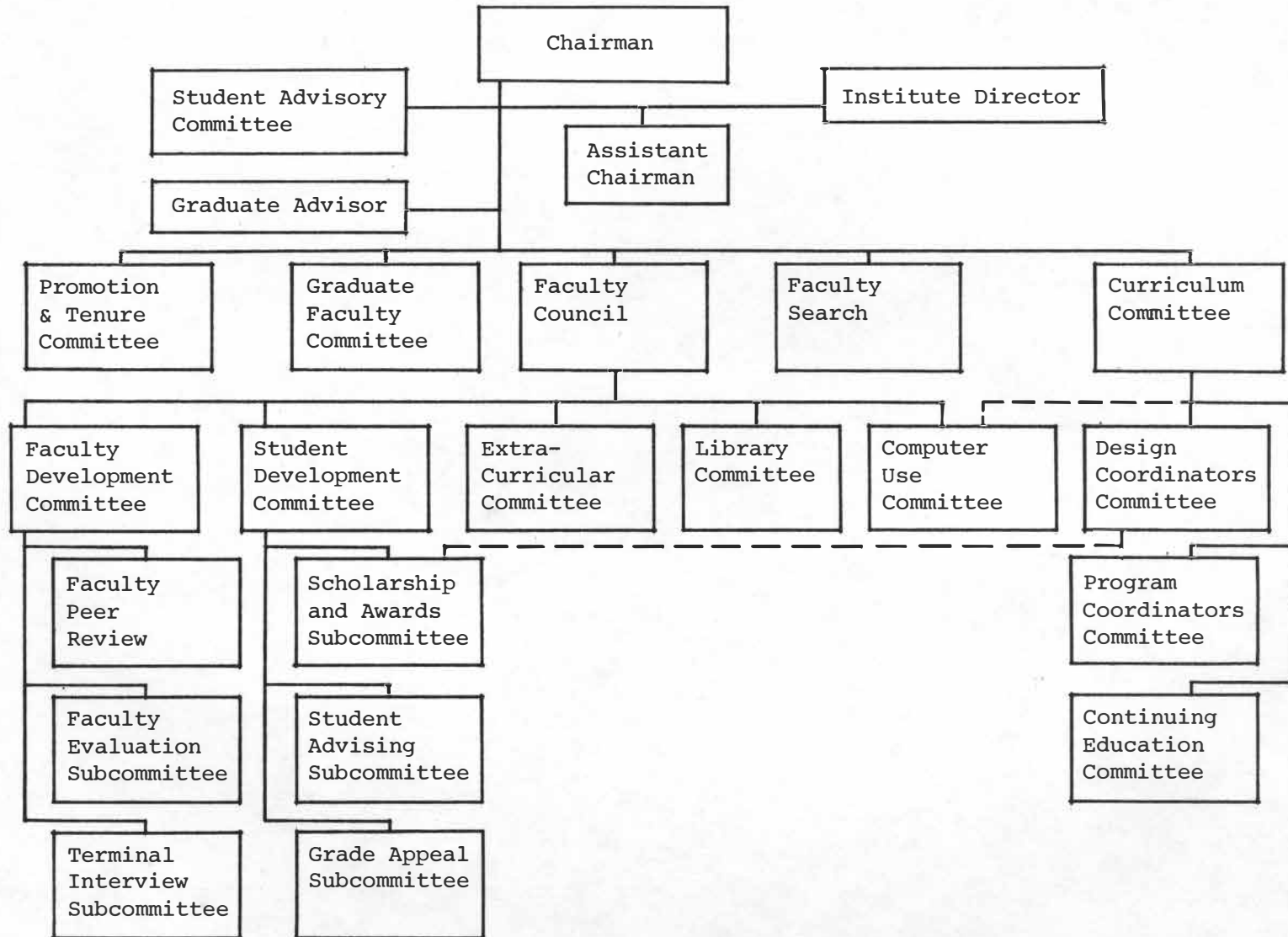
Membership: Aranha, Hurt (chair), Kazimee, V. Thompson.

Grade Appeals: Conduct all reviews of grading grievances formally initiated by students. Report all findings and recommendations to the Chairman.

Membership: Felty, Nelson (chair), John White.

*student

DIVISION OF ARCHITECTURE
Organizational Chart



revised: 6/8/84
A. Dudley Thompson

APPENDIX F

APPENDIX F

GUIDELINES FOR GENERAL ELECTIVES FOR ARCHITECTURE STUDENTS

This is not an exclusive list of all acceptable electives, but rather a broad sampling of courses which Mr. Thompson approves as General Electives. If in doubt, check with Mr. Thompson. As stated in the catalog, elective courses should be approved in advance by the Chairperson of the Division. Except where required as a prerequisite for upper level courses, freshman level courses are not acceptable as elective credits.

ANTHROPOLOGY

- 2301 The Origin and Nature of Man
- 2302 Cultural Anthropology
- 3303 World Ethnology
- 3304 World Prehistory

ARCHITECTURAL HISTORY

Students interested in the history of architecture are encouraged to establish a concentration in Architectural History, which is a minor created by utilizing electives in this field including work in the techniques of restoration and preservation. Establishing a concentration in Architectural History is not necessary to be eligible to take electives in this field. There are no prerequisites for these courses and they are also open to students in other disciplines.

- 3311 Survey of Contemporary Residential Architecture
- 3312 History of Residential Architecture in the United States
- 3313 History of Landscape Architecture (Baroque/Modern)
- 3314 History of Texas Architecture
- 4311 History of Architecture and Art in Arid Lands of the World
- 4312 History of Pre-Columbian Architecture of Peru, Mexico, and Southwestern United States
- 4313 History of Post-Columbian Architecture of Mexico and Southwestern United States
- 4314 History of Oriental Architecture
- 4315 History of Early American Architecture

ART

Art Department waives requirements for Freshman Art Core for Architecture Students.

- 2320 Drawing III: Life Drawing (Suggested instructors; Paul Hanna or Kreneck)
- 2323 Painting I: Introduction
- 2328 Printmaking I: Introduction
- 2330 Ceramics I: Introduction
- 2338 Sculpture I: Introduction

ART (CONTINUED)

- 2350 Introduction to Design Communications
- 2351 Color Theory and Practice
- 2353 Design Communication
- 3310 Greek and Roman Art
- 3312 20th Century Art
- 3313 The Art of the Middle Ages
- 3314 American Art
- 3325 Photographic Media in Art
- 3371 Survey of Ceramics
- 3373 Survey of Painting
- 3376 Survey of Jewelry

BUSINESS ADMINISTRATION

- 2300 Elementary Accounting I (ACCT)
- 2303 Using Accounting Information (ACCT)
- 2304 Accounting for Engineers (ACCT)
- 2320 Personal Finance (FIN)
- 3332 Real Estate Fundamentals (FIN)
- 3374 Personnel Administration (MGT)
- 3391 Business Law I (BLAW)
- 3392 Business Law II (BLAW)
- 3393 Real Estate Law (BLAW)

CHEMISTRY

- 1101 Experimental General Chemistry I (Lab)
- 1307 Principles of Chemistry I
- 1102 Experimental General Chemistry II (Lab)
- 1308 Principles of Chemistry II

CIVIL ENGINEERING

- 2210 Procedures of Problems Analysis
- 4391 Relationship of Technology to Society

CONSTRUCTION ENGINEERING TECHNOLOGY

- 2301 Surveying and Surveys
- 3302 Transportation Technology
- 3313 Foundations and Earthwork
- 4341 Construction Management
- 4342 Cost Estimating

ECONOMICS

- 2305 Or 2311 Principles of Economics Not Both
- 3302 Economics of Urban Problems (If not an Urban Design Major)

ENGLISH

- 2301 Masterpieces of Literature
- 2302 Masterpieces of Literature
- 3351 Creative Writing
- 3365 Technical Writing

FAMILY MANAGEMENT, HOUSING & CONSUMER SCIENCE

- 4373 Advanced Household Equipment
- 4375 Consumer Problems II

FAMILY RELATIONS

- 3336 Development in Adulthood

FOREIGN LANGUAGES

Any level is acceptable.

GEOGRAPHY

- 3354 Historical Geography of the United States
- 3360 Geography of Man

HISTORY

- 2370 History of England to 1714
- 3310 History of Texas
- 3334 American Technology Since 1900
- 3354 History of Modern England

MUSIC

- 2308 Heritage of Music (M LT)
- 2309 Heritage of Music (M LT)
- 3308 Masterpieces in Music (Baroque to Present) (M LT)

Private lessons are acceptable but not ensemble classes.

PARK ADMINISTRATION AND LANDSCAPE ARCHITECTURE

- 2301 Basic Natural and Cultural Resource Interpretation
- 3303 Natural and Cultural Resource Interpretation Techniques
- 4302 Land and Water Resources for Recreation Development
- 4303 Environmental Analysis and Planning

PHILOSOPHY

- 2300 Beginning Philosophy
- 2310 Logic
- 3301 Classical Greek Philosophy
- 3303 Modern European Philosophy (1600-1800)
- 3305 American Philosophy
- 3306 Analytic Philosophy
- 4320 Ethics

PHOTOGRAPHY

- 2301 Basic Photography

PHYSICS

- 3307 Techniques of Photography

PLANT AND SOIL SCIENCE

- 1311 Principles of Horticulture
- 1312 Fundamentals of Horticulture
- 2313 Herbaceous Plant Materials
- 2314 Woody Plants

POLITICAL SCIENCE

- 3310 Introduction to Political Analysis
- 3331 Introduction to Political Philosophy
- 4320 The Political Process

PSYCHOLOGY

- 1300 General Psychology
- 3304 Introduction to Social Psychology
- 3306 Personality
- 3403 Statistical Methods
- 4305 Abnormal Psychology

RANGE AND WILDLIFE MANAGEMENT

- 2302 The Ecology and Conservation of Natural Resources

SOCIOLOGY

- 1301 Introduction to Sociology
- 1320 Current Social Problems
- 3322 Use of Census Data

SOCIOLOGY (CONTINUED)

- 3323 Law and Society
- 3324 American Minority Problems
- 3352 Social Change

SPEECH COMMUNICATIONS

- 3308 Business and Professional Speech Communications

THEATRE ARTS

- 2303 Introduction to Theatre and Cinema I
- 4309 Principles of Scene Design

APPENDIX G

APPENDIX G

COMMUNITY SERVICE PROJECTS

Urban Design, Downtown Abilene, Texas (a Texas Society of Architects' [TSA] sponsored project)
 Urban Design, Downtown, Amarillo, Texas (a TSA sponsored project)
 Urban Design, Downtown El Paso, Texas (a TSA sponsored project)
 Urban Design, Downtown Lubbock, Texas (a TSA sponsored project)
 Urban Design, Downtown, Midland-Odessa, Texas (a TSA sponsored project)
 Urban Design, Downtown, Wichita Falls, Texas (a TSA sponsored project)
 Planning and Design for the City of San Miguel de Allende, Guanajuato, Mexico
 Dong Guan, China, Regional Plan, City Plan and Urban Design
 Lubbock Downtown Revitalization
 Dalhart, Texas, Historic Preservation and Downtown Redevelopment
 Tulia, Texas, Comprehensive Plan, Policies and Strategies for Development
 Crown Point, New Mexico, New City and Regional Plan
 Brownfield, Texas, Community Development Project
 Lubbock, Texas, Regional and City Comprehensive Plan
 Eagle Pass, Texas, A Strategy for Planning and Design
 Castner Range, El Paso, Texas, A Feasibility Study for Planning and Urban Development of Federal Lands (a Government Services Administration [GSA] sponsored project)
 Navajo Nation, Comprehensive Plan
 Crown Point, Tsale, and Chinle, New Mexico, Regional and Community Planning
 Plainview, Texas, Downtown Historic Preservation/Restoration and "Main Street" Plan and Design (a Texas Historic Society Project)
 Eagle Pass, Texas and Piedras Negras, Mexico, Comprehensive Plan for Border Cities
 Houston, Texas, Feasibility Study for the Closed Ellington Air Force Base (a GSA project)
 Houston, Texas, North Downtown Houston Urban Design
 Big Spring, Texas, Comprehensive Plan and Urban Design
 Slaton, Texas, Comprehensive Plan and Downtown Plan
 Tahoka, Texas, Comprehensive Plan and City Plan
 Hammadan, Iran, Comprehensive Plan, Downtown and University Development
 Odessa, Texas, City Plan, Downtown Development
 Lynn Haven, Florida, City Plan, Urban Design
 Schulenberg, Texas, Downtown Development
 Quito, Ecuador, Regional and City Comprehensive Plan
 Kerrville, Texas, Regional, City and Downtown Plan
 Lubbock, Texas, Regional and City Comprehensive Plan
 Ralls, Texas, City Plan and Downtown Restoration
 Floydada, Texas, City Plan and Downtown Restoration
 Midland, Texas, Downtown Development
 Northern Peru, Regional Plan and New City Design
 Regional Authorities Housing and Urban Development (HUD) (22 regional governments in Texas)
 His Hill, Texas, City Development
 Pampa, Texas, City Plan and Housing Study
 Manila, Phillippines, New Town in Town, Squatters Conversions

El Paso, Texas, A Comprehensive Plan

Santa Fe, New Mexico, Comprehensive Plan, Fringe Development

Olney, Texas, City Plan, Downtown Development

Vernon, Texas, Downtown Development

Crosbyton, Texas, Regional Study, Comprehensive Plan, Downtown Design

Turkey, Texas, Regional Study, City Plan, Downtown Development

Note: Comprehensive planning includes: Land-use plans, transportation-culation plan, utilities plan, population studies projections, economic studies-projections, community and public facilities, impact studies, and physical design of selected projects.

APPENDIX H

APPENDIX H

THESIS PROJECTS
Division of Architecture

1982

Catholic Church, El Paso, Texas
Public Market-Shopping Center &
Government Office, San Miguel
de Allende, Mexico
Zoo, Lubbock, Texas
Petroleum-Chemical Research Center,
Houston, Texas
Our Lady of Grace Church, Lubbock,
Texas
Performing Arts Center, Midland,
Texas
Veterinary Clinic, Texas Tech
University, Lubbock, Texas
Junior High School, Lubbock, Texas
Student Activity Center & Faculty
Club, Enugu, Nigeria
Independent Bible Church, Wichita
Falls, Texas
Inner Harbor, Baltimore, Maryland
Hotel Complex, St. Croix, Virgin
Islands
Lutheran Church, Amarillo, Texas
Recreational Facility, Ruidiso,
New Mexico
School, Lubbock, Texas
Border Inspection Facility, El
Paso, Texas
Arts District, Dallas, Texas
Winery & Vineyards, Lubbock,
Texas
Shuttle Landing Site, White Sands,
New Mexico
Student Housing for the University
of Texas at Arlington,
Arlington, Texas
Ware Hotel Building, Plainview,
Texas
Laguna Gloria Museum, Austin,
Texas
Mental Health Center, El Paso,
Texas
Yacht Club, Lake Texoma, Texas
Performing Arts Theatre, Addison,
Texas
Housing Project, Dallas, Texas
Rapid Transit Railroad Terminal, San
Antonio, Texas

Elementary School, Lubbock, Texas
Senior High School, El Paso, Texas
Public School, Seminole, Texas
Vocational-Technical School, Lubbock,
Texas
Farmers Market, Lubbock, Texas
Retirement Home, Big Springs, Texas
Church, Tulsa, Oklahoma
American National Bank, Dallas,
Texas
Hotel/Restaurant, Victoria, Texas

1983

National Bank, Wichita Falls, Texas
Dental Clinic, Amarillo, Texas
Diabetic Clinic, Odessa, Texas
Special School District, San Antonio,
Texas
Texas A&M School of Medicine, College
Station, Texas
Southern Baptist Church Complex, Lubbock,
Texas
Catholic Parish Building, El Paso,
Texas
Banking Facility, San Antonio, Texas
Art Center, Dallas, Texas
Mexican/American Plaza, Lubbock, Texas
County Jail Facility, Lynn County,
Texas
River District Master Plan, Abu-Nwas,
Bagdad
A Human Settlement, Lubbock, Texas
Junior High School, Arlington, Texas
Centro San Pedro, Amistad Reservoir,
Del Rio, Texas
Resort Hotel Complex, Amistad Reservoir,
Del Rio, Texas
Pediatric Support Facility Complex,
Lubbock, Texas
Missions Historical Park Headquarters,
San Antonio, Texas
Municipal Complex, Austin, Texas
Commercial Multiple-Use Complex,
Dallas, Texas
First National Bank, Hereford, Texas

Hotel Facility for Disneyland, Anaheim,
California
Theater Facility, Littleton, Colorado
Ski Resort Lodge, Pando, Colorado
Recreation Center, Hurst-Euless-
Bedford, Texas
Junior High School, Lubbock, Texas
Community College, Abilene, Texas
Retirement Community, Austin, Texas
Regional Airport, Ruidiso, New Mexico
South Street Aquarium, New York City,
New York
Hot Wells Health Resort, San Antonio,
Texas
Building Rehabilitation/Mixed Use
Facility, Dallas, Texas
Physical Plant, University of Texas
at El Paso, El Paso, Texas
High Rise Condominium, Dallas, Texas
Multi-use Resort Complex, Disney World,
EPCOT Center, Florida
Regional Shopping Mall, Lubbock, Texas
Aquarium Facility, Padre Island, Texas
City Hall, Lubbock, Texas
Transient Hotel, Washington, D.C.
Tete Defense, Paris, France
Grain Silo Renovation, Lubbock, Texas
Indoor-Outdoor Athletic Club, Corpus
Christi, Texas
New Convention Center, Tampa, Florida
Botanical Garden Center, Lubbock, Texas

1984

Zoological Park, Lubbock, Texas
Athletic Facility, Texas Tech University,
Lubbock, Texas
Higher Education School of Design,
Longview, Texas
Office Complex, Midland, Texas
Camp Warneke Estates Country Club,
New Braunfels, Texas
Little Red School House, Lake Jackson,
Texas
Teaching Facility for the Handicapped,
Ft. Worth, Texas
Library, Abilene, Texas
Student Union Building, University of
Texas, Permian Basin, Odessa, Texas
National Airport, Austin, Texas
Tennis Facility, Dallas/Ft. Worth, Texas
Robotics Research Facility, Dallas, Texas
Hotel Ski Resort, Girdwood, Alaska

Football Stadium, San Antonio, Texas
Art Design School, Santa Fe, New Mexico
Underground Research Facility, West Tex
Monastery, Lubbock, Texas
Home for Homeless Children, Lubbock or
Wichita Falls, Texas
Facility for U.S. Park System, Miami,
Florida
International House Complex, Texas Tech
University, Lubbock, Texas
Convention and Community Center,
Fredericksburg, Texas
Art/Architecture Facility, Texas Tech
University, Lubbock, Texas
Airport, Abilene, Texas

APPENDIX I

APPENDIX I

DIVISION OF ARCHITECTURE
WORKSHOP AND SEMINAR OFFERINGSSPRING 1980

ARCH 321-A	Construction Specifications	Burran
321-B	Self Build Housing	Abel
321-C	Solar Energy	Childers
321-D	Advanced Presentation	Nowak
321-E	Third World Housing	D. Watts
321-F	Site Planning	Jim White
321-H	Sonic and Luminous Environments	Mross
ARCH 420-1	Current Architectural Theories	C. Watts
420-2	Taking a Look at the Future	Stewart
420-3	Portsmouth Semiotics	Abel

FALL 1980

ARCH 321-A	Construction Specifications	Burran
321-C	Solar Energy	Childers
321-D	Advanced Presentation	Nowak
321-E	Third World Housing	D. Watts
321-F	Site Planning	Jim White
321-G	Psychology of Space	Williamson
321-H	Self Build Housing	Abel
ARCH 420-1	Current Architectural Theories	C. Watts
420-2	Portsmouth Semiotics	Abel
420-3	Taking a Look at the Future	Stewart

SPRING 1981

ARCH 321-A	Construction Specifications	Burran
321-B	Appropriate Technology	Perl
321-C	Solar Energy	Childers
321-D	Site Planning	Jim White
321-E	Psychology of Space	Williamson
* 321-F	Self Build Housing	Abel
321-G	Methods and Materials for H.E. Majors	Jim White
ARCH 420-1	Current Architectural Theories	C. Watts
420-2	Taking a Look at the Future	Stewart
420-3	Self Build Housing	Abel

*Class cancelled

FALL 1981

ARCH 321-A	Construction Specifications	Burran
321-B	Materials and Methods for H.E. Majors	Perl
321-C	Solar Energy	Childers
321-D	Advanced Presentation	Nowak
321-E	Site Planning	Jim White
321-F	Psychology of Space	Williamson
321-G	Appropriate Technology	Perl
321-H	Architour	Calvert
ARCH 420-1	Taking a Look at the Future	Stewart
420-2	Architectural Theories	Perl

SPRING 1982

*ARCH 321-A	Construction Specifications	Burran
321-B	Materials and Methods for H.E. Majors	Perl
321-C	Advanced Presentation	Nowak
321-D	Site Planning	Jim White
321-E	Design Methods	Perl
321-F	Psychology of Space	Williamson
*321-G	Daylighting	Garvin
ARCH 420-1	Taking a Look at the Future	Stewart
420-2	Architectural Theories	Perl
*420-3	Design of Inquiry	Nelson

FALL 1982

*ARCH 321-A	Construction Specifications	Burran
321-B	Materials and Methods for H.E. Majors	Calvert
*321-C	Advanced Presentation	Nowak
321-D	Appropriate Technology	Perl
321-H	Introduction Seminar	Perl
321-J	Historic Concepts	Lesnikowski
321-K	Creative Structures	Williamson
321-L	Solar Energy	Childers
321-M	Architour	Calvert
ARCH 420-1	Taking a Look at the Future	Stewart
420-3	Urbanization in Developing Countries	Kazimee/Aranha
420-4	Impacts of Dev. on Physical & Manmade Environ.	Lima
420-6	Egyptian Revival in Modern Architecture	Seif

*Class Cancelled

SPRING 1983

ARCH 321-A	Advanced Presentation	Nowak
* 321-B		Calvert
*321-C	Design Methods	Perl
* 321-D	Psychology of Space	Williamson
* 321-E	Light and Sound	Mross
*321-F		Hill
*321-G		Lima
*321-H		Not Assigned
*321-J		Mross
* 321-K	Housing	Peters
* 321-L	Introduction Seminar	Perl
321-M	Earth Sheltered Structures	Hill
321-N	Historical Concepts	Lesnikowski
321-P	Materials and Methods for H.E. Majors	Calvert
ARCH 420-1	Taking a Look at the Future	Stewart
420-2	Appropriate Technology	Perl
420-6	Introduction to Programming	Nelson
ARCH 4300-1	Computer Graphics for Design	Lima
4300-2	Energy Research	Perl/Johnson

FALL 1983

ARCH 3201-302	Materials and Methods for H.E. Majors	Calvert
3201-303	Advanced Presentation	Nowak
3201-305	Psychology of Space	Williamson
3201-306	Architour	Calvert
3201-307	Solar Energy	Childers
3201-308	Design Methods	Perl
3201-310	Teaching Assistants for ARCH 1331	Perl
ARCH 4261-001	Taking a Look at the Future	Stewart
4261-003	Urbanization in Developing Countries	Kazimee/Aranha
4261-005	Introduction to Programming	Nelson
4261-006	Introduction to Programming	Nelson
ARCH 4300-001	Architecture Research of Urban Environment	Peng
4300-002	Computer Graphics for Design	Lima
4300-003	Solar Energy Research	Perl/Johnson
ARCH 4333-001	Planning and Urban Studies	Peng
4333-002	Rationalism and Romanticism in Architecture	Lesnikowski

*Class Cancelled

SPRING 1984

ARCH 3201-301	Teaching Assistants for ARCH 1331	Perl
3201-302	Materials and Methods for H.E. Majors	Calvert
*3201-303	Advanced Presentation	Nowak
*3201-304		Perl
3201-305	Creative Structures	Williamson
*3201-306		
*3201-307	Architectural Sleuthing	Peters
3201-308	Lighting and Acoustics	Mross
3201-309	Roofing Technology	Childers
ARCH 4261-001	Taking a Look at the Future	Stewart
4261-002	History of Architectural Theory	Koh
4261-003	Modern Architectural Theories	Perl
ARCH 4300-001	Architecture Research of Urban Environment	Peng
4300-002	Computer Graphics	Lima
4300-003	Solar Energy Research	Perl/Johnson
4300-004	Introduction to Programming	Nelson
ARCH 4333-001	Design Problems in Architecture & Urban Studies	Peters

FALL 1984

ARCH 3201-301	Materials and Methods for H.E. Majors	Childers
3201-302	Architecture and the Sun	Peters
3201-303	Architectural Technology	Childers
3201-304	Architectural Theories	Perl
3201-305	Teaching Assistants for ARCH 1331	Perl
3201-306	Architectural Psychology	Williamson
ARCH 4261-001		Unassigned
4261-002	History of Architectural Theory	Koh
4261-003	Urbanization & Housing in Developing Countries	Kazimee/Aranha
ARCH 4300-001	Architecture Research of Urban Environment	Peng
4300-002	Computer Graphics for Design	Lima
4300-003	Solar Energy Research	Perl/Johnson
4300-004	Pre-Programming	Nelson
4300-005	City Planning Seminar	Lima
4300-006	Site Planning	Jim White
ARCH 4333-001	Design Problems in Architecture & Urban Studies	Unassigned

