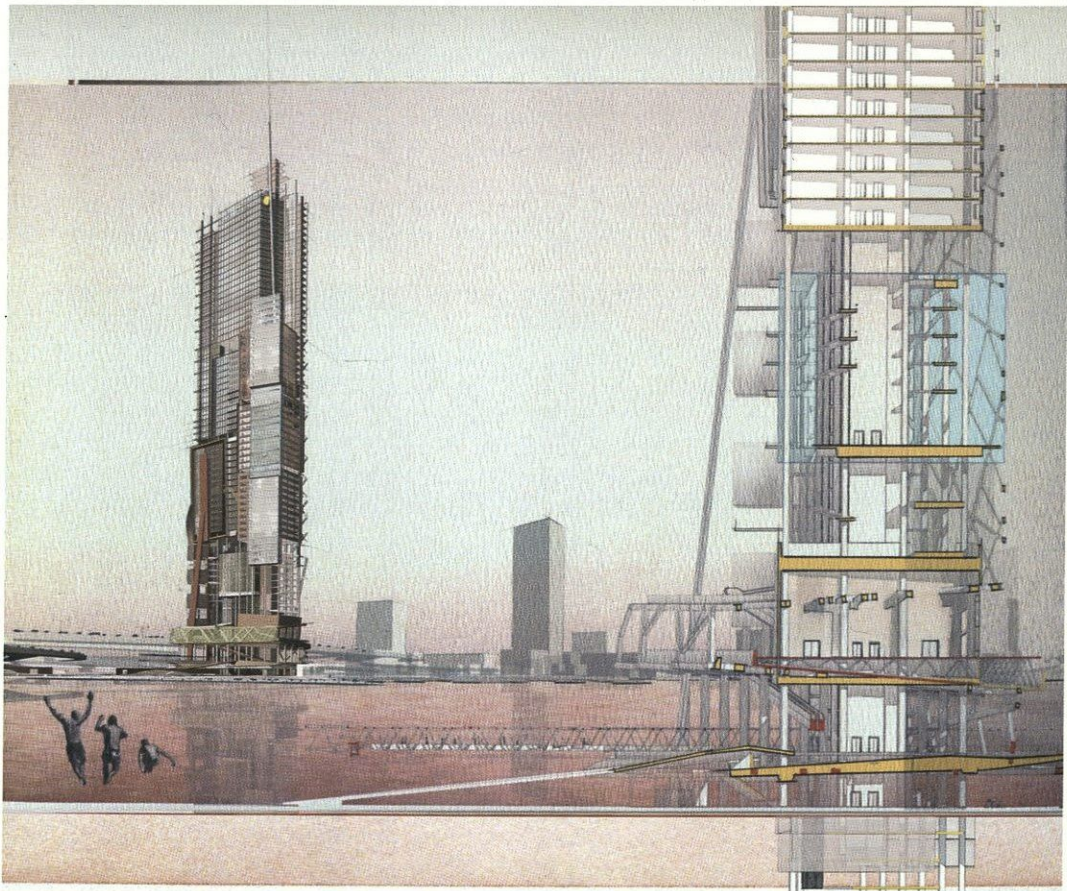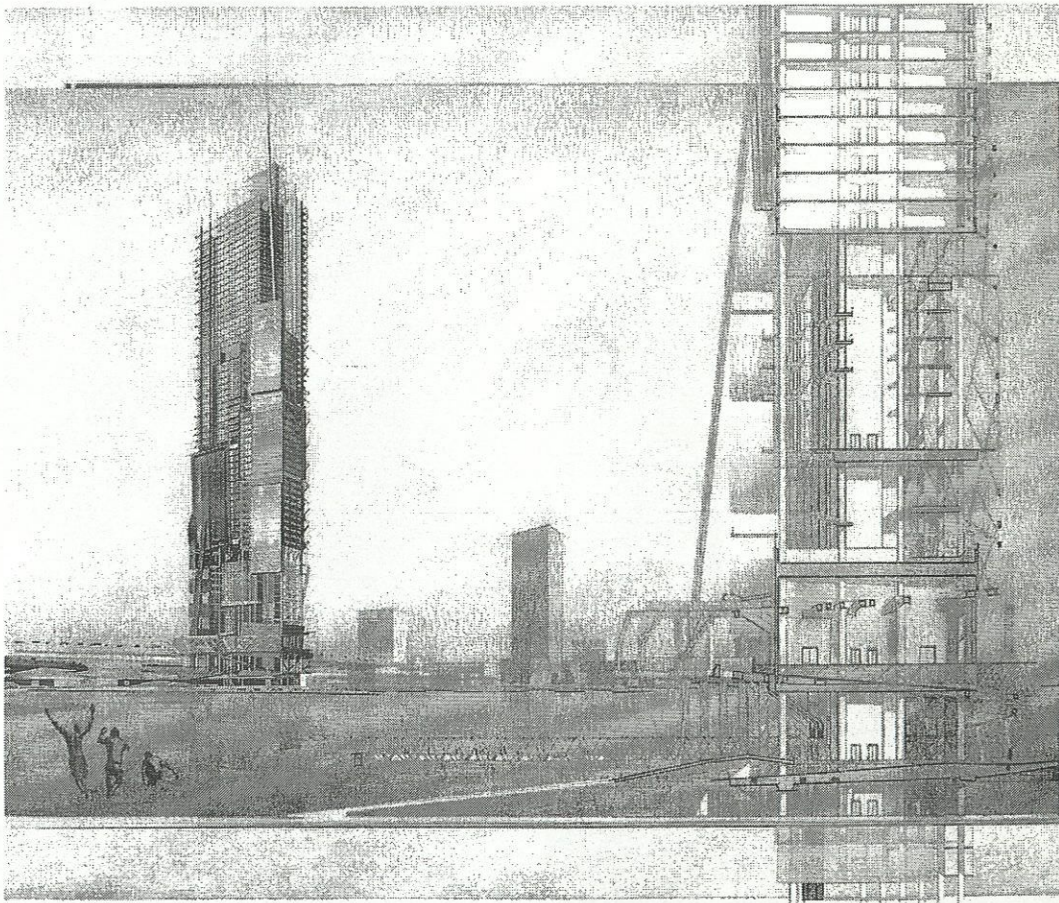**Architecture Program Report:**
MASTER OF ARCHITECTURE

The School of Architecture
The University of Texas at Arlington
SEPTEMBER 2009

Architecture Program Report:
MASTER OF ARCHITECTURE

The School of Architecture
The University of Texas at Arlington
SEPTEMBER 2009

Table of Contents

Part 4 Supplemental Information

Appendix A   Architecture Program Effectiveness Plan

Part One – Introduction to the Program

1.1 History and Description of the Institution

Arlington College, 1895-1902
Arlington College was established to improve the availability of quality education in the recently founded rural town. A private institution, Arlington College's first class of roughly 75 students received schooling from the elementary to about today's high school level.

Carlisle Military Academy, 1902-1913
Col. James M. Carlisle arrived in 1902 and converted the campus into a private academy "for the literary, military, and manual training of boys," as its charter stated. Despite its official admission policy, the school had at least eight female graduates during its eleven-year existence.

Arlington Training School, 1913-1916
Educator H.K. Taylor re-opened the institution as Arlington Training School with military-style discipline and high-school level coursework. Although the institution focused still on boys' preparatory education, females were admitted as day students.

Arlington Military Academy 1916-1917
Arlington Military Academy operated only for the 1916-17 academic year. This marked the end of Arlington's community attempts to support a private intermediate and secondary institution.

Grubbs Vocational College, 1917-1923
In 1917, the institution became a branch of the Agricultural and Mechanical College of Texas (now Texas A&M). The state junior college's curriculum focused on the agricultural, mechanical and industrial trades, as well as household arts for female students. Enrollment at Grubbs reached 808 during the 1922-23 school year.

North Texas Agricultural College, 1923-1949
In 1923 the college was renamed to better reflect the fact that it had become a public institution with a liberal arts curriculum that was no longer strictly vocational, as well as a rapidly expanding enrollment. Unsatisfied with NTAC's two-year status, the administration unsuccessfully petitioned Texas A&M's board throughout the 1940s to elevate it to senior-college status.

Arlington State College, 1949-1967
As the largest state-supported junior college in the Southwest, the school had transitioned into a comprehensive academic institution. Its name once again changed, and in 1959 Arlington State became a four-year institution. The college was the first in the A&M system to integrate African-American students in 1962. In 1965, the institution was transferred to the University of Texas System. During ASC's years, enrollment grew from 1,532 students to more than 11,000.

The University of Texas at Arlington, 1967-Present
The institution received its current name by act of the state legislature making each of the UT System campuses "The University of Texas at…". Its ever-expanding facilities span 420 acres and include over 100 buildings, with a newly established campus in downtown Ft. Worth. UT Arlington has become a high-activity research university with an active and diverse campus of

25,000 students, 5,000 on-campus residents, 12 NCAA Division I athletic teams, and over 180 bachelor's, master's and doctoral degree programs.

Excerpted from:
Saxon, G.D. (1995). Transitions: A centennial history of The University of Texas at Arlington 1895-1995. The UTA Press: Arlington, TX.

1.2 Institutional Mission

The University of Texas at Arlington is a comprehensive research, teaching, and public service institution whose mission is the advancement of knowledge and the pursuit of excellence. The University is committed to the promotion of lifelong learning through its academic and continuing education programs and to the formation of good citizenship through its community service learning programs. The diverse student body shares a wide range of cultural values and the University community fosters unity of purpose and cultivates mutual respect.

As a University, we affirm our commitment to the following objectives:

- The University is committed to comprehensive programs of academic research. This research effort requires attracting and retaining scholars who promote a culture of intellectual curiosity, rigorous inquiry, and high academic standards among their fellow faculty and the students they teach.
- The University prepares students for full, productive lives and informed and active citizenship. To that end, we have developed undergraduate and graduate curricula and classroom practices that engage students actively in the learning process. Outside the classroom a wide range of student organizations and activities contribute to the learning environment. Our service learning program offers students the opportunity to supplement their academic study with internships in a variety of community settings, testing their skills and aptitudes and challenging their values. State-of-the-art teaching technologies, distance education, and off-site instruction afford access to off-campus as well as traditional students. Non-degree certificate and continuing education programs offer practical, aesthetic, and intellectually stimulating opportunities for community learners, for individual courses or a sustained program of study.
- The mission of a university can be achieved only when its students, faculty, staff, and administrators value and promote free expression in an atmosphere of tolerance, responsibility, and trust. The University regards these attributes as prerequisites for any community of learners and vigilantly strives to maintain them.
- Mindful of its role as a resource to the community, regionally, nationally, and internationally, the University continually seeks partnerships with public and private concerns in order to advance the economic, social, and cultural welfare of its constituencies. We serve the needs of the North Texas community by sponsoring public lectures and academic symposia, as well as artistic, musical, and dramatic productions.

1.3 Program History

At the University of Texas at Arlington, Architecture was first taught in the early **1940's** as a two year non degree program in the School of Engineering. The program remained unchanged until **1968** when Architecture left the umbrella of the School of Engineering and became a department in the College of Liberal Arts. The move had the support of the professional architectural community in both Dallas and Ft. Worth since it was the only institution in North

Texas to provide professional education in architecture. Growth continued and in **1973** the Department of Architecture separated from Liberal Arts and became a School of Architecture.

Initially the curriculum provided a four year undergraduate program with a two year Master of Architecture program as the first professional degree. The School followed the popular academic model first introduced in the Princeton Report of the late 1960's. In **1974**, the School was renamed the School of Architecture and Environmental Design and quickly grew to more than one thousand students and a full time faculty of thirty one in all fields under Dean Hal Box, FAIA. Architecture, Landscape Architecture, and Interior Design remained the three dominant programs while City and Regional Planning moved to the Institute of Urban Studies and Building Systems fused with the Construction Research Center in Civil Engineering. During the **1970s and 1980s** the enrollment fluctuated while the permanent faculty continued to grow. George S. Wright FAIA became the second Dean and during his tenure, the School of Architecture established the School's Italy summer study program that has continued for more than thirty years.

In **1986** the School moved to its present location after sharing facilities in several buildings over the years. Its 122,000 sf nearly doubled the previous available square footage.

Edward Baum, FAIA became the third dean and introduced the visiting critic program for the M.Arch. studios and established study abroad programs in Sweden, Spain and Austria. This international reach helped the School's reputation as did a strong design program. During Baum's tenure, students and faculty from the School won more design competitions than any other ACSA professional program in the country.

In **1989**, the SAED changed its name to School of Architecture. Architecture remained the largest enrollment while the programs in interior design and landscape architecture grew more slowly. Interior Design is currently accredited by CIDE and NASAD; Landscape Architecture is accredited by CELA.

After Ed Baum retired as Dean the School entered a period of some instability, Professor Lee Wright, AIA served as Interim Dean for two years, **1999-2001**, as the search for a permanent Dean was conducted.

Professor Martha LaGess served as Dean from **2001 to 2002** and was replaced by the Provost.

Richard Dodge, Barlette Cocke Centennial Professor of Architecture Emeritus University of Texas at Austin, succeeded LaGess as Interim Dean.

Don Gatzke, formerly Dean at Tulane University, was appointed dean beginning January **2004** and was reappointed to a second 5 year term beginning September **2009.**

The first NAAB accreditation team visited the School in **1975** and recommended a full five year accreditation. The program received reaccreditation for five year terms in 1980, 1985, 1990 and 1995. In 2000, the NAAB team recommended a 3 year re-accreditation. In 2004, the program was reaccredited for a 6 year term with a 3 year focused evaluation.

Since the 1990's student enrollment has remained relatively steady at approximately 1080 students in all programs. Studio spaces and classrooms are approaching capacity.

During the late 1980s the full time faculty size remained constant due to a strained University budget. As faculty retired, they were replaced by non tenure track adjunct faculty on a selective basis. Most adjunct faculty are local practicing architects who teach design studios or technical support courses. More recently, the School has been rebuilding the tenure track faculty, and since the last NAAB visit 10 tenure track faculty have been hired, 7 of whom have primary teaching responsibilities within the undergraduate or graduate architecture programs. In addition, the School obtained approval for a clinical faculty status that allows for multiple year contracts, payment of benefits and a certain measure of employment security and status for non-tenure-track faculty.

A School Advisory Council was formed in the early 1980's of approximately twenty-seven design professionals, community leaders, and friends of the School. Reformed as the Dean's Advisory Council in 2004, the DAC meets on a semi annual basis to provide input on curricular and professional issues, sponsors enrichment events such as the annual Developers' Roundtable and represents the School within the advisory structure of the University.

In 2005, a collaboration of individuals representing public, private and academic community sectors founded a regional visioning effort entitled Vision North Texas www.visionnorthtexas.org . UT Arlington was one of the 3 founding partners through the participation of Dean Gatzke, who continues to represent the University on the management board.

The latest initiatives of the School are the anticipated launch of a graduate level certificate program in Fall 2009, *"Certificate in Property Repositioning and Turnaround Strategies"* and a full Master of Science degree program in real estate development in fall of 2010. Michael Buckley, formerly director of the Masters of Real Estate Development Program at Columbia University directs this initiative.

In the summer of 2009, a pilot program the Arlington Urban Design Center was established as a joint venture with the School of Urban and Public Affairs and the City of Arlington Planning Department. Initial funding is being provided the Office of the Provost. As of this writing, a team of two faculty, one each from Architecture and SUPA and a team of 9 students are involved in providing design assistance to neighborhoods, community groups and businesses in Arlington under the auspices of the city.

1.4 Program Mission
The mission of the School of Architecture is to provide students with a rich learning experience and the opportunity to pursue an accredited professional degree in Architecture, Landscape Architecture, and Interior Design. We are here to provide an academic climate that fosters and rewards faculty accomplishment in teaching, research, and design and to be an active partner in the community.

1.5 Program Self-Assessment
In general, the School and the Architecture Program is considered to be strong and increasing in quality, as measured by student achievement and external reputation by the faculty, the University administration, the regional profession and the public at large. Commensurate with the University's reputational rise, the School has significantly improved its reputation through outreach efforts, innovative extracurricular programming and communications. An indication of the rising external reputation is the Graduate Program's ranking by Design Intelligence in 2008 as second among the top ten programs in the South as ranked by firms within the region.

While not attempting to limit discourse or investigation of emerging ideas or trends in architectural practice and theory, the core ethos of the program is that the practice of architecture is the making of buildings and the consideration of the broad range of issues, human and technological, in the design and construction of environments for human inhabitation. That ethos is sufficiently consensual among the faculty as to give the program a coherence and comprehensibility for students that contributes to their success.

While the program enrolls a highly diversified student body as measured by gender, ethnicity, and socio-economic background, the typical UTA student is from North Texas, the first generation in his/her family to attend college, and highly focused on a traditional career in the profession. Students are ambitious, exhibit a strong work ethic and are cooperative and collegial. Student disciplinary problems are exceedingly rare.

Strengths
- Preservation of a institutional culture that places a premium on drawing, model making and compositional strategies for ordering form and space as the foundation of design education, while prudently addressing emerging trends within design education and the profession
- A strong relationship with the local, regional and state profession that provides input, support, and validation of the curriculum
- A location within a vibrant metropolitan region with a splendid catalog of master works of modern architecture and one of the centers for development design and construction in the nation
- A critical mass of senior, highly experienced faculty who help maintain a curricular cohesion
- Another critical mass of young faculty who are introducing new ideas, strategies and objectives
- A very supportive University administration that offers high operational autonomy with little bureaucratic interference but has financially supported new initiatives directed towards institutional excellence: new faculty research funds, Arlington Urban Design Center, SEED (High school architecture camp), TexFiles (publication of work of the School), among others.

Weaknesses
- The lack of a true research component. While many of the faculty are actively pursuing topical research or creative projects, the School does not have the research infrastructure that can support a higher level of faculty research in areas that can produce innovations of use to the profession and society. Current funding for research is essentially on an ad hoc basis and dependent upon external gifts. Areas of research that would be particularly meaningful would be in construction technology, building systems and energy/sustainability. However, it should be noted that as of 2009, the Provost is providing significant research and professional development start up funding for all new tenure track faculty hires in the School.
- It should also be noted that there is some debate among the faculty and, to a lesser extent, within the student body about the number of faculty members who were educated at the UTA School of Architecture, and that this contributes to a lack of intellectual pluralism and an inbreeding of ideology and pedagogical technique. While it is true that a number of the current faculty both tenure, tenure track and adjunct have undergraduate and/or graduate degrees from this School, many have additional educational and professional experiences that have broadened their understanding and

approach.   One of the strengths of the School is a coherent disciplinary and pedagogical philosophy which is successful in "framing" the study of architecture and equipping the students with the tools for both analysis and synthesis, and that many of the faculty share this perspective and skills contributes to this success. However, the assessment of the Visiting Team will be helpful in understanding the merits of this debate.

Challenges

- In an era of dramatic change and increasing complexity in the theory and practice of architecture, entering students seem to be less prepared than previous generations to succeed at rigorous college level study. Written and verbal communications skills and mathematical ability are areas of greatest concern.
- Incorporation of building information management and related technological innovations that have affected professional practice.
- While higher education in Texas remains better funded than in most states at this time, state support and tuition does not meet financial needs. Increasingly, the School is dependent upon external funding and development efforts to support new initiatives, acquisition of educational equipment and other "enrichment" programs beyond the basics. During the current economic conditions, fundraising is significantly down and a contraction of the overall budget is anticipated for the coming several years.
- Continued diversification of the faculty. The faculty is still significantly less diverse than the student body.

Plan to Address Challenges

- Strategic Planning: The School has had a strategic plan in place for the past 5 years and, while still relevant and providing guidance for all programs, the more recent focus of the University of raising the institution to Tier 1 status calls for a revaluation of the strategic goals of the School with respect to University expectations. For the School of Architecture the major metrics of success will be increase in enrollment, rising SAT/GRE scores of enrolling students, national ranking of programs by one of the reputable agencies such as Design Intelligence and increased funded research activities.

- Research: Expecting more funded research productivity from faculty in a discipline with little history of externally supported research, an inadequate research infrastructure compared to engineering and the sciences, and few incentives is not likely to meet with high success. However, the University has made significant funding available to the Dean to use a research seed funding. To that end, all tenure track faculty now have established a knowledge area that they will be expected to develop in both teaching and research and the School administration has provided research start up funds for future use or direct grants to underwrite research or creative scholarship.

- Student Preparation: The ability of entering students to take on college level work is a concern across campus and has suggested that a revision of the core educational requirements be revised. This study is currently underway and recommendations for core are expected shortly. One proposal, almost certainly to be implemented, will be an "academic skills" required of each program. The School is already identifying faculty to develop and teach this course.

- Digital technology, building information management and related changes in the profession. The administration and the faculty are well aware of the changing circumstances in the profession and inevitable changes in expectations of interns entering the profession. However, the School is consciously proceeded with "all due deliberate caution" in responding to these external forces but is closely monitoring the evolving situation. Feedback from the profession is continually sought, primarily through the biannual Dean's Advisory Council meetings but also through annual exhibition of student work, firm visits etc. Additionally, the newly instituted UTA Design Practice Academy is, successfully, addressing many of these issues in an extracurricular format.

- Financial resources: Under current economic circumstances, the School will be financially prudent in all expenses and strategic in allocating discretionary funds towards the University's Tier One goals. Fund raising has been shifted away from endowment and more towards annual fund and spendable gifts to fill any gaps as a result of future operating budget cuts. The addition of a revenue generating program in real estate, the Certificate in Property Repositioning and Turnaround Strategies, is expected to provide funds to be shared by all programs in the School.

- Faculty diversification: The School will continue its efforts to identify potential candidates of ethnic, racial, socio demographic and intellectual diversity for future search pools for tenure track positions. Adjunct and visiting appointments will also be considered an opportunity to add to faculty diversity, as has been successful practiced in the past.

Part Two – Progress Since the Last Site Visit

2.1 Summary of Responses to the Team Findings

Note that the following is substantially the same as our
NAAB Annual Report 2007 submitted as part of the Focused Evaluation.

a. Responses to Conditions Not Met

Condition 2. Program Self-Assessment

The following actions were taken since the last visit to address the deficiency in self assessment and strategic planning:

- The University has approved a university wide Strategic Plan within which the School has developed specific implementation strategies. (Addendum)
- Prior to the issuance of the University Strategic Plan the faculty of the school had developed and approved a School of Architecture Strategic Plan (Addendum). The elements of this plan are entirely consistent with those of the subsequent University Strategic Plan.
- The University continues to implement the Unit Enhancement Planning process and each program within the School has created its own UEP. We are currently in the second year of the three year cycle. (Appendix D)
- An annual one day faculty retreat has been established specifically as a means of program assessment, examination of curricular outcomes and develop of goals and strategies for school and program improvement. The consensual decisions that are arrived at in these retreats essentially establish the administrative agenda for the subsequent year.
- A Program Director for the Architecture Program has been appointed, currently Assoc. Prof. Bijan Youssefzadeh, who is primarily responsible for curricular coordination and teaching assignments. This has resulted in improved administrative oversight and "quality control".
- A system for design year coordination has been instituted to insure that curricular standards are established and met within and between each year of the curriculum.

Condition 12.28 Technical Documentation

- This remains a difficult issue to come to terms with. As with comprehensive design, the faculty has renewed a commitment to requiring an increased, appropriate level of technical integration and documentation at all levels of the design sequence, to some evident improvement. In addition, a course specifically on technical documentation has been added to the elective offerings.

- Many of our students, and most of the graduate students, are employed in professional offices and have significant practical experience including construction documentation by the time they complete the program. Furthermore, there is no feedback from employers that our students are unprepared in this area—or, for that matter, in any professional aspects to which they are assigned as interns. We suspect that this is a combination of student skill acquired both formally in the curriculum and informally through part time

employment, and due to changes in practice such that graduates are less channeled into construction documentation as initial intern tasks.

- The dramatic changes emerging in practice relating to integrated practice and its subset of building information modeling requires a complete rethinking of the topic of technical documentation and the approach the schools take towards it. It hardly seems prudent to make curricular reforms addressing a process undergoing complex transformation. We are struggling to come to terms with this as all of the other architecture programs are. In our case, we hope to do this more pervasively than merely adding in required courses or coursework. Rather we seek to truly implement an integrated design model throughout the building design studios. To that end, the School has acquirred a b.i.m. product, D-Profiler developed by the Beck Technology Group that is a fully relational, 3-D b.i.m product intended for the schematic design stage. Within this focus, the D_Profller is consistent with the goals and level of detail typically reached in academic design courses yet will thoroughly introduce students to the concepts and tools of b.i.m. and prepare them for further skill development with the more construction documentation oriented programs like Revit. As of yet, successful integration of this particular software application has yet to be achieved
- More recently, Revit has been introduced into an elective digital media course which covers basic cad, 3d modeling, b.i.m. and imaging.
- The integrated nature of b.i.m. technology inevitably will have productive impact on the level of comprehensive design thinking and development.

Condition 12.29 Comprehensive Design

- In general the faculty has endorsed a focus on the constructional and material aspects of design and that the role of architects in society is to make buildings. Consequently, all design studios pay a greater attention to comprehensive design issues, and the intrinsic relationship between all forms of construction technology to design is reinforced throughout the curriculum.
- Commencing with the fall 2005 semester, a Comprehensive Design Studio has been required of all graduate students. Outcomes of this course continue to improve.
- Beginning in the Fall of 2005, a graduate studio in Health Care Facility Design was established, taught by a team of practitioners from several area firms specializing in design for health care, including HKS, Perkins and Will, RTKL and Page Southerland Page. While perhaps not a "comprehensive" studio in the narrow definition, this course is exposing students to the state of the science and art of a complex building type in a holistic manner, without a doubt preparing them for entry into the profession.
- In the belief that higher level design understanding integrates technological and conceptual thinking, the School has made a significant investment in the providing students with hands-on construction experiences. These include:
  - The establishment of the Materials and Assembly Library, under the direction of Prof. Madan Mehta. This facility offers building component assemblies for direct examination by students and as teaching aids.
  - The expansion of the "wood" shop. The shop was relocated to a building adjacent to the Architecture Building, quadrupling the area. Additional equipment was purchased to allow wood, metal and concrete work.
  - In 2005 the School acquired a laser cutter as the first investment in digital fabrication experimentation. Several courses and studios have been offered and students are using this device to capacity. In 2007 a 3-D printer was added to

the digifab lab and a development campaign has been launched specifically to acquired significant funds to expand this part of the curriculum.

b. Responses to Causes of Concern

Diversity
The School recognizes the need for greater gender and racial diversity in the faculty and greater racial diversity in the student body.

- The School has developed a closer relationship with the Dallas Integrated School District Architectural Cluster program at Skyline High School. This is a nationally recognized program, with an entirely minority enrollment. We actively support activities in the program and recruit aggressively from it. The Dallas Architecture Foundation provides multiple scholarships to Skyline grads specifically to attend UTA SoA.
- A summer high school career discovery program in art and architecture (entitled **SEED**:*Strategies, Events, Episodes + Devices*) has been offered every summer since 2005. One of the explicit goals of the program is to promote architecture as a college course of study among regional minority groups.
- The School has developed an articulation agreement with Tarrant County College to facilitate student transfers from their pre-architecture program to our major. We have assisted TCC with curriculum and course development so that it essentially mirrors our pre-architecture program. The enrollment of TCC is substantially from minority populations.
- The School is in a process of faculty renewal with significant numbers of the senior faculty leaving the school. Several faculty searches we suspended for lack of diversity in the applicant pool. Since the last visit we have added 3 women to tenure track faculty, one architectural historian, one in architectural design (who is now also heading the Arlington Urban Design Center) and one in interior design. One Hispanic tenure track candidate achieved tenure and another Hispanic tenure track appointee joined the faculty in the Fall of 2009. A third Hispanic will be a visiting professor 2009-2010. While these hires address the narrow issue of gender and ethnic diversity, more importantly, they broaden the faculty in knowledge, perspective, life experience and intellectual position.

Human Resource Development
Enrollment has returned to historic highs after slightly declining two years ago. In addition to the tenure track faculty hired, additional instructional funds have allowed the hiring of additional visiting faculty which has resulted in a general decrease in student teacher ratios in design studios to approximately 15:1 overall.

A faculty hiring plan was developed identifying probable future needs over through 2011. As of this writing, the Provost has approved searches for one additional tenure track candidate in Architecture and two in Interior Design. We still anticipate a significant number of retirements which will provide great opportunities for renewal of the faculty.

During the 2006-07 academic year, a clinical faculty appointment status in architecture was approved by the University and the University of Texas System. This "professor in practice" allows increased flexibility in hiring active practitioners and the integration of theoretical and

practical aspects of architecture within the curriculum. Currently, four full time faculty have clinical appointments; all are licensed professionals with outside practices teaching structural design, building design, site design and real estate development.

Physical Resources
Moderating enrollment growth is relieving some of the stress on physical resources. In addition, the School has acquired additional space in an adjacent building to house the newly established Materials and Assembly Library and a lecture room. The relocation of the shop to the adjacent Fine Arts Building both expanded the capacity of that facility and made space available for a newly created lighting lab.

Financial Resources
The University continues to fund the School at a level commensurate with other academic units. Fund raising over the past 5 years has netted approximately $297,000 in cash gifts. The current economic condition has not affected the basic operating budget but it has severely impacted external fund raising and limited discretionary excellence funding.

Public Information
A new staff position, Director of Communications, was established within the office of the dean. This staff member is responsible for overseeing all external communications and public information for the school.

c. Changes in the accredited program:
- As a result of the Information Task Force study during the 2004-05 academic year, and a Graphic Instruction Task Force in 2006, the faculty endorsed a mandatory student laptop computer policy for all students in 3rd year and above with appropriate curricular changes to further integrate computing throughout the program.
- While technically not a change to the accredited M. ARCH program, at the direction of the Provost and in response to UT System directives, curricular revisions to the undergraduate program were proposed to reduce the total number of required degree credits for the B.S. Architecture from 138 to closer to 120, the standard for undergraduate programs across the system. The School submitted a 128 credit hour program which was approved by the Provost. The credit reduction was achieved through consolidation of first year, pre-architecture courses and elimination of required advanced electives.

Part Three – Compliance with the Conditions for Accreditation

3.1 Program Response to the NAAB Perspectives

3.1.1 Architectural Education and the Academic Context
The School of Architecture is one of 9 academic units comprising the academic core of the University. The faculty and administration of the School fully participate in University activities and governance and contributions are recognized and valued. The Dean of Architecture participates in university governance in concert with the deans of the other academic units, as well as participates informally in campus planning and design efforts. University resources are equitably distributed among the various academic units and there is no concern that either the School or the Architecture Program are underfunded or unsupported relative to other units. Beginning with new tenure track hires for the 2009-2010 academic year, the Provost has provided a significant start up fund for new faculty member to be used for research and professional development. This is a significant new form of institutional support for faculty in the School.

As the University advances towards Tier 1 Research University status, standards for faculty credentials, teaching effectiveness and research productivity have risen and applied to all academic units. Consequently, new faculty in the School of Architecture are expected to have professional and/or advanced degrees and other credentials commensurate with other disciplines. However, the University does recognize professional registration and, in some instances, substantial professional experience as equivalent to doctoral degrees in other disciplines. Expectations and standards for tenure and promotion apply equally to all disciplines, yet the University policy explicitly recognizes creative practice and/or projects of various kinds as a form of scholarly activity.

The members of the faculty fully participate in governance and university service. The School and Program faculty are equitably represented on the university senate and subcommittees, undergraduate curricula and graduate studies committees and

Students participate fully in the range of extracurricular activities and student governance. Three years ago, the elected president of the Student Congress was an undergraduate architecture student. During the last 3 budget years, student officers of the Joint Constituency Council for Architecture, the school student government, have effectively applied for and received technology enhancement funds for computing equipment and software from a dedicated University fund in excess of $100,000.

Other examples of the School participation and contribution to University level or cross unit initiatives are as follows:

Vision North Texas, www.visionnorthtexas.org a regional effort to "understanding our options for growth" in the 16 county region of North Texas, is a partnership between the North Central Texas Council of Governments, the North Texas District of the Urban Land Institute and the University of Texas at Arlington. The Dean of Architecture was a founding member of Vision North Texas and represents the University on the management board. Faculty of the School are instrumental in providing data and research to this effort and cross unit collaboration with the School of Urban and Public Affairs has significantly grown as a result of joint research efforts.

Mavsmeet is the annual university convocation that starts the new academic year and is one of the major academic events on the university schedule. The Dean of Architecture has co-chaired this event for the past 4 years and is charged with selection of the faculty member to present the keynote address each year.

The School of Architecture and the School of Urban and Public Affairs have collaborated with the Arlington Dept of Planning to form the Arlington Urban Design Center to provide design assistance to neighborhoods and citizen groups in the city under the direction of one faculty member from SUPA and one from Architecture. Within SUPA a variety of sub disciplines are represented and within Architecture, students from the Architecture and Landscape Architecture programs are Center staff members. Significant start up funding is provided by the Provost.

ACES is a single day symposium on campus that features both graduate and undergraduate research presentations, and represents a broad cross-section of disciplines and talents. Student research and work is presented as either an oral presentation within a "paper session" or in a poster display session. For the past 4 years, two faculty of the School of Architecture have been co-chairs of the selection committee that reviews submittals.

SEED (Strategies, Events, Episodes + Devices) is a two week summer program on campus for high school students interested in art and architecture. This program, now in its 4th year, was an initiative of the faculty of Architecture in collaboration with faculty in the Dept of Fine Arts. To date approximately 100 high school students from the region have participated in the program.

The most recent major initiative of the School is the "Certificate in Real Estate Repositioning and Turnaround Strategies" which will capitalize on DFW as one of the fastest growing regions in the country and as a center for finance and real estate development. This graduate level non-degree program is an intermediate step towards a Master of Science in Architecture degree focusing on real estate development. Both the university president and provost are highly enthusiastic about the prospects for these initiatives to provide valuable educational opportunities, productively influence future development of the metro region and raise the profile of the University. The Provost has provided necessary start up funds to cover costs until a tuition revenue stream is achieved. Both programs involve collaboration with the College of Business Administration but are/will be directed by the School of Architecture and clearly recognized as School of Architecture programs.

3.1.2 Architectural Education and the Students

Historically, UT Arlington has been a regionally based institution. More than 90% of the students come from Texas with the majority from the north Texas region. The core mission of the University is to provide educational opportunities to first generation college students, the majority of whom will remain in the region. As the population of Texas has become more demographically diverse, so has the student population of the University and commensurately, the School of Architecture, as is shown in the table below. As a consequence students in the School learn to thrive within a context of difference and diversity. In addition to benefiting from this demographic trend, the School has instituted practices to enhance student diversity and serve the regional population.

These actions include:
Creating a summer high school architecture academic, called SEED, that recruits from regional high schools at no cost to the student. In particular, SEED participants are recruited from the Architecture Cluster Program in the Dallas School District, which in addition to being an

exemplary high school curriculum in the arts, is entirely composed of Latino and African American students.

Entering into an articulation agreement with the local community college, Tarrant County College Southeast, to accept students who have completed a specified curriculum in Architectural Technology, that mirrors the UTA pre Architecture program, and which allows them to complete the BS Architecture degree at UTA within the nominal 4 year program—and then to continue on to complete the M.Arch degree. This provides an additional educational track to a professional degree for many non-traditional students from exceptionally diverse ethnic and socio economic situations.

Without any exceptional action on the part of the School or administration, the members of student government (Joint Constituency Council for Architecture and AIAS) have become extremely diverse in recent years and reflective of the diversity of the student population in general. The JCCA/AIAS jointly has sponsored seminars and symposia focused on supporting student success, including the annual Career Fair, and similar initiatives that build leadership abilities within the individual and the student population in general.

Student Ethnicity (Fall 2008)
50.5 %	White
0.2 %	American Indian
26.4 %	Hispanic
5.8 %	African American
4.7%	International
11.0%	Asian
1.4%	Unknown

Student Gender (Fall 2008)
61% Male
39% Female

While a significant portion of the student body is, by historical socio-economic standards, "non-traditional" their professional aspirations are traditional—to enter and succeed as architects within the normative framework of practice. Recognizing this, the School offers an educational experience based upon an intensive examination of the historical context of architect and architecture, the development of visual, compositional and imaginative capabilities, an understanding of the constructional and material requirements to execute buildings, an understanding of the profession adequate for entry level internship, and—more importantly-- the intellectual skills and personal aspirations to become future professional leaders.

The School enjoys a significant advantage in its location within the 4th largest metropolitan area in the US that is a center for the architectural profession. Prior to the current economic collapse, there was such a demand for employees that virtually any graduate student (and many undergraduates) was assured professional employment. Furthermore, as the only accredited program in architecture in the region, almost all firms with a professional staff employ our graduates, and many are headed by our graduates. This has resulted in a close academy-profession relationship in which students, alumni and professionals move easily between the two domains. Feedback from the profession affirms that graduates have a reputation for being

highly skilled and possessing an appropriate understanding of the professional and personal skills necessary to be successful and contribute to the profession.

In the past, this diversity did not extend as fully to the faculty and the School was deficient in faculty role models that could positively influence student success. Significant progress in diversifying the faculty has been accomplished over the past 5 years.

Faculty Diversity (Fall 2009)
Full Time/Tenure Track/Tenured/Clinical

Male	27
Female	5
White	29
Latino	3
African American	0

3.1.3 Architectural Education and Registration

As stated in the previous section, the typical UTA Architecture graduate aspires to a part of a fairly traditional professional practice. Recognizing this, there is an emphasis on understanding the academic content within the larger context of professional and societal service. This includes an understanding of legal and legislative conditions of professional practice. Information about the entire arc of architectural education and professional qualifications is presented in the freshman year course, Intro to Architecture [ARCH 1301], and then more informally reinforced throughout the rest of the curriculum, both undergraduate and graduate. It is again more formally addressed in required pro-practice courses at the graduate level. The graduate program offers practicum and internship courses for credit which are administered by the associate dean for graduate studies. Student advising clearly explains the policies and procedures for IDP credit etc. while enrolled in the graduate program.

In recent years, the school has increased the number of extra-curricular events that enrich the academic core and have as their express goal to better prepare graduates for entry into the profession, these have included practitioner panels on the future of the profession, how to survive the recession, road to registration etc. For the 2009-2010 academic year, the Dean's Advisory Council will organize and present a series of monthly symposia each with a separate topic related to success in practice. As of this writing, the topics are: Leadership, Negotiations, Risk, Client relations, Collaboration, Financial Principles of Architectural Practices.

It should also be noted that the Dallas area is a major center of architectural practice with numerous regional, national and international practices of significant size. Consequently, during the previous period of economic prosperity, employment opportunities were virtually unlimited and any student who wanted part-time (or quite frequently full time) professional experience could find it. Straddling between the academy and practice, while sometimes stretching students' energy and commitment, is very productive in giving students an introduction to the complexities of practice. The program could rely upon this transfer of knowledge to generally inform the culture of the School. Under current economic conditions, there has been a significant drop in student and intern employment and it behooves the School to monitor general student understanding of professional and practice issues and intercede where deemed appropriate.

Statistics for passage of the Architectural Licensing Exam for graduates have not been received from NCARB.

Representatives of the Texas Board of Architectural Examiners regularly visit the School to meet with the program administrators and make presentations to the students concerning the process and requirements for professional registration. The last visit with the administration occurred in October of this year and a presentation to the student body is scheduled for spring 2010. Also noteworthy is that the current president of the TBAE is an alumnus of the School and a member of the Dean's Advisory Council.

3.1.4 Architectural Education and the Profession

A thorough response to this perspective would require repeating information presented in the previous section and, to avoid unnecessary redundancy, these two sections be understood as each addressing the two perspectives.

While the faculty recognizes that the discipline and practice of architecture is a rapidly evolving body and expanding body of knowledge and practices for which students must be prepared to engage, it also asserts that, as one of the oldest and primary elements of civilization, the fundamental understanding of architect and the role of architects comes from a comprehension of the past. Successful practice of architecture in the future will therefore remain dependent upon the historically validated skills of spatial visualization, a graphic and visually based problem solving process, mastery of techniques of order and composition, and a fascination with material, assemblies and techniques' of construction. Explicit in the ethos of the school is that the perennial value of architects to society in the broadest sense will remain based on these essential skills and that it is obligatory of the program to ground students in them. Of all of the intellectual disciplines, architecture is the one that most enthusiastically embraces complexity in problems and actively seeks to make even the most ordinary of problems into extraordinary opportunities to enrich the end result.

Given this core value, much of which is introduced and reinforced within the undergraduate curriculum, the graduate M.Arch curriculum then endeavors to place the student within an environment strategically linked to the context of practice.

Recent curricular innovations include practice based graduate design studios led by teams of practitioners and SoA faculty. The Design for Health Care studio is now in it's 4th year and presents students with the research and empirical knowledge underlying successful health care design practices within the studio climate of critical thinking and design experimentation. More recently an urban scale, transit oriented design studio, also led by a practitioner team, traces the arc of urban analysis and development within the very real constraints of codes, development policies, costs and demographics. While in and of themselves not addressing all practice issues, these studios offer a rigorous simulacrum of practice that allow students to begin integrating their theoretical knowledge and academically acquired skills. Other graduate studios will frequently undertake real world projects with clients, typically community or non-profit groups providing students with the opportunity to develop design skills within a practical context.

Seminar courses, frequently taught by established practitioners, on emerging or critical topics are regularly created and offered. Current or recently offered courses include: historic preservation technology and policies, legal codes, urbanism in China and an introduction to real estate development and finance.

An undergraduate community design/build studio option, in collaboration with the Dallas based non-profit Building Community Workshop, offers students the opportunity to work with some of the least advantaged members of the community and who are the least served by the design professions. Students develop their personal skills and abilities, including collaboration with a diverse group of users, consultants, contractors and public officials. In collaboration with BC Workshop and the national organization Design Corps, UTA Architecture students organized and hosted *Structures for Inclusion 9*, held for the first time in Texas in 2008. SFI is an annual national conference dedicated to design for the underserved.

An increasingly enriched extracurricular context offers additional connections to practice and the professional context. The School has embarked upon an ambitious initiative to new programs in real estate and project development. Essentially this is an outgrowth of an annual series of developers' roundtables, organized by the Dean's Advisory Council, to expose students to the concerns and issues of the developers who are majorly responsible for the shape of our communities and cities. As of this writing, a new series of practice issue symposia, organized under the rubric "the UTA Practice Academy" are planned for the 2009-10 academic year focusing on the following topics: the economics of architectural practice, leadership, risk, negotiations, ethics and values, evidence based design, and client relations.

Interaction with the local AIA chapters, AIA Fort Worth and AIA Dallas is extensive. Annually, the AIAS officers are invited to make a presentation to each chapter's Executive Committee on activities, events and plans for that academic year. Each chapter has provided annual funding for AIAS members to attend the annual AIAS Forum meeting. AIA Fort Worth has funded both a scholarship for UTA students and the student design prize in the annual design awards program is usually a UTA student. The School hosts portions of the AIA FW "To Be an Architect" program for high school students. Each year AIA FW also holds one of their monthly meetings at the School and reviews the exhibition of student work. Both chapters also participate and have representatives at the annual Career Fair, which is organized by the AIAS chapter. The AIAS chapter also organizes several "firm crawls" each semester which offers students an opportunity to visit local firms and establish contacts within them. The AIA FW Associates group also hosts seminars and practice exam sessions for the NCARB registration exam in the School which is open to students and interns.

3.1.5 Architectural Education and Society
The mission of the program is to prepare students for success in the practice of architecture. To do so requires that student fully comprehend that architecture promotes the physical and psychological well being of its user through the logical composition of form and space. Furthermore, that successful human settlements are made up of individual elements equally well ordered. The reliance of the curriculum on history and precedent as a fundamental source for design concepts insures that students understand the relationship between individual action and socio/cultural result. Increasingly, coursework, including design studios, address issues of sustainability, climate change and suburban sprawl as the central challenges for the next generation of architects. As will be evident in student work, the great majority of projects assigned in design studio are based on "real world" scenarios, of health care, transit oriented design, urban housing and commercial development that require the student to consider the broadest range of issues to achieve a successful result.

In addition, while not part of the required professional curriculum, such opportunities for students to participate in community design/build efforts with Building Community Workshop,

and the recently opened Arlington Urban Design provide additional experience for students to apply their skills in a complex social setting.

Building Community Workshop is a non-profit entity that offers development and architectural services to low income communities. Modeled closely after Design Corps, also an non-profit architectural firm, BC Workshop has focused its efforts to date on a community in South Dallas and has completed 5 residential projects, two of which were designed and executed by students of the School. Under the collaboration with BC Workshop, students were given academic credit for a spring design studio and then credit for electives during the summer build. Students participating in the summer build effort are also eligible for Americorps stipends and scholarships.

The Arlington Urban Design Center is a joint operation of the School of Architecture, the School of Urban and Public Affairs and the City of Arlington Department of Planning and Development. Under the direction of Assistant Professor of Architecture Wanda Dye and employing students from both programs, the Center is providing community planning and design assistance directly to city businesses, residents, developers and community groups under the direction of the city department. Initially established as a summer pilot program in 2009, funding has been provided by the City of Arlington and the Provost's Office to continue operation until August 2010.

In a less formalized way, the School provides community outreach design services and student opportunities on an ad hoc basis with non-profit groups in the region. Such projects over the past 6 years have included:

3.2 Program Self-Assessment Procedures

At the institutional level, a number of assessment and improvement procedures are in effect:

All courses are evaluated by the enrolled students at the end of the term. The results of these evaluations—both numeric and written comments—are available to the faculty and administration for review. The University is currently revising the student course evaluation process and by the time of the NAAB site visit, it is anticipated that a more insightful and comprehensive process will be ready for implementation.

The University has a strategic plan to which all academic units have individual plans related in support of overall institutional goals. Please refer to the University of Texas webpage for the complete strategic plan:

www.uta.edu/mavericksonthemove/index.html

A Unit Effectiveness Process is also mandated, in which each academic program and administrative unit is charged with developing a small number of improvement goals, implementing a process for achieving them and then assessing the outcomes. The architecture program UEP is coordinated with NAAB student performance criteria to coordinate continuous improvement with student performance outcomes. [Appendix A]

In the spring of 2009 the University conducted the latest in the periodic survey of alumni to, in part, acquire input on student satisfaction with their UTA experience and education. Each academic unit is able to include program specific questions for its alumni. However, the level of participation of Architecture graduates was too low to provide statistically significant results.

Internally, the Architecture Program has instituted a process which is simple but effective in regularly examining student work to assess educational outcomes and conformance with NAAB perspectives and performance criteria. At the conclusion of each fall semester, a faculty show – and- tell is held, during which each design instructor presents one current studio project to the rest of the faculty for comment and suggestions for improvements. This process provides an overview of the status and outcome of the entire curriculum, undergraduate and graduate, and establishes a consensus of understanding for the faculty and administration to base curricular or other programmatic changes. At the conclusion of each spring semester, a schedule of "super juries" is held in which external critics from academia and the profession are invited to review selected student work. In addition, an exhibition of current student work is mounted, with projects from all design years and studios publicly exhibited. Over the course of the summer, University administrators, the Dean's Advisory Council, AIA Fort Worth chapter, and professionals and visiting academics are invited to review the work. The spring meeting of the Dean's Advisory Council is dedicated to a review of the exhibit and both positive and negative comments are actively solicited by the administration. Finally, an annual one day faculty retreat is held, usually at the beginning or during the fall semester that focuses on issues or concern or improvement identified from the above processes.

Student input into the self assessment process occurs in various ways. An open student forum with the dean of the School is held each semester to elicit student concerns, respond to questions and offer the dean's overview of the direction of the School and the individual programs. The dean also meets regularly with student leadership, (elected officers of the Joint Constituency Council for Architecture and the leadership of the AIAS chapter) to discuss issues of concern to students. On particularly important issues, such as tenure track faculty hiring, the

student input and participation in the process is formally established. Such participation in these processes offer an effective means of communicating student assessment of their satisfaction with the school and academic programs.

In addition, the student advising process also offers insights into student performance and academic outcomes. The School's advising staff is particularly effective in monitoring student progress and identifying problems inherent in the curriculum content, organization or delivery. The close relationship between the academic advisors and the administration provides continuous input on curricular issues and problems.

3.3 Public Information
The School of Architecture maintains a website as part of the University's site with information specific to School and academic programs. www.uta.edu/architecture

Information on NAAB accredited degrees and links to the NAAB website can be found at: www.uta.edu/architecture/academic/academic_naab.htm

Additionally, the freshman Introduction to Architecture course, ARCH 1301, includes a lecture specific to the overview of the process of achieving an NAAB accredited degree in architecture, internship and licensure. Conditions for NAAB accreditation is also reviewed and the list of Student Performance Criteria is distributed. The SPC are presented as minimal curricular standards that School endeavors to exceed. Copies of accreditation conditions and the SPC's are also provided to the officers of the student government and AIAS and discussed in preparation for periodic NAAB reaccreditation reviews.

Other extra-curricular programming and seminars held in the School sponsored by the local AIA chapters and open to students provides additional, more detailed information on professional development, the "road to registration" and preparation for the ARE.

3.4 Social Equity
The School of Architecture exists within University that values social equity, diversity and justice. All hiring of faculty and staff and the admission of the students is in accordance with University policy and overseen by administrators charged with verifying conformance with them. The School fully endorses these aspirations and policies.
http://www.uta.edu/diversity/

Students
Admittance to the School of Architecture is indirect at both undergraduate and graduate levels. Undergraduates apply as freshman to the University and are then permitted to declare "architecture intended" which grants them admission to the first year architecture courses. Graduate students are first admitted to the Graduate School and then are forwarded to the School for admission to the Architecture Program. The greatest impact on student diversity at the M.Arch level will be to recruit and admit a diverse undergraduate cohort and then retain them as graduate students.

To that end the School has:

Instituted a summer "career discovery" program in Architecture which is promoted throughout the region and offered at no cost to qualified applicants. In particular, the program is directed at the Dallas Independent School District's Architectural Cluster program, a highly successful high school curriculum for students intending on design careers and which is almost 100% non white.

Developed an articulation agreement with the Tarrant County College Architectural Technology program which enables students to complete the first two years of the undergraduate BS Architectural Studies degree at TCC and then matriculate to UTA. As the TCC student body is highly diverse both ethnically and socioeconomically, students following this path significantly add to the diversity in the School of Architecture.

As it is in the interest of the School to retain highly accomplished students through the M.Arch degree, students of diverse heritage are particularly recruited to stay for the entire 6 years of the professional degree program.

As student retention and timely completion of the academic program is most affected by the quality of advising, the School provides very competent professional advisors at both undergraduate and graduate levels who closely monitor student progress and can intervene, as appropriate, with students who appear to be falling behind.

For more information on the University's goals, policies and programs to promote social equity and diversity please refer to the document "The Power of Diversity" at http://issuu.com/utarlington/docs/diversity

Faculty
Faculty are fully engaged in shared governance at the University, School and Program level. At the University level governance is mainly provided through representation on the University Senate and various committees. At the School level, monthly faculty meetings and an established committee structure allows for multiple channels of participating in the development and execution of policy.

The faculty is highly empowered in the selection of new tenure track faculty through the New Faculty Search Committee which makes hiring recommendations to the Dean. Students are involved in the search process though meetings with candidates, attendance at lectures by the candidates, solicitation by the Search Committee of written input and recommendations of the student government (Joint Constituency for Architecture) directly to the dean. Diversifying the faculty to provide a broadly enriched educational environment and aspirational role models for students is a criterion applied to all faculty hiring decisions.

Criteria for hiring faculty at all levels, tenure track, clinical and adjunct is similar: A professional degree or doctoral degree required with a post professional architectural degree highly desired. Typically for tenure track design studio instructors evidence of significant professional experience and/or accomplishment is also highly desired and professional licensure is expected by the time of tenure. Occasionally exceptions are made for non-tenure track hires to take advantage of exceptional candidates or to fill a particular curricular need. Faculty teaching in non-professional areas such as architectural history are expected to have a doctorate in the area.

Reappointment and award of tenure is dependent upon exemplary demonstrated performance in teaching, scholarship or creative projects and service to the School, the University, the profession and society.

For tenure track the promotion and tenure process is overseen by the Architecture Committee for Promotion and Tenure which reviews tenure track candidates on an annual basis, provides guidance throughout the tenure process, and represents the faculty in recommendations to the

dean and the University regarding tenure and promotion. The ACPT also oversees application for promotion from associate to full professor.

For non tenure track (visiting, clinical and adjunct), hiring is primarily the responsibility of the program directors in consultation and approval of the dean. All non-tenure track faculty are reviewed annually by the program director and reappointment is upon the recommendation of the director with approval by the dean.

The issue of faculty diversity has been addressed previously in this document. **School** will continue its efforts to identify potential candidates of ethnic, racial, socio demographic and intellectual diversity for future search pools for tenure track positions. Adjunct and visiting appointments will also be considered an opportunity to add to faculty diversity, as has been successful practiced in the past. Realistically, it will take several years for the normal turnover of tenured faculty to occur to provide opportunities to significantly change the faculty demographics.

Policies and Procedures

Educational policy is primarily determined and implemented by the faculty at various levels through coordination of teaching at design studio levels, participation on Undergraduate Curriculum Committee and the Graduate Study Committee and through less formal mechanisms such as the annual review of design studio work by the entire faculty at the conclusion of the Fall semester.

Academic policies and any changes to them are clearly disseminated to students through the School website, direct emails and communications from the academic advisors. Changes in policies, such as a recent increase of minimum GPA for admission to the undergraduate program, are announced well in advance so that students can properly prepare or apply only to incoming students. Decisions that clearly affect students, such as the mandatory lap top policy, involve students in the decisions through student body meetings, consultations with the student leadership or participation on ad hoc committees. The student government hold a "Dean's Fourm" each semester to specifically address issues of policy, changes in the school and concerns of students.

The University sponsors a Staff Advisory Committee which gives the staff representation at the university level. Within the School the professional staff is given the latitude within their areas of responsibility to recommend policy, changes to procedures, request additional training etc. in order to improve working conditions and effectiveness. The annual staff reviews by the relevant supervisor and/or the dean gives each staff member an opportunity to discuss issues relating to their job and recommendations for improvement of the overall staff administration.

3.5 Studio Culture

The School endeavors to create a supportive and collaborative educational environment conducive to successful personal student development while still maintaining a rigorous and demanding curriculum focused on an increasingly complex professional discipline. Civilized behavior among students, faculty and staff based on mutual respect is expected. Particularly within design studios, attention to student welfare is increasingly important and expectations, deadlines and workloads are reasonable and achievable within course constraints. Nevertheless, the School also recognizes that time management is an important personal skill for students to develop and the opportunity to manage personal agendas and schedules is important to student and professional achievement.

The current studio culture policy was developed by the administration and the faculty without student input. In recognition of NAAB expectations as faculty /student Studio Culture Task Force has been established this fall and has begun work on a substantive analysis of studio culture and is tasked with submitting a new policy in the spring of 2010.

3.6 Human Resources

3.6.1 Student
Students enter the 4 semester Path B Master of Architecture program with non-professional architecture undergraduate degrees from either the UTA School of Architecture or other schools. Students are admitted with any accredited undergraduate degree from any institution, including UTA, into the Path A Master of Architecture program. Students admitted to Path A complete 3 semesters of study prior to joining the Path B curriculum for the remaining 4 semesters.

Student demographics:
Beyond the chart below, reliable data on the socioeconomic and geographical background of students in the M.Arch program are not available. In general, however, the undergraduate and graduate students share similar characteristics. Most of are residents of north Texas and, except for international students, virtually all are residents of the state. Many are from modest middle class backgrounds, were educated in public schools and require financial aid to attend college. Approximatley 83% of the graduate class works at least 10 hours per week.

Graduate Student Ethnicity (Fall 2008)
50.5 %	White
0.2 %	American Indian
26.4 %	Hispanic
5.8 %	African American
4.7%	International
11.0%	Asian
1.4%	Unknown

Graduate Student Gender (Fall 2008)
61% Male
39% Female

Since the last NAAB reaccreditation, graduate admissions has remained relatively steady with roughly 50-60% of the applicants admitted and 75% enrolling.

	APPLIED			ADMTTED				ENROLLED				TOT ENROL*	TOT GRAD	
	path A	path B	tot	path A	path B	tot	% admit	path A	path B	tot	% enroll		all	% grad
2005	31	58	89	19	25	44	49%	15	19	34	77%	137	53	39%
2006	25	40	65	13	23	36	55%	13	16	29	81%	114	57	50%
2007	29	69	98	20	29	49	50%	16	20	36	73%	121	29	24%
2008	39	72	111	21	40	61	55%	18	27	45	74%	144	44	31%
2009	32	57	89	13	43	56	63%	na	na	na		na		

* Note: Total Enrollment includes graduates students in both programs at all year levels.

Graduate student retention and time to graduation statistics have not collected in the past by the Graduate School, which would the office with this responsibility, and reliable data are not available. Beginning in 2010 the Graduate School will begin collecting this data.

3.6.2 Faculty

Faculty with non-administrative appointments have workloads of 70% teaching and 30% service to the University. Per University of Texas System requirements the minimum teaching load is 9 credits per semester for two semesters, with credit given for graduate instruction and large class enrollments. Effectively, this translates as two courses per semester for all full time faculty, either one large lecture and one seminar typical the faculty teaching history/theory, or one lecture/seminar and one design studio, or two design studios, per semester. Faculty are also expected to serve on one major School level committee (new faculty, promotion and tenure, curriculum, information technology) and one minor committee (library, research, grade dispute, etc.) and one University level committee. A number of faculty members also function as ACSA and AIAS faculty counselors and international study coordinator, or are asked to take on special tasks from time to time. Such additional responsibilities are taken into account when making overall committee assignments.

Faculty are also expected to actively engage in research, scholarship and creative practice. Professional practice of architecture is encouraged as a form of research provided some form of peer review can be demonstrated, including design awards, publication in professional journals, monographs, and design competitions. Outside practice for compensation is limited by University policy to 8 hours per week.

Per University requirement, all courses are evaluated by students for effectiveness, content and instructor performance. A copy of the evaluation form is included at the end of this report. As of this writing, the University is developing an improved system of course and instructor evaluation which may be in place by date of the NAAB site visit.

Student to faculty ratios overall in the School are approximately 32 students for each full time faculty member. In design studios, undergraduate studios range 15-18 and graduate studios 12-15.

3.6.3 Administration

The Program Director for Architecture is responsible for curricular coordination and scheduling, faculty staffing of courses, annual review of faculty and other tasks as necessary for effective academic operation. The program director is provided one course reduction per semester in compensation for administrative duties but typically teaches a 5 credit undergraduate or 6 credit graduate design studio per semester. All other responsibilities are as a member of the faculty.

The Dean of the School has no required teaching responsibilities but has taken on teaching roles as conditions required. The Dean also represents the School on a number of University committees but has no other administrative responsibilities outside of the School of Architecture.

3.6.4 Staff

Following is a listing of staff positions in the School of Architecture with a description of primary responsibilities.

Associate Dean + Graduate Advisor
Administrative oversight of graduate program, graduate advising and graduate admissions

Assistant to the Dean
Provides administrative support to the dean and is budget officer for the School

Graduate Advising Assistant
Assists and supports the Associate Dean in graduate advising and admissions

Undergraduate Advisors (2)
Provides undergraduate advising and admissions support

Administrative Assistant
Provides general staff, secretarial and clerical assistance to the administration

Receptionist

Director of Communications [Minister of Propaganda](half time appointment)
Assists in external communications and oversees website

Visual Resource Curator
Oversees slide and digital image resources, provides a/v assistance to faculty and administration

Personal Computing Assistant (formerly computer lab manager)
Provides computing technical assistance to the administration, faculty and students
Maintains advanced computing systems

Shop Director
Manages the school's fabrication shop, including digital fabrication equipment

Shop Assistant
Provides administrative assistance to the Shop

The School is relatively well supported in the number of staff positions. Recent additions to the staff, since the last accreditation visit, include: the communications director, shop assistant and, effective Fall 2009, a second undergraduate advisor. In general, staff salaries are not commensurate to the level of responsibilities assigned and performance expected and many current staff members have risen to positions of responsibility for which they do not have formal training. This is a condition across UT Arlington and typical of academia in general. Additional staff support in computing is the most pressing need.

3.7 Human Resource Development

3.7,1 Staff
The office of Human Resources of the University provides extensive training opportunities. Staff are encouraged and, occasionally required, to take advantage of this training to improve skill for their current position or to prepare them to advance to higher positions. Upon request and approval by the administration, off campus and other educational programs will be approved and cost supported.
The Dean conducts a performance review for all staff annually as per University human resource procedures. Staff may request review and audit of their position descriptions and classification by the Office of Human Resources.

3.7.2 Faculty

Faculty are reviewed on annual basis as part of the salary merit process, for teaching, scholarship and creative activity, and professional service. Salary merit awards are substantially based upon accomplishment. School policy is to provide full financial support to any faculty member presenting scholarship or creative works at academic or professional conferences or similar venues. Faculty may also request support for other professional development opportunities, such as seminars, workshops etc.

Beginning with faculty appointments commencing Fall 2009, new tenure track faculty are provided with start up research, professional development grants of $10-$15,000 by the Office of the Provost. These funds are highly flexible and may be used for equipment, software, travel, training and research expenditures.

Each tenure or tenure track faculty member is budgeted $1000 annually to support professional development and/or teaching effort. Of this amount, $600 is allocated to professional memberships or licensure fees, typically membership in AIA. We encourage involvement academic and profession organizations for all tenure and tenure track faculty.

For each of the past 4 years, the Provost has provided $10,000 to the School for summer faculty travel and development. Faculty apply by submitting a short proposal to the Dean who then makes recommendations to the Provost. To date, more than 95% of all submitted proposals by the architecture faculty have been approved.

Within the University of Texas System, there is no program for sabbatical leave. There is a program for faculty development leaves, however, few faculty of the School have applied for these leaves. Funds are limited and applications are awarded at the University level and are very competitive.

Members of the full time faculty teaching design are strongly encouraged to achieve and maintain licensure. As licensed professionals they continually update their knowledge on practice and licensure.

The faculty is also able to attend the School lecture series, symposia and seminars offered by the School, local AIA chapters and other professional entities that are held at the School.

3.7.2a Faculty Appointment, Promotion and Tenure
Tenure and tenure track appointments to the faculty are made in accordance with University policies and procedures for faculty hires and the process is overseen by the Department of Human Resources. The primary responsibility for recruiting candidates and making recommendations to the Dean is delegated to a faculty committee with provisions for input from students and staff. The Dean is charged with making recommendations for appointment to the provost from the list of recommended candidates by the Faculty Search Committee. Searches are conducted in accordance with rising University expectations for qualifications and diversity.

Promotion and tenure is in accordance with University policies and procedures.

University Standards for Promotion and Tenure
 http://www.uta.edu/policy/hop/toc/adm_6-300.php
Each academic unit must provide clear guidance to faculty members relating to performance evaluation. Each academic unit must develop detailed written standards that define the unit's expectations for promotion and tenure and include specific descriptions of the evidence required

27

to demonstrate distinction in the areas of teaching, scholarship, and service. This is essential for conducting annual performance reviews as well as for setting objectives for the promotion and tenure process. These guidelines shall be made available to all faculty in the academic unit and a copy shall be included in the faculty member's dossier through all the stages of review. The following principles shall inform the development of the unit's standards for promotion and tenure.

1. Teaching
   Faculty members seeking promotion and/or tenure are expected to demonstrate effective teaching of undergraduate and graduate students (where applicable). Because teaching effectiveness is not accurately assessed by a single indicator, a variety of indicators may be utilized. All faculty members being considered for promotion and/or tenure are expected to provide a statement elaborating their approach to teaching and their teaching philosophy, as well as a summary of student responses to the university-mandated teaching-evaluation questions for every class taught. In addition, the faculty member's application for tenure and/or promotion should be supplemented with some or all of the following:

   1. Student ratings, grade distributions, and number of students taught.
   2. Teaching assignments (to include course number, title and semester taught) and course syllabi.
   3. Evidence of willingness and ability to supervise independent studies, to prepare graduate students for qualifying examinations, and to direct theses and dissertations.
   4. Evidence of willingness and ability to undertake administrative activities that are directly related to curriculum development and to assume duties of student advising.
   5. Evidence of contribution to improving teaching effectiveness such as the development, implementation, and publication of innovative educational methods and materials.

2. Scholarship
   Faculty members seeking promotion and/or tenure are expected to demonstrate distinction in the area of scholarship. Excellence in scholarship may be demonstrated by creative activity and/or research. Documentation of excellence will include the informed judgment of the faculty member's peers. Evidence of scholarship may include, but is not limited to, the following:

   1. Scholarly books, chapters, essays, or peer reviewed journal articles published or certified as accepted for publication, and editorial activities.
   2. Significant creative and professional work (e.g., art, architecture, theater, music, film, dance), awards for creative writing, and special recognition for performances, exhibits, or achievement.
   3. Sponsored activities, funded grants and contracts received, and intellectual properties developed.

3. Service
   Faculty members seeking promotion and/or tenure are expected to participate as citizens of the university and of the profession. Service to the university may include membership in governance bodies and committees, administrative duties, program planning and development, and special administrative assignments. Service to the profession may involve assisting various constituencies in areas related to the faculty member's area of expertise. Because of the diversity of units and variations in the extent

28

and character of their external interactions, service activities will be manifested differently but will have a common connectedness to teaching and scholarship. Documentation of service activity may include, but is not limited to, the following:

1. Offices held and committee membership and contributions at the department, School, College and University levels.
2. Service and offices held in professional associations.
3. Involvement in community events related to area of professional expertise.
4. Participation at the local, state, national and international levels in activities related to area of professional expertise.
5. Promoting alumni support for the university.
6. Active involvement in student recruitment and retention.
7. Television and radio appearances, as well as newspaper and newsletter editorials, of a professional nature.
8. Clinical practice or activities.
9. Service on a professional certification body.

3.7.2b Promotion + Tenure Policy for the School of Architecture

The following is supplemental to the promotion and tenure policies of the University as described in the Faculty Handbook and are not intended to conflict or negate those requirements.

The ACPT Committee for the School of Architecture is composed of 5 tenured members of the faculty. Two members of the Committee shall be from the faculty of the Architecture Program and one each from Interior Design and Landscape Architecture. The fifth member may be from any program. Three of the five members must have the rank of Professor, the remaining members may be at any tenured rank.

The ACPT Committee is the primary committee for executing the oversight and review responsibilities for the Interior Design and Architecture programs. The promotion and tenure process for faculty in the Graduate Program in Landscape Architecture will originate in that program. The ACPT Committee will receive and review the recommendations of the Promotion and Tenure Committee of the Landscape Program.

Criteria for faculty evaluation, awarding of tenure and promotion is based on demonstrated excellence in teaching, university and professional service, research/creative accomplishment, and professional accomplishment.

Teaching: Assessment of the candidate's teaching skills will be based on criteria including but not limited to student evaluations, first hand observations by other members of the faculty and evaluation of course and teaching materials by internal or external peers.

Service: It is expected that every candidate for tenure and/or promotion will have a clear record of university and professional service, including serving on school and university committees and participation in external professional organizations.

Research and creative achievement:
Demonstration of academic and professional achievement can be demonstrated through exhibition and publication of design work, participation and success in open design

29

competitions, documentation of built work, participation in conferences and invited lectures, publication of work in refereed and non-refereed journals of recognized professional stature. Judgment of the quality of work ultimately remains with the tenured faculty and is supported by external recognition, awards and external peer evaluations.

Professional licensure or a doctorate (PhD or D.Arch) is required for tenured faculty whose responsibilities include teaching in the design studio, unless specific documented exception has been agreed upon, prior to the initial teaching appointment. The PhD is required for those teaching primarily in courses other than design or professional practice.

All candidates who teach in design studio and similar design focused courses will be required to submit a portfolio of both personal and student creative/design work in addition to materials required by University policy. Sufficient information on projects should be provided to describe project intentions and assess the outcome. The portfolio should be formatted as a bound volume suitable for distribution to both internal and external reviewers.

3.7.3 Visiting Critics: 2004-2009
Visiting critics are invited to the school for teaching appointments from 2 weeks to 2 semesters.
Anthony Ames Architect, Atlanta, Georgia
William Bricken Architect, Sail Louis, Missouri
Russell Buchanan Architect, Dallas, Texas
Diogo Burnay, Professor, Lisbon, Portugal
Roger Connah, Ruthin, North Wales
John Cramer, Professor, Lund University, Sweden
Anton Garcia-Abril, Madrid, Spain
Paul Lubowicki and Susan Lanier Architects, Los Angeles, California
Gunilla Kronvall, Professor, Lund University, Sweden
MJ Neal Architect, Austin, Texas
Sharon Odum Architect, Dallas, Texas
Richard Rosa, Syracuse, New York
Pawel Szychalski, Professor, Lund University, Sweden
Ron Wommack Architect, Dallas, Texas
Hans Peter Worndl, Vienna, Austria
Mehrdad Yazdani Architect, Los Angeles, California

3.7.4 Lectures: 2004-2009
Anthony Ames Architect, Atlanta, Georgia
Cedric Errol Barron
Marlon Blackwell, Professor, University of Arkansas
William Bricken Architect, Saint Louis, Missouri
Kyle Brown, Dean, College of Architecture and Design, Cal Poly Pamona
Russell Buchanan Architect, Dallas, Texas
Diogo Burnay, Professor, Lisbon, Portugal
Roger Connah, Ruthin, North Wales
John Cramer, Professor, Lund University, Sweden
Neil Denari Architect, Los Angeles, California
Tim DeNoble, Professor, University of Arkansas
Marco Frascari, Professor, Carlton University
Anton Garcia-Abril, Madrid, Spain
Paul Hirzel Architect, Professor, Washington State University

Dan Hoffman Architect, Professor, Arizona State University
Carlos Jimenez, Professor, Rice University
Alberto Kalach Architect, Mexico City, Mexico
Gunilla Kronvall, Lund, Sweden
Paul Lubowicki and Susan Lanier Architects, Los Angeles, California
Brian Mackay Lyons Architect, Halifax, Canada
Michael Maltzan Architect, Los Angeles, California
Byron Mouton Architect, Professor, Tulane University
MJ Neal Architect, Austin, Texas
Taeg Nishimoto, Professor, The University of Texas at San Antonio
Sharon Odum Architect, Dallas, Texas
Malcolm Quantrill, Distinguished Professor, Texas A+M University
Wellington Reiter, Dean, Arizona State University
Richard Rosa, Professor, Syracuse University
Russell Rudzinski, Professor, University of Arkansas
Dan Shipley Architect, Dallas, Texas
Pawel Szychalski, Professor, Lund University, Sweden
H.N. Van Lier, Washington University and Research Centre
Peter Waldman, Professor, University of Virginia
William Wenk, Landscape Architect, Denver, Colorado
Mark West, Professor, Carlton University
Ron Wommack Architect, Dallas, Texas
Hans Peter Worndl, Vienna, Austria
Mehrdad Yazdani Architect, Los Angeles, California

3.7.5 List of exhibitions: 2004-2009

AIA Exhibit, America's Best 100 Building in 100 Years
Kevin Alter Projects and Buildings, Kevin Alter Architect
The Art and Architecture of William Aydelot
William Bricken Projects and Buildings, William Bricken Architect
Martin Hogue, Professor, Syracuse University
Craig Kuhner Photographs, Craig Kuhner, Professor, UT-Arlington
Student Work, Fine Arts Department
Student Work, UT-Arlington School of Architecture
Not Made in China: The North Texas History Museum

3.7.6 Student Support Services

At the University level, there are a broad range of student services including personal counseling, health services, and career counseling and placement. Academic advising is offered by academic advisors in each of the colleges and Schools. Currently, the School has two undergraduate academic advisors and the Associate Dean provides graduate advising.

The Associate Dean, a licensed architect, also provides career counseling and assists in career placement. While internship for credit and practicum courses are available to students, the School does not offer internship placement or required an internship prior to graduation. Given the robust architectural profession in the region which has provided almost unlimited employment opportunities for students at all levels, placement has not been a critical concern. The School does hold an annual career fair, organized by the AIAS and JCCA (student government). In 2008, 59 firms from Texas and surrounding states were represented.

31

Additionally, the School maintains a web based "job board" informing students of employment opportunties. Informally, the administration assists firms who wish to recruit a UTA graduates.

The University offers and supports a broad range of student societies and organizations including student government. The School of Architecture promotes and supports the AIAS chapter and the Joint Constituency Council for Architecture, which represents students of the School in campus student government. Currently, the dean serves as AIAS faculty counselor and regularly meets with both AIAS and JCCA. Per University policy, the class period of 12 noon to 12:50 is reserved for student activities and organizational meetings.

The School provides professional academic advisors to insure accurate, timely and consistent oversight of student success. Graduate advising is the primary responsibility of the Associate Dean and the Graduate Advising Assistant. Additional counselors for more personal matters are available through University counseling and health services.

3.7.7 Student Off Campus Travel and Enrichment
The University's Office of International Education provides a broad range of services and options both to foreign students studying at UTA and UTA students pursuing off campus international study, including exchange programs listed below. The OIE assists the School in administering the summer foreign study programs offered by the School under the direction of UTA SoA faculty.

A variety of off campus programs are available to both undergraduate and graduate levels: Semester long foreign exchange opportunities are available in the architecture programs of the following institutions:
Unversitat Polticnica de Catalunya
Barcelona Spain

Lund University
Lund Sweden

University of Innsbruck,
Innsbruck Austria

Brandenburg Technical University,
Cottbus, Germany

Universidad Francisco Marroquin,
Guatemala City, Guatemala

Summer foreign study programs offered by the School annually or biennially
Rome + Northern Italy, 9 credit, 5 weeks in Italy, + design studio on campus
Helsinki Finland, 9 credits, 9 weeks in Finland,
joint program with the University of Tennessee, Knoxville
Berlin + Eastern Europe, 9 credits, 5 weeks in Europe + design studio on campus

Spring Intersession travel study courses typically offered.
3 credits, 12 days
Chaco Canyon New Mexico and the Architecture of the Anazazi,
Contemporary Architecture of Chicago
Tropical Architecture and Preservation in Guatemala

In addition, individual design studios will offer enrichment or site research trips. In recent years such trips have included the following destinations:
Chicago
Los Angeles
New York City
Savannah Georgia
South Texas
New Orleans
Lisbon, Portugal

Local off campus opportunities for students to develop their intellectual and professional skills include studying the extensive catalog of master works of 20th and 21st century architecture, including buildings by Kahn, Ando, Piano, Pei, Foster, OMA, Wright, Barnes, and Meier, attending lectures offered by the Dallas Architectural Forum, and participating in numerous events, tours etc. offered by the extensive professional community and art partrons of the Dallas Fort Worth metropolis. Other opportunities include participating in the collaborative design/build program with Building Community Workshop in Dallas, and, for a limited number of students in the newly establishing Arlington Community Design Center.

Student Organizations
The University supports a wide array of student organizations in which architecture students may and do participate. Within the School the two major organizations are the Joint Constituency Council for Architecture, JCCA, which functions as student government and representative of the student body and the AIAS chapter. In organizing most events, including the Career Fair, "Burger Burns" and firm tours, JCCA and AIAS collaborate as joint organizers.

3.8 Physical Resources

The School of Architecture is primarily housed within the Architecture Building, constructed in 1986 for the School. Additional facilities are located directly adjacent to the building: the Fabrication Shop in the Fine Arts Building, and the Materials and Assembly Library together with a small lecture room and a studio space are located in the Annex Building next door.

Construction is scheduled to begin on September 1, 2009 on several interior improvements:
- enclose and secure an open area intended as lounge but currently used as a drawing studio to create two additional design studios or seminar rooms;
- subdivide two large design studios into two separate secured studio spaces,
- subdivision of two large offices to create two additional faculty offices.

Generally, the physical facilities are adequate for current enrollment and faculty size. The building is adequately maintained by the University and provides as safe and secure environment. Two current challenges are:

Replacement of studio workstations, many of which are almost 25 years old and worn out. In the summer of 2009, 86 new workstations were purchased which replace approximately 15% of the total 600 workstations. A multiyear schedule is in place to replace all of them over the next 5 years, pending expected funding.

Meeting health and safety requirements for new equipment including laser cutters, deposition printers and related advanced fabrication technology. As the use of this equipment can produce unhealthy environments, proper air quality controls are particularly problematic and expensive- typically more costly than the equipment itself. This presents a particular challenge to expansion of the digital fabrication facilities. There is no solution other than to allocate funds for the environmental controls necessary, and to plan for such as equipment is acquired. Most of such funding will have to come from external fund raising.

The following pages first show the building as currently configured and the second set of plans indicate location of the above described modifications.

[insert building plans here]
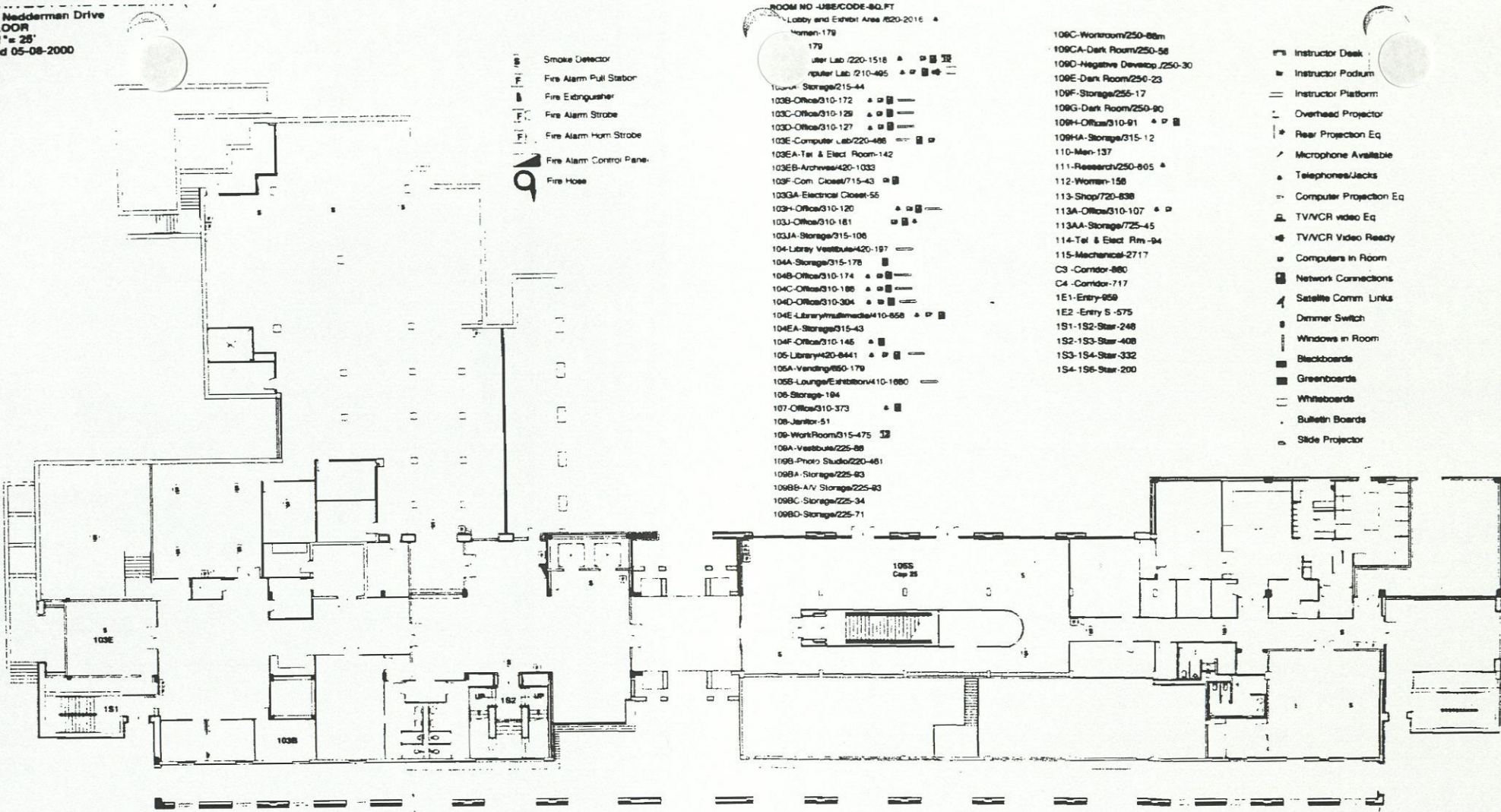
Legend (left):

- S — Smoke Detector
- F — Fire Alarm Pull Station
- Fire Extinguisher
- F — Fire Alarm Strobe
- F — Fire Alarm Horn Strobe
- Fire Alarm Control Panel
- Fire Hose

Room List (center):

ROOM NO -USE/CODE-SQ.FT

- Lobby and Exhibit Area /620-2016
- Women-179
- 179
- uter Lab /220-1518
- mputer Lab /210-495
- Storage/215-44
- 103B-Office/310-172
- 103C-Office/310-129
- 103D-Office/310-127
- 103E-Computer Lab/220-466
- 103EA-Tel & Elect Room-142
- 103EB-Archives/420-1033
- 103F-Com Closet/715-43
- 103GA-Electrical Closet-55
- 103H-Office/310-120
- 103J-Office/310-181
- 103JA-Storage/315-106
- 104-Library Vestibute/420-197
- 104A-Storage/315-178
- 104B-Office/310-174
- 104C-Office/310-186
- 104D-Office/310-304
- 104E-Library/multimedia/410-858
- 104EA-Storage/315-43
- 104F-Office/310-145
- 105-Library/420-8441
- 105A-Vending/650-179
- 105B-Lounge/Exhibition/410-1680
- 106-Storage-194
- 107-Office/310-373
- 108-Janitor-51
- 109-WorkRoom/315-475
- 109A-Vestibule/225-88
- 109B-Photo Studio/220-461
- 109BA-Storage/225-93
- 109BB-A/V Storage/225-93
- 109BC-Storage/225-34
- 109BD-Storage/225-71

- 109C-Workroom/250-88m
- 109CA-Dark Room/250-58
- 109D-Negative Develop./250-30
- 109E-Dark Room/250-23
- 109F-Storage/255-17
- 109G-Dark Room/250-90
- 109H-Office/310-91
- 109HA-Storage/315-12
- 110-Men-137
- 111-Research/250-805
- 112-Women-156
- 113-Shop/720-838
- 113A-Office/310-107
- 113AA-Storage/725-45
- 114-Tel & Elect Rm -94
- 115-Mechanical-2717
- C3 -Corridor-880
- C4 -Corridor-717
- 1E1-Entry-959
- 1E2 -Entry S -575
- 1S1-1S2-Star-248
- 1S2-1S3-Star-408
- 1S3-1S4-Star-332
- 1S4-1S6-Star-200

Legend (right):

- Instructor Desk
- Instructor Podium
- Instructor Platform
- Overhead Projector
- Rear Projection Eq
- Microphone Available
- Telephones/Jacks
- Computer Projection Eq
- TV/VCR video Eq
- TV/VCR Video Ready
- Computers in Room
- Network Connections
- Satellite Comm Links
- Dimmer Switch
- Windows in Room
- Blackboards
- Greenboards
- Whiteboards
- Bulletin Boards
- Slide Projector

BREWER/SANDERS-2000

20A
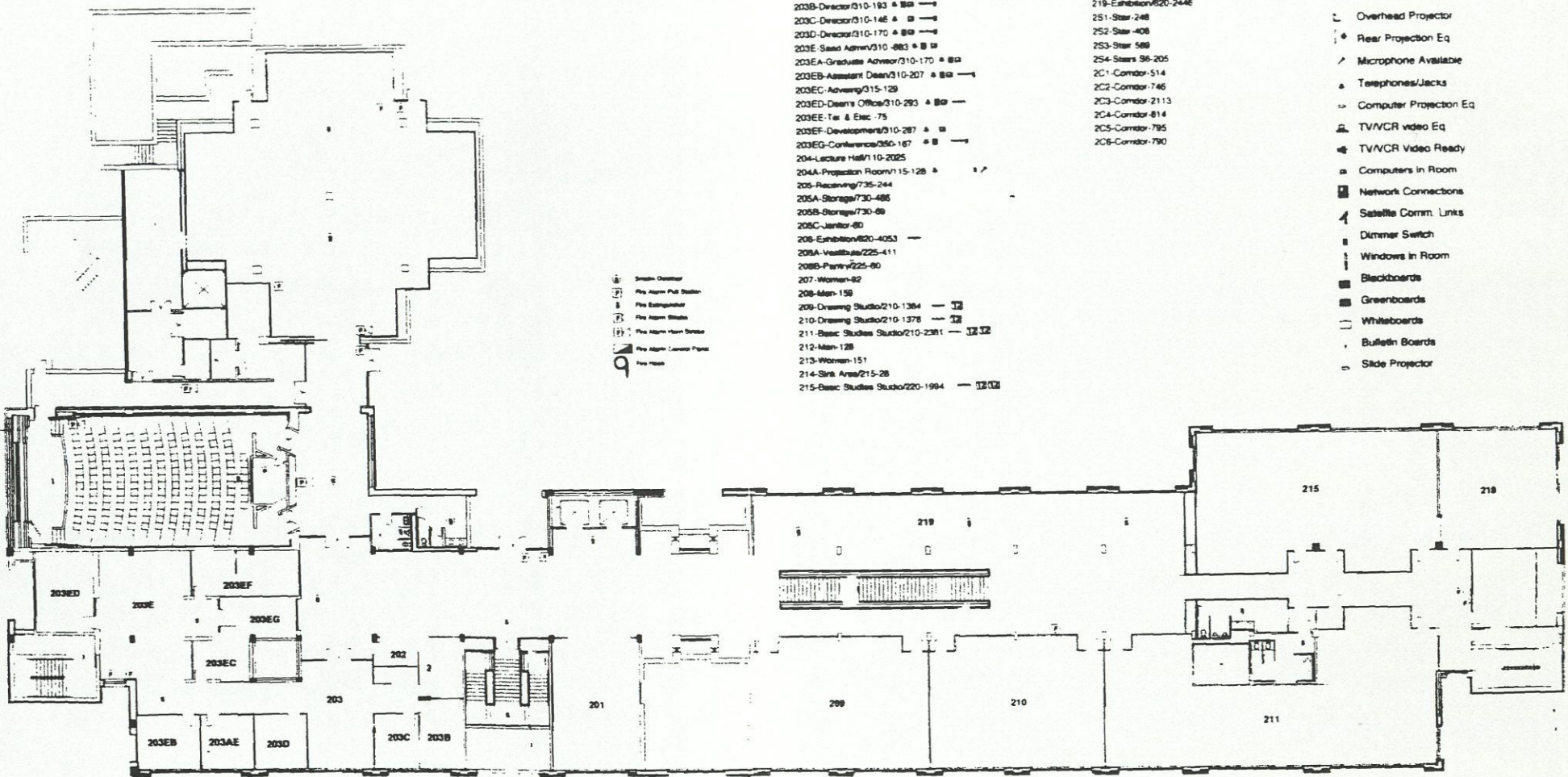
ROOM NO -USE/CODE-SQ.FT		ROOM NO -USE/CODE-SQ.FT	
-rence/350-730		216-Exhibition/230-297	
20_-_el Room/315-77		217-Tel & Elec Room-99	
203-Program Admin/310-440		218- Arch Studio/220-840	
203A-Work Room/315-162		220-Stair vestibule-88	
203B-Director/310-193		219-Exhibition/620-2446	
203C-Director/310-148		2S1-Stair -248	
203D-Director/310-170		2S2-Stair -408	
203E-Sead Admin/310 -683		2S3-Stair 589	
203EA-Graduate Advisor/310-170		2S4-Stairs S6-205	
203EB-Assistant Dean/310-207		2C1-Corridor-514	
203EC-Advising/315-129		2C2-Corridor-746	
203ED-Dean's Office/310-293		2C3-Corridor-2113	
203EE-Tel & Elec -75		2C4-Corridor-814	
203EF-Development/310-287		2C5-Corridor-795	
203EG-Conference/350-167		2C6-Corridor-790	
204-Lecture Hall/110-2025			
204A-Projection Room/115-128			
205-Receiving/735-244			
205A-Storage/730-486			
205B-Storage/730-69			
205C-Janitor-60			
206-Exhibition/620-4053			
206A-Vestibule/225-411			
206B-Pantry/225-60			
207-Women-92			
208-Men-159			
209-Drawing Studio/210-1364			
210-Drawing Studio/210-1378			
211-Basic Studies Studio/210-2381			
212-Men-128			
213-Women-151			
214-Sink Area/215-28			
215-Basic Studies Studio/220-1994			

Smoke Detector
Fire Alarm Pull Station
Fire Extinguisher
Fire Alarm Strobe
Fire Alarm Horn Strobe
Fire Alarm Lighted Panel
Fire Hose

Instructor Desk
Instructor Podium
Instructor Platform
Overhead Projector
Rear Projection Eq
Microphone Available
Telephones/Jacks
Computer Projection Eq
TV/VCR video Eq
TV/VCR Video Ready
Computers in Room
Network Connections
Satellite Comm. Links
Dimmer Switch
Windows in Room
Blackboards
Greenboards
Whiteboards
Bulletin Boards
Slide Projector

203ED
203E
203EF
203EG
203EC
202
2
203
201
203EB 203AE 203D
203C 203B

219
209
210
211
215
218

BREWER/SANDERS-2000

21A

ROOM NO.-USE/CODE-SQ.FT.

301-Third Year Studio/220-1303
301A-Storage/225-81
302-Women 149
303-Men-186
304-Lab Service/215-445
305-Storage/215-587
305A-Storage/215-93
306-Sink Area/215-44
307-Janitor-66
308-Drawing Studio/220-1052
309-Exhibition/620-708
310-Fourth Year Studio/220-1034
311-Fourth Year Studio/220-1133
311A-Storage/225-46
312-Fourth Year Studio/220-1133
312A-Storage/225-46
313-Faculty Office/310-207
314-Faculty Office/310-215
315-Faculty Office/310-147
316-Faculty Office/310-147
317-Faculty Office/310-148
318-Faculty Office/310-148
316-Third Year Studio/220-1308
319-Storage/225-56
320-Faculty Office/310-148
321-Faculty Office/310-148
322-Faculty Office/310-148
323-Faculty Office/310-148
324-Third Year Studio/220-1308
324A-Storage/225-56
325-Faculty Office/310-148
326-Faculty Office/310-148
327-Print Room/215-153

326-Commons/650-358
329-Classroom/110-473
33C-Special Class Lab/110-812
331-Third Year Studio/220-939
331A-Storage/225-46
332-Men-126
333-Women-151
334-Sink Area/215-53
335-Third Year Studio/220-936
335A-Storage/225-46
336-Third Year Studio/220-1058
337-Third Year Studio/220-789
338-Seminar/Exhibition/620-709
339-Tel & Elec Room-99
340-Tel & Elec Room-99
3S1-Stair-200
3S2-Stair 780
3S3-Stair -205
3C1-Corridor-88
3C2-Corridor-910
3C3-Corridor-1126
3C4-Corridor-851
3C5-Corridor-1527
3C6-Corridor-781
3C7-Vestibule-86

Smoke Detector
Fire Alarm Pull Station
Fire Extinguisher
Fire Alarm Strobe
Fire Alarm Horn Strobe
Fire Alarm Control Panel
Fire Hose

Instructor ...
Instructor ...
Overhead Projector
Rear Projection Eq
Microphone Available
Telephones/Jacks
Computer Projection Eq
TV/VCR video Eq
TV/VCR Video Ready
Computers in Room
Network Connections
Satellite Comm Links
Dimmer Switch
Windows in Room
Blackboards
Greenboards
Whiteboards
Bulletin Boards
Slide Projector

BREWER/SANDERS-2000

22A
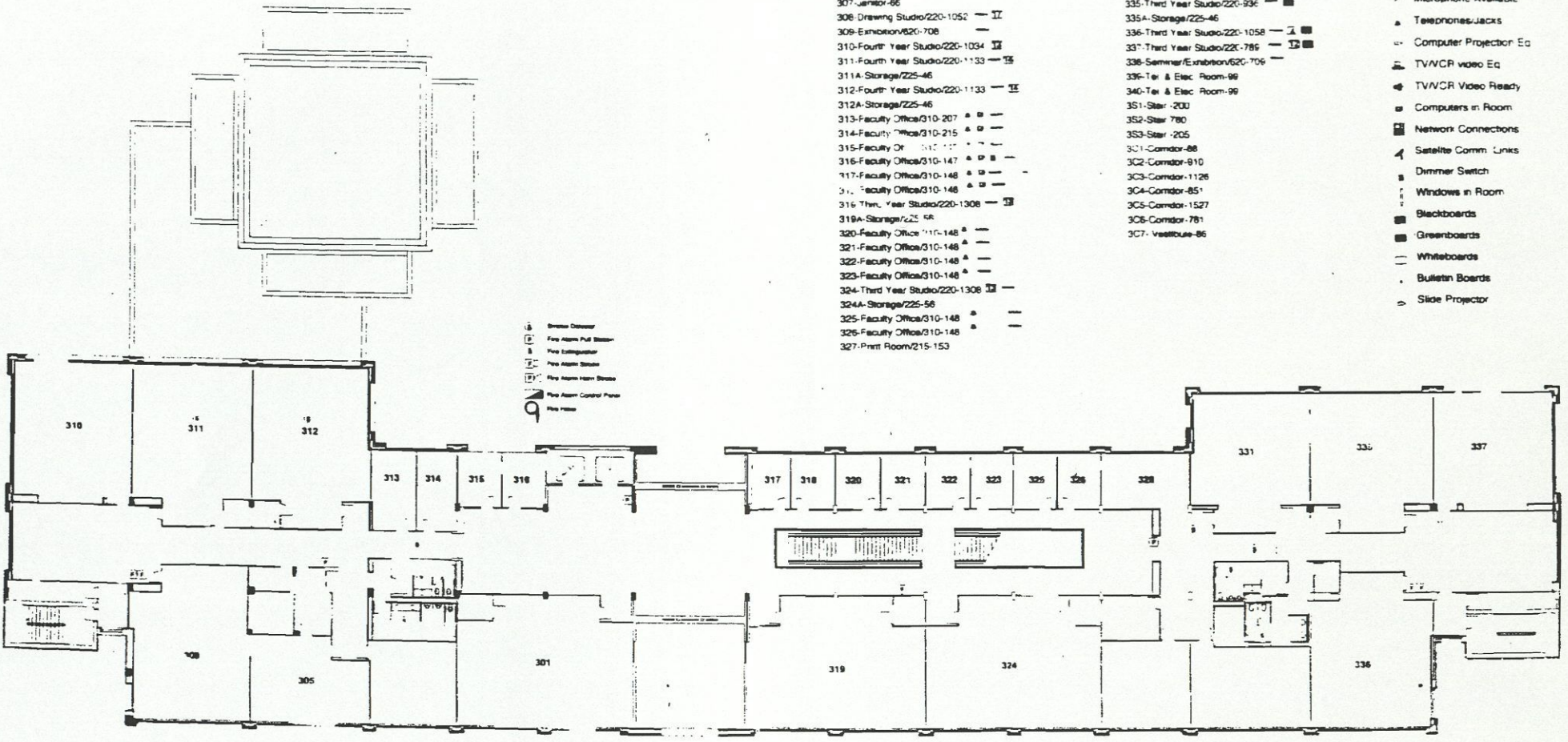
Room Numbers/Use-Sq. Ft.

Classroom/110-1301
Women-197
Men-186
404-Classroom/110-445
405-Classroom/110-584
405A-Storage/115-93
406-Sink Area/115-44
407-Janitor-86
408-Drawing Studio/220-1052
408A-Storage/225-36
409-Seminar/Exhibition/620-708
409A-Tel & Elec Room-105
410-Fourth Year Studio-220-1034
411-Fourth Year Studio/220-1134
411A-Storage/225-46
412-Fourth Year Studio/220-1134
412A-Storage/225-46
413-Faculty Office/310-209
414-Faculty Office/310-215
415-Faculty Office/310-151
416-Faculty Office/310-147
417-Faculty Office/310-147
418-Faculty Office/310-148
419-Graduate Studio/220-1308
419A-Storage/225-55
420-Faculty Office/310-148
421-Faculty Office/310-148
422-Faculty Office/310-148

423-Faculty Office/310-148
424-Graduate Studio/220-1308
424A-Storage/225-55
425-Faculty Office/310-148
426-Faculty Office/310-148
427-GTA/GRA/220-707
428-Commons/650-301
429-Graduate Studio/220-1751
430-Graduate Studio/220-939
430A-Storage/225-46
431-Men-128
432-Women-151
433-Sink Area/225-55
434-Graduate Studio/220-1773
434A-Storage/225-46
435-Exhibition/Seminar/620-709
436-Tel & Elec Room-99
4S1-Stair-200
4S2-Stair-1520
4S3-Stair-205
4S5-Stair-1520
4C1-Vestibule-81
4C2-Corridor-890
4C3-Corridor-1018
4C4-Corridor-851
4C5-Corridor-1527
4C6-Corridor-687
4C7-Stair Vestibule-86

Simplex Detector
Fire Alarm Pull Station
Fire Extinguisher
Fire Alarm Strobe
Fire Alarm Horn Strobe
Fire Alarm Control Panel
Fire Hose

Instructor Desk
Instructor Podium
Instructor Platform
Overhead Projector
Rear Projection Eq
Microphone Available
Telephones/Jacks
Computer Projection Eq
TV/VCR video Eq
TV/VCR Video Ready
Computers in Room
Network Connections
Satellite Comm. Links
Dimmer Switch
Windows in Room
Blackboards
Greenboards
Whiteboards
Bulletin Boards
Slide Projector

BREWER/SANDERS-2000

23A
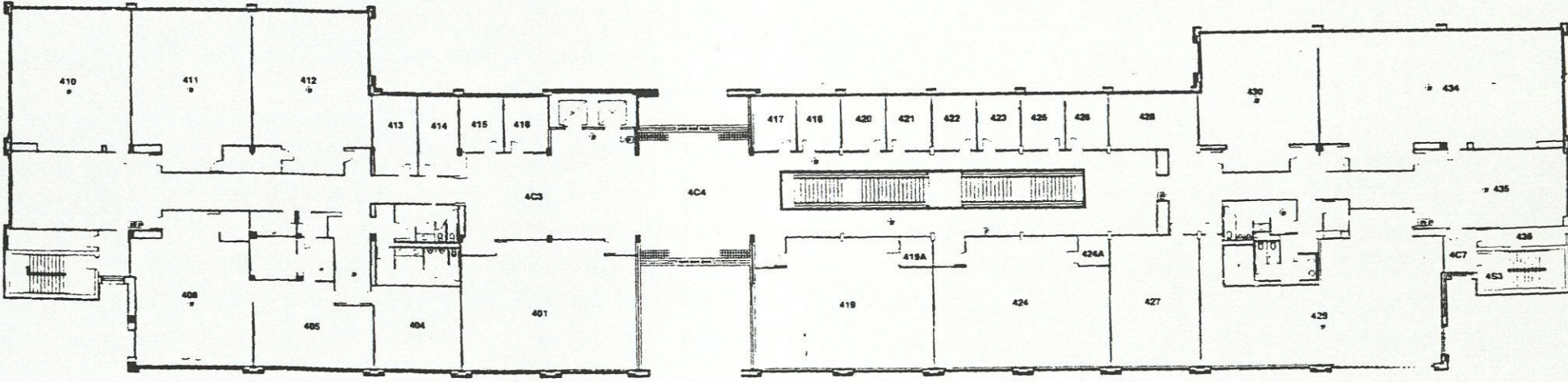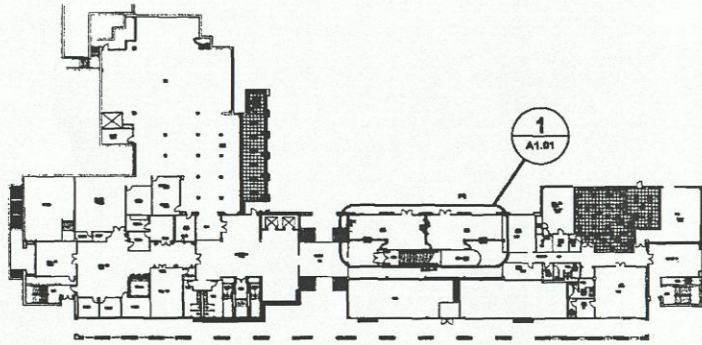
FIRST FLOOR PLAN
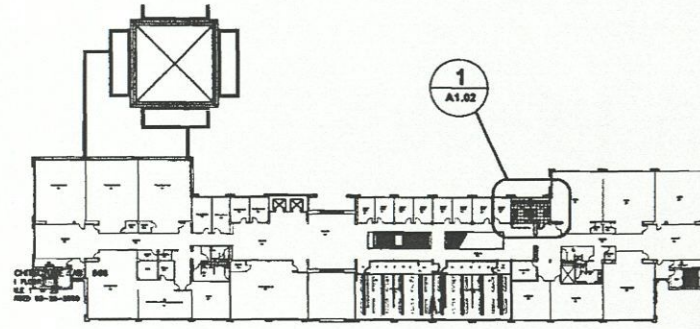
THIRD FLOOR PLAN

SECOND FLOOR PLAN

FOURTH FLOOR PLAN

1
A1.01

2
A1.01

1
A1.02

4
A1.02
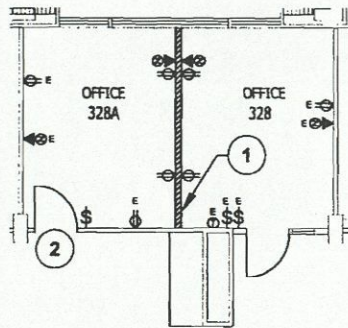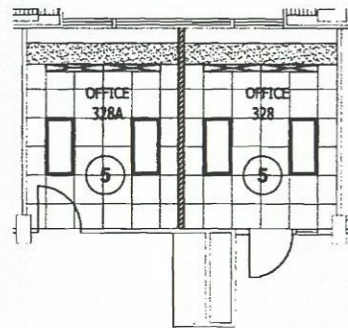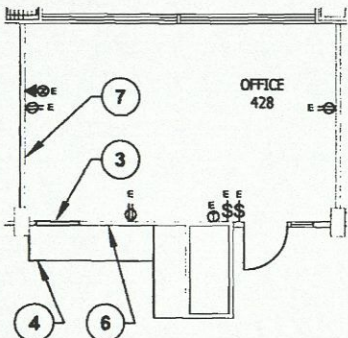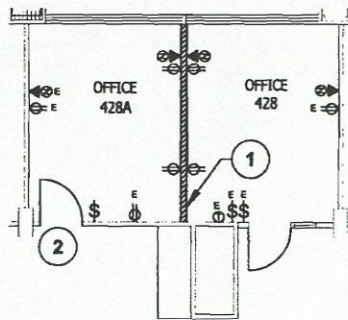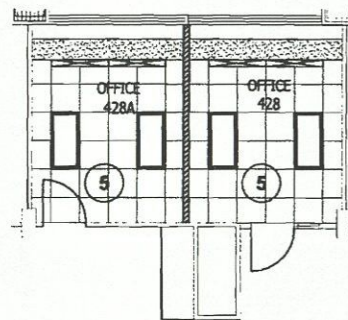
NOTES:

1. VERIFY NEEDED FIRE SUPPRESSION AND NOTIFICATION DEVICE LOCATIONS WITH UTA EH&S OFFICE.
2. PAINT ALL WALLS UTA STANDARD, KELLEY MOORE NEW LINEN.
3. CONTRACTOR SHALL PROVIDE UTA WITH CATEGORY 5E (OR CATEGORY 6 WHEN APPLICABLE) TEST RESULTS OF THE DATA/TELEPHONE WIRING INFRASTRUCTURE INSTALLED IN THE COURSE OF THE PROJECT. THE TEST RESULTS SHALL BE PROVIDED IN BOTH HARD COPY AND ELECTRONIC FORMATS.
4. ALL CONSTRUCTION SHALL BE IN ACCORDANCE WITH ALL APPLICABLE CODES AND UTA STANDARDS.
5. EXISTING FLOORING SHALL REMAIN. INSTALL NEW COVE BASE ON NEW WALLS TO MATCH EXISTING.
6. UTA KEY SHOP SHALL KEY OFFICE DOORS TO USERS REQUESTED KEY.
7. UTA TO REPLACE BLINDS IN EACH ROOM 328, 328A, 428 AND 428A.

NOTES BY SYMBOL:

1. NEW WALLS SHALL BE 3 5/8" METAL STUDS @ 16" ON CENTER WITH 5/8" GYP BOARD BOTH SIDES. WALLS SHALL EXTEND 8" ABOVE EXISTING CEILING GRID, THEN BELOW EXISTING GYP BOARD RADIUS TO DECK ABOVE. CAP END OF GYP BOARD WITH ALUMINUM CAP TO MATCH DEPTH & FINISH OF EXISTING WINDOW MULLION IN RM 328. CAP END OF WALL IN RM 428 WITH ALUMINUM FLAT STOCK TO MATCH EXISTING FINISH OF EXISTING WINDOW MULLION. RELACE EXISTING FIXTURES WITH 2'X4' LAY-IN TO MATCH EXISTING STYLE IN SPACE. WIRE EACH RM TO SWITCHES IN EACH ROOM.
2. INSTALL NEW 1-HOUR RATED 36" DOOR & FRAME TO MATCH EXISTING IN BUILDING. INSTALL RATED HARDWARE TO MATCH EXISTING FINISH & RATED LCN DOOR CLOSER.
3. DEMO WALL SECTION FOR NEW 36" DOOR AND FRAME.
4. DEMO EAST WALL SECTION OF EXISTING L-SHAPED TILED BENCH AND WALL TILE. CLEAN CUT AT GROUT JOINT, UP WALL TO TOP OF WALL TILE. TILE EXPOSED FACE OF BENCH FROM SALVAGED OR NEW TILES TO MATCH EXISTING. MATCH EXISTING GROUT CONDITIONS. EXTEND WALL BASE FROM BENCH TO COLUMN TO MATCH EXISTING. REMIT ANY UNBROKEN TILES TO UTA PROJECT MANAGER. REMOVE ANY CONDITIONS EXISTING ON EXPOSED CONCRETE FLOOR AFTER REMOVAL OF BENCH, FINISH AND SEAL CONCRETE TO MATCH EXISTING FINISH.
5. REPLACE EXISTING CEILING GRID AS CLOSELY AS SHOWN ON 3 & 6/A1.02. EXISTING GYP BOARD CURVED SECTION TO REMAIN. SHIFT EXISTING SLOT DIFFUSERS AWAY FROM ROOM CENTER AS NECESSARY TO CLEAR NEW WALL. EXTEND DUCT TAPS WITH FLEX DUCT AS NECESSARY TO ALLOW PROPER MOVEMENT OF DIFFUSERS. SIMILAR MODIFICATIONS TO RETURN AIR INTAKE ABOVE WINDOW NOT REQUIRED.
6. REMOVE TACK BOARDS FROM WALLS THAT INTERFERE WITH NEW DOOR LOCATIONS. DEMO BACK TO NEAREST SEAM, CUT, FILE AND SMOOTH ANY METAL EDGES ON WALL TRACK.
7. DEMO 4' OF EXISTING WALL SHELVING TO CLEAR DOOR OPENING IN RMS 328 & 428. CUT EXISTING SHELVING AND FINISHING EXPOSED EDGE.

---

1 — THIRD FLOOR - RM 328 - DEMO
A1.02 SCALE: 1/8" = 1'-0"

OFFICE 328

2 — THIRD FLOOR - RM 328 - NEW
A1.02 SCALE: 1/8" = 1'-0"

OFFICE 328A | OFFICE 328

3 — THIRD FLOOR - RM 328 - NEW
A1.02 SCALE: 1/8" = 1'-0"

OFFICE 328A | OFFICE 328

4 — SECOND FLOOR - RM 211 - DEMO
A1.02 SCALE: 1/8" = 1'-0"

OFFICE 428

5 — SECOND FLOOR - RM 211 - NEW
A1.02 SCALE: 1/8" = 1'-0"

OFFICE 428A | OFFICE 428

6 — SECOND FLOOR - RM 211 - NEW
A1.02 SCALE: 1/8" = 1'-0"

OFFICE 428A | OFFICE 428

LEGEND ("D" DENOTES DEMO - "E" DENOTES EXISTING)
- NEW ELECTRICAL OUTLET
- NEW NETWORK AND PHONE
- EXISTING THERMOSTAT
- NEW LIGHT SWITCH

N

NOTES:

1. VERIFY NEEDED FIRE SUPPRESSION AND NOTIFICATION DEVICE LOCATIONS WITH UTA EH&S OFFICE.
2. PAINT & PATCH ALL WALLS KELLEY MOORE NEW LINEN.
3. CONTRACTOR SHALL PROVIDE UTA WITH CATEGORY 5E (OR CATEGORY 6 WHEN APPLICABLE) TEST RESULTS OF THE DATA/TELEPHONE WIRING INFRASTRUCTURE INSTALLED IN THE COURSE OF THE PROJECT. THE TEST RESULTS SHALL BE PROVIDED IN BOTH HARD COPY AND ELECTRONIC FORMATS.
4. ALL CONSTRUCTION SHALL BE IN ACCORDANCE WITH ALL APPLICABLE CODES AND UTA STANDARDS.
5. EXISTING FLOORING SHALL REMAIN. INSTALL NEW GRAY COVE BASE ON ALL WALLS.
6. UTA TO REPLACE ALL BLINDS EXCEPT THOSE ON DOORS. JOC SHALL REMOVE ALL BLIND HARDWARE.
7. REPLACE ALL EXISTING 2'X2' CEILING TILES IN RMS 211 & 211A.
8. INSTALL OFF-LINE CARD READERS AT ENTRY DOOR TO RMS 105 AND 105B.
9. REPLACE PENDATE FIXTURES IN ROOMS 211 AND 211A WITH F-BAY 15/15 SERIES, 4' FIXTURE: 18-R-3-32-G-WG-120/277V-GM L EB8-U-SCF 24 B.
10. REMOVE EXISTING CARPET, TRANSITIONS AND ALL GLUE RESIDUE FROM CONCRETE FLOOR. FINISH AND SEAL FLOOR TO MATCH EXISTING CONDITIONS.
11. RUN 1" CONDUIT FROM PANEL TO LARGE J-BOX ABOVE CEILING FOR FUTURE ELECTRICAL NEEDS IN RM 105 AND 105B.
12. SPLIT LIGHT SWITCHING IN 211 AND 211A.
13. UTA SIGN SHOP SHALL LABEL EACH ROOM (105, 105B, 211 & 211A) STATING THAT MAX CAPACITY IN EACH ROOM IS 49.

NOTES BY SYMBOL:

1. NEW WALLS SHALL BE 3 5/8" METAL STUDS @ 16" ON CENTER WITH 5/8" GYP BOARD BOTH SIDES. WALLS SHALL EXTEND 8" ABOVE EXISTING CEILING GRID IN RM 105 & TO DECK IN 211. SPLIT GRID & INSTALL NEW WALL ANGLE. INSTALL RIGID BRACING ABOVE CEILING ON NEW WALLS. EXISTING LIGHTING SHALL REMAIN, ADJUST PLACEMENT FOR NEW WALL LOCATIONS.
2. INSTALL NEW 1-HOUR RATED 36" DOOR & FRAME WITH WINDOW TO MATCH EXISTING IN BUILDING. INSTALL RATED HARDWARE TO MATCH EXISTING FINISH & RATED LCN DOOR CLOSER.
3. INSTALL NEW 36" DOOR & FRAME TO MATCH EXISTING IN BUILDING. INSTALL HARDWARE TO MATCH EXISTING FINISH.
4. INSTALL NEW STOREFRONT GLASS WALL, WITH MULLIONS ALIGNING WITH EXTERIOR WINDOW MULLIONS & WITH THE FOLLOWING SPECIFICATIONS:
   A. ALUMINUM FINISH TO MATCH EXISTING ENTRY DOORS
   B. MATCH EXISTING PROFILE
   C. TEMPERED GLASS
5. NEW WALL SHALL ALLOW FOR THE 5/8" GYP BOARD TO BE GLUED TO EXISTING COLUMN AND CLEANLY BUTT TO NEW STOREFRONT FRAME.
6. INSTALL RETURN AIR TRANSFER BOOT HERE, SEE DETAIL 1/A1.03. GRILLE DIMENSIONS ARE 4'X1' EACH. MATCH EXISTING RETURN GRILLES IN SPACE OR USE 1/2" O.C. EGG CRATE RETURN. MANUFACTURE TO SMACNA AND ALL OTHER APPLICABLE STANDARDS.
7. RELOCATE SWITCHES AS SHOWN.
8. REMOVE TACK BOARDS FROM WALLS THAT INTERFERE WITH NEW WALLS. DEMO BACK TO NEAREST SEAM, CUT, FILE AND SMOOTH ANY METAL EDGES ON WALL TRACK.
9. CAP END OF GYP BRD WITH ALUMINUM CAP TO MATCH FINISH OF EXISTING WINDOW MULLION. SEAL WITH CLEAR SILICONE.

1 — FIRST FLOOR - RM 105 SCALE: 1/8" = 1'-0"

2 — SECOND FLOOR - RM 211 SCALE: 1/8" = 1'-0"

LEGEND ("D" DENOTES DEMO - "E" DENOTES EXISTING)

Symbol	Description
⊖	NEW ELECTRICAL OUTLET
②▶	NEW NETWORK AND PHONE
①E	EXISTING THERMOSTAT
↔	NEW LIGHT SWITCH

Computing Resources

The University provides centralized support for computing in the form of both hardwired and wireless networking and technical support to faculty, staff and students. The Office of Information Technology maintains a 42 station computer lab in the Architecture Building for instruction and general student use. This lab is configured with a comprehensive suite of software applications for general academic and design computing.

The Architecture Building has both hardwire and wireless networks. All lecture rooms have video projection capability and the large lecture halls have advanced a/v workstations to support enhanced digital instruction.

The School supports a more advanced, research oriented lab for design computing consisting of a professional level renderfarm, 6 high capacity workstations for rendering and animation, and large format scanners and printers. A digital laser cutter and a 3d printer are also available in the Fabrication Shop. The acquisition of digital fabrication equipment represents the most significant investment by the School in new digital technology in the last 3-4 years.

Software applications, specific to architecture and design, supported by the University and/or the School of Architecture available to faculty and staff include:

Adobe Flash CS4
ArchiCAD
Architecture 2008
Autocad 2008
Autoccad Map 2008
Autodesk Map 3D
Bentley Architecture V8 XM
Bentley MicroStation Triforma V8 XM
Bentley MicoStation V8 XM
Bridge CS4
Building Electrical 2008
Design Review
Discreet 3DS Max
DWF Viewer
DWG True View
Easy Media Creator
Electrical 2008

Encore CS4
ERDAS Imagine
ESRI ArcGIS 9.2
Form Z
Illustrator CS4
InDesign CS4
Inventor Professional 2008
LandXML Reporting
Mechanical Desktop
Microsoft Office
Photoshop CS4
Python
Premier Pro CS4
Quark Express
Raster Design 2008
Revit Architecture 2008

Revit MEP 2008
Rhinoceros 4.0
Sketch-Up
VIZ

Accurender 4.0
Adobe Contribute CS3
Adobe Dreamweaver CS3
Adobe Fireworks CS3
Adobe Illustrator
Google Skethup Pro
Okino NuuGraf
Okino PolyTrans for 3D
Studio Max
SUPodium for Sketchup
Beck DProfiler 2009

The School implemented a mandatory laptop policy for all students at 3rd year in the undergraduate program and all graduate students. Recommended specifications for hardware and a list of required and recommended software is updated and published yearly.

Faculty computing, (hardware and software) is supported out of the operating budget of the School. All regular appointment faculty are provided either a desktop or laptop computer for their academic use. Laptops are encouraged to promote enhanced instruction through digital

35

technology. Generally, the School is able to upgrade faculty computers on a 4 year rolling schedule.

The School employs one staff person to provide technical support to faculty, students and the administration in addition to overseeing the School's advanced computing systems. Providing adequate technical support to the faculty is an ongoing problem and a concern of the administration and the faculty. Given the specialized technical knowledge required for graphics and design computing, the addition of technical staff in the School is the obvious solution.

3.9 Information Resources

3.9.1 Library

3.9.1.a Context and Institutional Relationships

The University of Texas at Arlington Library supports the instructional and research missions of the University and the School of Architecture by providing collections, access systems, consulting services, and access instruction. The mission statement of the University Library emphasizes the fostering and promotion of quality learning, teaching, and research for the University and its communities. Library facilities include the Central Library, the Architecture and Fine Arts Library, the Science and Engineering Library, three electronic libraries, and remote storage facilities.

A branch of the University Library, the Architecture and Fine Arts Library, is located on the ground level of the School of Architecture Building in the northeast section in room 104. The architecture collection is housed primarily therein and is administered by the University Library. There is also a Visualization Library on the ground level at the south end of the building that is a teaching resource for the architecture faculty and is administered by the school.

The Architecture and Fine Arts Library collection has expanded over the years to include not only the areas of architecture, landscape architecture, and interior design studies, but also art, music, and photography. In addition to books, periodicals, maps, portfolios, rare books, videos, and CD's, the library provides reference and support materials. There are over 55,000 volumes in the Library's monographic collection in architecture and 68 periodicals.

The Architecture and Fine Arts Library provides comfortable seating, and tables. There are different types of areas for reading and studying. Tables in the front of the Library may also be used for group study. A quiet study area is provided in the rear of the Library.   The Library subscribes to a wealth of databases and e-journals. Knowledgeable librarians are available for research consultation and guidance in using these resources. Sixteen computers and five wireless laptops (library use only) are available and require UT Arlington authentication. These provide access to the library's online catalog, electronic resources, and the Internet, and include the Microsoft Office Suite. Quota-based printing is available.   A self-service copier and a large format quick scanner are provided in the library. Listening and viewing facilities are also provided for viewing DVDs and VHS, CDs and cassettes, and LP albums.

Services in the Architecture and Fine Arts Library continue to be exemplary, considering general budget limitations. The library is open 88 hours per week and complies with the standards of the Americans With Disabilities Act. In addition, the Library is an extremely pleasant place in which to browse, read, or study. Floor to ceiling windows look south into a tree lined courtyard. Work tables and comfortable seating invite long-tem use. A shared library encourages cross-disciplinary contact.

3.9.1.b Library and Information Resource Collections

The University Library builds collections that support the curricular and research needs of all departments and programs. Materials for architecture are selected and recommended for purchase by the architecture librarian and through selection profiles with book distributors. Input for selection is also solicited from faculty, students, and colleagues.

The architecture collection of approximately 18,400 volumes is adequate to support the general needs of architecture faculty and students. Holdings consist largely of printed books and serials including portfolios and rare books, but also include videotapes, DVDs, and CDs, and access to a growing number of electronic resources that include e-journals and databases.

In addition to the basic reference dictionaries, directories, encyclopedias, and guides, the reference collection includes a large number of periodical indexes and abstracts, both printed and electronic. The Library is committed to including access to the rapidly growing number of available electronic resources.

We subscribe to 68 architecture journals, mostly housed in the Architecture and Fine Arts Library. This is 89 percent of the titles on the AASL Core List, 11 percent of this being in electronic format, and 14 percent of the AASL Supplemental List. Our architecture journals are adequate for most course needs although we often find ourselves faced with assignments that need to be modified because we don't subscribe to some of the other journals in which the needed material is published. Access to the journal literature is provided through the Avery Index to Architecture Periodicals and through several other databases.

The University Library is a selective depository for US government documents. Although housed in the Central Library, this collection of print and online titles is also used by architecture faculty and students.

On the sixth floor of the Central Library, Special Collections focuses on historical materials relating to Texas, the US war with Mexico, the cartographic history of Texas and the Gulf of Mexico, and Mexico. These collections are frequently used by architecture faculty and students in assignments and projects relating to local and regional issues

3.9.1.c Services

Reference service and information literacy instruction is provided during all hours that the library is open, including general orientation tours, subject-specific orientation, specialized research assistance for faculty or students, and course-related library instruction. Library services are also publicized via the University Library's web site, with includes a directory of services and subject librarians. Telephone and email assistance is also available.

The architecture librarian meets regularly with the architecture faculty to keep them informed of current collection development policies, procedures, and the library budget situation. The School of Architecture also has a library committee of three faculty members that have provided meaningful and valued input and assistance. Changes in program emphasis, new programs and changes in library needs due to other factors are an important part of the continuing dialogue between the library and the architecture faculty and students.

The Library's public terminals are connected online with that of the Central Library. They provide access to library resources, to other university and student resources on campus, and to the Internet. Our faculty has on campus access to library systems from their offices and students from their dorm rooms. Off campus access is available through the Internet.

Reserve services are provided for faculty to place items on limited or restricted access for students in their classes. These items can be printed material or in electronic form accessible via the Internet.

Access to items not owned by the University Library is provided by Interlibrary Loans to the faculty and students, both on and off campus. They obtain books, conference papers, dissertations, theses, and journal articles from other libraries or other suppliers. Most items may be obtained at no cost. There is generally a waiting period of two to five days for journal articles and seven to ten days for print materials to arrive. Interlibrary Loans uses the Internet to quickly deliver journal articles. Materials may be requested through an electronic form available online. Interlibrary Services is an active resource-sharing partner in several consortiums.

The Library is also a member of the TexShare program, a statewide library card that allows our faculty and students to use materials in participating libraries throughout Texas.

3.9.1.d Staff

Personnel are our most valuable library resource. Expert, helpful, and positive, two professional librarians, three library assistants, and ten to twelve student assistants staff the library. There is a permanent staff member present in the library during all open hours. The Architecture Librarian holds a BS in Social Sciences and an MS in Education Policy and Management, in addition to the MS in Library Science and has worked with the School of Architecture for thirteen years. The Branch Manager and Art Librarian holds a BA in Art History in addition to the MS in Library Science. Three library assistants provide support service with checkout of materials, processing of library materials, general upkeep of facilities, and assistance with directional inquiries and basic reference service.

3.9.1.e Facilities

The Architecture and Fine Arts Library occupies approximately 7230 square feet of space on the ground level of the School of Architecture building easily accessible to the public and the users of the building. This makes it extremely convenient for faculty and students. Faculty will frequently bring their students into the library during class periods or studios to work on particular aspects of an assignment. Recent renovation of the front of the library has added an additional 560 square feet to the original 6668 square feet. This renovation included the addition of a conference room equipped with a smart board and projector for use by faculty or students. Open library stacks encourage leisurely browsing and students are often seen sitting in the aisles surrounded by materials that they've selected.

Crowding is a problem with our limited space and we frequently find ourselves shifting materials to accommodate growth in certain subject areas. Seating is also limited and occasionally at maximum capacity. Discussions have begun between the University Library and the School of Architecture to address this with the possible addition of adjacent space in the building.

The library is equipped with motion sensors for security when the library is closed and with exit gate sensors for library materials during open hours. The building is equipped with safety systems for fire and emergencies and the University Library has a disaster plan in place.

3.9.1.f Budget, Administration, and Operations

Budgets have remained relatively stable in recent years. Acquisitions have increased slightly with increased student fees and enrollment, but personnel levels have remained flat. This year's budget of $43,800 for Architecture monographs and serials is slightly higher than the $40,500 for the previous year.

Service has remained quite good. The School of Architecture has no jurisdiction over the library budget, which is determined by the University administration. A University Library Committee exists to interpret library policies to the faculty and students, to convey faculty and student opinion to the University Librarian, and to advise the University Librarian and the President concerning library policies. The School of Architecture has a Library Committee to assist with library issues and concerns and advise the Architecture Librarian of the needs of the architecture faculty and students. This cooperative system has worked well for many years.

3.9.2 Visual Resources

3.9.2.a Administrative Structure
The Visual Resources collection is administered within the School by a full time visual resources professional, separate from the Art and Architecture Library. Normally there are two graduate research assistants, and up to four work / study student assistants. The Visual Resources Curator is a full-time professional with two degrees in related (Humanities) fields, employed with the School for over 30 years. The Curator has been a member of the Visual Resources Association since 1983.

The Visual Resource Collection is supported out of the School of Architecture operating budget. Through fy 06-07 the VRC, formerly the Slide Library, was funded by an assessed fee to each enrolled student in the School. Beginning in 07-08, most separate fees were consolidated into a single enhanced designated tuition charge. The averaged revenue formerly derived from the Slide Library Fee, approximately $78,000 was incorporated into the School operating budget and is still allocated for its original use, including professional staff salary, operations and acquisitions.

3.9.2.b Institutional Context
The Visual Resources facility is located in Suite 109 of the Architecture building, and houses computers, scanners and other imaging technology for the production and maintenance of a digital image collection, to support instruction in the history, theory and design of architecture and its associated programs in interior design and landscape architecture within the School.

The suite 109 includes adequate workspace for storage of the analog collection, scanning, production, archival storage of the digital collection, as well as a digital photography studio for students to photograph architecture models and drawings. An office area holds the analog collection itself, and two computers for administrative and scanning operations. The work area contains two work stations for research and scanning.

Though the School maintains a residual slide library collection of some 70,000 35mm slides, in August of 2008 a digital image collection was installed on the School's dedicated server, together with an open source image delivery system called MDID, which was modified to become the School's resource, named ARCHDID.

The two collections currently maintained in ARCHDID are:

The Archivision Digital Research Library; currently a collection of 28,000 high quality images with extensive metadata. This is a purchased collection.

40

The Jay C Henry Digital Image Archive is a collection of what will be nearly 100,000 images scanned from the late architecture historian's 35mm slides photographed over 40 years of travel across the world. It is intended as an image resource for all teaching faculty in the fields of architecture, urban design, landscape architecture, interior design and art history. Since the installation of ARCHDID in August of 2008, almost 32,000 images from this collection have been entered, from early Egypt and Turkey, Classical Greece and Rome, through the Renaissance, and into contemporary architecture. Images from the work of nineteenth and twentieth century architects, modern and contemporary, up to and including Raphael Moneo, have been processed and installed.

3.9.2.c Materials Access
Faculty using the visual resources collections have access through a password protected user account, by which they may select any number of images, assemble them into "slide shows," save them as such, and access them at any time later, on any computer in the university system, such as the teaching stations in lecture rooms all across the campus. These groups of images are also available to download to faculty individual computers for use in other venues. Students have access to these images through presentation by their instructors.

3.9.2.d Conservation and Preservation
Original scans of master analog slides are stored on gold archival DVDs, and backup copied to the University's DSpace Institutional Repository. Prime derivative digital images of these masters are stored on local hard drives, and from these are made the images uploaded to ARCHDID.

As a closed-end project, the Jay C. Henry collection is expected to be completed in the next 4 years, along with the Richard B. Myrick Landscape Architecture collection. Initial outlay of funds for the database server and set up has already been done, sufficient in-house computing equipment has been acquired and installed, and future costs are expected to be minimal, primarily for supplies.

The School's Digital Imaging Lab also provides access to portable digital projectors by faculty and students, primarily for presentations in studios without installed projectors. Elmo digital visual presentation equipment, as well as DVD/VCR/Video carts are also available.

Library and Visual Resource Collection (VRC)

Types of Collections	Number of Volumes or Linear Feet	Budget Year Before Last	Budget Last Year	Budget This Year
Books classed in LC-NA or Dewey 720's	11 422 vols	$29,000	$31,000	$32,800
Other Books	7,001 vols			
Periodical Subscriptions	68	$10,300	$9,500	$11,000
Other Serial Subscriptions				
Microfilm Reels				
Microfiche				
Slides	70,000	$0	$0	$0
Videos	DVD 138 VHS 55			
CD-ROMs				
Photo-CDs				
Digital Image Files	60,000	$23,000 VR operations + acquisitions	$23, 000 VR operations + acquisitions	$23,000 VR operations + acquisitions
Other Electronic Publications				
Drawings				
Photographs				
Other (specify)				
Total		$62,300	$63,500	$66,800

Personnel salary not included in budget amounts

Staffing

Types of Positions	(FTE's) Year Before Last	(FTE's) Last Year	(FTE's) This Year
Librarians / VR Professionals (Degreed)	2 Library	2 Library	2 Library
Paraprofessionals	3 Library 1 VR	3 Library 1 VR	3 Library 1 VR
Clerks			
Student Assistants	10-12 Library 6 VR	10-12 Library 6 VR	10-12 Library 6 VR
Volunteers			
Other (specify)			
Total			

3.10 Financial Resources

Budget information for the School of Architecture from fy 05 through fy 09 is on the following page. Accounts and amounts shown are under the direct control of the Dean of the School of Architecture and are inclusive of state and local funding. Expenditures for facility use and maintenance are not included nor are charged directly to the unit.

Additional state funding, $75,000 was received in fy 08-09 for replacement of student worktables in the School. Capital improvements to be completed in the Architecture Building in fy 09-10 are estimated at $155,000

Comparison with other professional programs at UT Arlington:

Instructional Budget Comparison

	AY 08-09 Budget	AY 08-09 Enrollment	AY 08-09 Budget Per FTE Student
Engineering	22,146,655	6,734	$3,289
Architecture	3,370,436	1,894	$1,780
Social Work	3,787,368	1,795	$2,110
Nursing	5,942,727	3,952	$1,504
Business	14,248,800	10,762	$1,324

Additional data on capital expenditures for the School of Architecture both total and per students and comparison with the other professional programs above. Reliable data is not readily available but, it is hoped, will be available by the time of the NAAB visit.

	AY 05-06 Budget	AY 05-06 Expenditures	AY 06-07 Budget	AY 06-07 Expenditures	AY 07-08 Budget	AY 07-08 Expenditures	AY 08-09 Budget	AY 08-09 Estimated Expenditures
Dean's Office	314,891	(308,408)	297,626	(303,842)	305,954	(309,274)	315,715	(301,104)
Architecture Instructional	2,309,232	(2,683,728)	2,325,067	(2,617,764)	2,190,350	(2,689,448)	2,443,354	(2,731,690)
Dean's Unallocated	54,639	0	54,639	0	54,639	0	54,639	0
Architecture M&O	132,047	(163,211)	132,047	(140,239)	132,047	(156,651)	132,047	(178,720)
Architecture Slide Library Fees	108,738	(78,031)	60,726	(70,168)	0	(78,040)	0	0
SAED Summer Program	0	394	61,506	(50,951)	56,055	(69,003)	81,000	(78,219)
Architecture Design Tech Lab Fees	55,000	(37,998)	55,000	(41,520)	0	(48,930)	0	(6)
Dean's Special Concessions	1,500	(1,250)	1,500	0	1,500	(1,363)	1,500	(1,356)
Landscape Conference Programs	6,400	(1,795)	9,350	(7,475)	12,550	(14,789)	17,363	(17,513)
Architecture Computer Lab	107,148	(86,288)	107,148	(107,139)	108,541	(113,626)	110,454	(113,262)
Architecture Faculty Recruiting	4,500	(5,263)	7,500	(7,007)	7,500	(8,203)	16,000	(6,482)
Architecture Enhanced Tuition	0	0	0	0	40,866	0	104,388	(110,966)
Commer Fund	2,406	(1,112)	2,755	(72)	2,946	(1,696)	445	(142)
Richard Myrick Fund	9,716	(5,500)	10,004	(14,000)	10,304	(10,500)	1,557	(8,000)
H. Ralph Hawkins FAIA Professor	6,542	(6,087)	7,026	(7,603)	7,768	(11,185)	1,316	(4,725)
Glick Family Endowment	455	(500)	468	0	482	(500)	73	(500)
Stude larship Endowment	1,140	(1,000)	1,160	(1,000)	1,396	(500)	207	(1,500)
Landsc Visiting Critic/Lecturer	0	0	408	0	614	0	97	0
The RPGA Design Group Endowment	0	0	3,000	0	0	0	0	0
Mojy Haddad Endowed Scholarship	1,121	0	1,122	0	1,156	0	175	0
Elbert Spence Endowed Scholarship	0	0	0	0	133	0	66	0
Gideon Toal , Inc. Endowment	0	0	0	0	65	0	184	0
Elbert R. Spence Endowed Scholarship	0	0	4,350	0	0	0	0	0
Architecture	0	0	100	0	2,000	(96)	0	(1,819)
LARC Speaker Fund	60	0	5,175	(47)	990	(1,235)	450	(1,379)
Dean's Discretionary Fund	32,306	(34,525)	79,640	(52,779)	85,628	(148,173)	51,578	(64,346)
Materials Science Library	6,645	0	250	0	14,435	(3,721)	10,842	(9,753)
Faculty Memorial Fund	0	0	0	0	100	0	2,500	(2,500)
Sch of Arch Int Dsgn Program	0	0	0	0	500	0	0	(216)
Booziotis Student Assistance Fund	0	0	0	0	1,000	0	1,016	(500)
HKS Excellence Fund	0	0	0	0	0	0	23,471	0
	3,154,486	(3,414,302)	3,227,567	(3,421,606)	3,039,519	(3,666,933)	3,370,436	(3,634,698)

3.11 Administrative Structure

The University of Texas at Arlington is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, master's and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation status of The University of Texas at Arlington.
http://www.uta.edu/uta/accreditation.html

The Dean of the School of Architecture is the head administrator within the School. There are Program Directors for each of the 3 programs offered by the School listed below. This structure of a dean with individual department chairs and/or program heads is consistent across the University. The associate dean primarily is responsible for graduate recruiting, admissions and advising for the graduate architecture degree programs and administrative support to the dean.

Program Directors are responsible for establishing teaching assignments, identifying and hiring adjunct and visiting faculty and, in general, insuring internal curriculum quality control. The addition of a Program Director for Architecture is a new position since the last NAAB full accreditation review.

Programs within the School of Architecture:

Interior Design	4 year curriculum	B.S. Interior Design [CIDE accredited]
Architecture	4 year curriculum	B.S. Architecture
Architecture	**2 year [Path B]**	**M. Architecture [NAAB accredited]**
	3.5 year [Path A]	**M. Architecture [NAAB accredited]**
	1 year [Path C]	M.S. Architecture [Post professional]
Landscape Architecture	3 year	M. Landscape Architecture [LAAB accredited]

Certificate in Asset Repositioning + Turnaround Strategies, initiated Fall 2009
1 semester [13 credits]

3.12 Professional Degrees and Curriculum

The Architecture curriculum is organized on a 4 year undergraduate and 2 year graduate structure leading to the Master of Architecture degree. The 2 year graduate portion is termed Path B by the School. Students without an undergraduate degree in architecture or related degree (i.e. Environmental Design) are admitted into an intensive 3.5 year program called Path A. The first 1.5 years of Path A is unique to that program, after which students follow the Path B curriculum.

Bachelor of Science in Architecture [pre-professional, non-accredited]

http://www.uta.edu/architecture/academic/undergrad/academic_undergrad_arch.htm

The four-year Bachelor of Science in Architecture degree is a pre-professional degree. It provides the basis for various career possibilities, including the professional degree of Master of Architecture or the Master of Landscape Architecture; these advanced degrees are normally awarded after two years of graduate study.

Entrance Requirements

All entering students majoring in Architecture are admitted as Architecture-Intended majors.

As Architecture-Intended, students complete 1st and 2nd year ARCH courses in the correct sequence and also complete their core curriculum. These courses must be completed before declaring major and enrolling in any 3000/4000 level ARCH/INTD courses.

To be declared into the Architecture major, students must complete all requirements for admission to a degree program. Applicants must meet the department's minimum 2.8 GPA both overall and within the major.

Course Sequence:

B.S. Architecture
Freshman Year

First Semester:
ARCH 1301-Introduction to Architecture and the Design Professions
or
ARCH 1341-Design Communications
ENGL 1301-Composition/CommunicationSkills
POLS 2311-U.S. Constitution
MATH 1324-Algebra/Trigonometry
Social/Cultural Elective-3 hours credit
Total Credit Hours: 15 hrs.

Second Semester:
ARCH 1301-Introduction to Architecture and the Design Professions
or
ARCH 1341-Design Communications
ENGL 1302-Composition/CommunicationSkills
POLS 2312-Texas State + Local Constitution
MATH 1325-Analytic Geometry
University Elective-3 hours credit
Liberal Arts Elective-3hrs.
Total Credit Hours: 18 hrs

Sophomore Year
First Semester:
ARCH 2551-Basic Design + Draw I
ARCH 2303-History of Architecture and Design I
PHYS 1441-General College Physics
HIST 1311-U.S.History
English or Foreign Language Literature-3hrs.
Total Credit Hours: 18 hrs.

Second Semester:
ARCH 2552-Basic Design + Draw II
ARCH 2304-History of Architecture and Design II
PHYS 1442-General College Physics
HIST 1312-U.S.History
Total Credit Hours: 15 hrs.

Note: In order to declare the major in Architecture, students must be advised by the Undergraduate Advisor prior to enrolling in any course at the 3000 level or above. Must have completed all Basic Studies (1st & 2nd year ARCH/INTD) courses, all core hours, must have a minimum 2.8 cumulative GPA overall at UTA, a 2.8 GPA within the School of Architecture, and a laptop.

Junior Year
First Semester:
ARCH 3323-Construction Materials + Structural Concepts
ARCH 3553-Design Studio: Architecture I
Advanced ARCH Elective-3hrs.
ARCH 3343-Architecture Computer Graphics
Total Credit Hours: 14 hrs.

Second Semester:
ARCH 3554-Design Studio: Architecture II
ARCH 3337-Site Development
ARCH 3324-Structures I
ARCH 3331-Architecture & Environment
Total Credit Hours: 14 hrs.

Note: Students must have an approved degree plan prior to registration for this year.

Senior Year
First Semester:
ARCH 4556-Design Studio: Architecture III
ARCH 4321-Structural Systems in Buildings
Advanced Arch History Elective-3hrs.
Advanced Elective-3hrs.
Advanced Elective-3hrs.
Total Credit Hours: 17 hrs.

Second Semester:
ARCH 4557-Design Studio: Architecture IV
Advanced Arch Theory Elective-3hrs.
Advanced Arch Elective-3 hrs.
Advanced Elective-3hrs.
Advanced Elective-3hrs.
Total Credit Hours: 17 hrs.

Table 3.1.a

Required courses with other than architectural content:	41 hours
Elective courses with other than architectural content:	18 hours
Courses with architectural content required of all students:	60 hours
Electives courses with architectural content:	9 hours
Total degree credit hours:	128 hours

Master of Architecture Path A
http://www.uta.edu/architecture/academic/grad/grad_arch/grad_arch_a_home.htm

The 3-1/2-year master's program serves students holding a degree in a field other than architecture and who do not meet the minimum requirements of a Bachelor of Science in Architecture. An intensive and integrated professional curriculum has been specifically developed for those with degrees in the liberal arts, the sciences, business, or other professions. The first 3 semesters of this program constitute foundation studies which prepare the student to then enter the 4 semester Path B curriculum described below.
A minimum of 104 credit hours in architectural design, theory, and practice is required for the professional M Arch degree. Electives must include at least one course from each of the following categories of courses offered by the school: (a) history and theory (b) technology and practice, and allied disciplines (landscape architecture, urban design, housing, and interior design).

1st semester
5591 Design Studio I
5301 Principles of Architecture
5342 Architectural Graphics I

2nd semester
5592 Design Studio II
5323 Construction I
5343 Architectural Graphics II
5303 History of Architecture I

3rd semester
5593 Design Studio III
5324 Architectural Structures I
5304 History of Architecture II
Elective 3 hours

4th semester
5594 Design Studio IV
5329 Computers and Design (or approved alternative) Advanced Studio 6 hours
5327 Architectural Structures II
5325 Environmental Controls I
Elective 3 hours

5th semester
5670 Advanced Studio 6 hours
5328 Architectural Structures III
5326 Environmental Controls II
Elective 3 hours

6th semester
5670 Advanced Studio 6 hours
5331 Professional Practice
5363 Design Research
(for design thesis option)
5333 Construction II
Elective 3 hours

7th semester
5672 Comprehensive Design Studio 6 hours
Electives 6 hours

Table 3.1.b

Required courses with other than architectural content:	n/a
Elective courses with other than architectural content:	12 hours
Courses with architectural content required of all students:	86 hours
Electives courses with architectural content:	6 hours
Total degree credit hours:	104 hours

Master of Architecture Path B
http://www.uta.edu/architecture/academic/grad/academic_grad_arch.htm

The two-year master's program serves students who hold a Bachelor of Science in Architecture degree or the equivalent from an accredited college or university. A full professional curriculum of advanced courses and design studios builds on the four-year undergraduate architecture degree. Student's applying to the Path B program with an undergraduate degree from another institution are individually evaluated and an appropriate degree plan is determined. Typically, these students' first design studio is a special "transitional" studio which addresses differences in skill development among students from different undergraduate architecture programs.

A minimum of 57 credit hours is required for the M Arch degree

Electives must include at least one course from each of the following categories of courses offered by the School of Architecture: (a) history and theory (b) technology and practice and© allied disciplines (landscape architecture, urban design, housing, and interior design).

1st semester
5670 Advanced Design Studio 6 hours
5325 Environmental Controls I
5333 Construction II
5327 Structures II

2nd semester
5670 Advanced Design Studio6 hours
5326 Environmental Controls II
5329 Computers and Design (or approved alternative)
5328 Structures III

3rd semester
5670 Advanced Design Studio 6 hours
5331 Professional Practice
5395 Issues in Contemporary Architecture (for design thesis option)
Elective: 3 hours

4th semester
5672 Comprehensive Studio 6 hours
Electives: 6 hours

Table 3.1.c

Required courses with other than architectural content:	n/a
Elective courses with other than architectural content:	9 hours
Courses with architectural content required of all students:	45 hours
Electives courses with architectural content:	3 hours
Total degree credit hours:	57 hours

3.13 Student Performance Criteria

The curriculum of the architecture program is divided into 3 segments: Pre-Architecture, Architecture major, and the Graduate Program.

Pre-Architecture is open to all admitted undergraduate students at UT Arlington and consists of a first year introduction to architecture as a cultural component, a discipline and a profession. Courses are focused on acquiring fundamental graphic and design skills and an understanding of architecture within history and society.

Students apply for admission to the Architecture Major and are admitted at the 3rd year level. The curriculum of 3rd and 4th year is focused on developing basic design skills applied to the built environment and a understanding of the science and technology of building construction. Simultaneously with the completion of the prescribed undergraduate sequence of architecture courses, students are completing the University prescribed undergraduate core and investigating areas outside architecture through required general education coursework.

The goals of the graduate programs, both Path A and Path B, is to prepare students for entry into the architecture profession with the skills and aptitude to both become rapidly productive as interns but to eventually become firm and professional leaders.

STUDENT PERFORMANCE CRITERIA

◇ UNDERSTANDING
◆ ABILITY

Column headers (performance criteria):
- History and Theory
- Building Science
- Professional Practice
- Design
- Design Communications
- Required Architecture Elective
- Free Elective
- 12.1 Verbal and Writing Skills
- 12.2 Graphic Skills
- 12.3 Research Skills
- 12.4 Critical Thinking Skills
- 12.5 Fundamental Design Skills
- 12.6 Collaborative Skills
- 12.7 Human Behavior
- 12.8 Human Diversity
- 12.9 Use of Precedents
- 12.10 Western Traditions
- 12.11 Non-Western Traditions
- 12.12 National and Regional Traditions
- 12.13 Environmental Conservation
- 12.14 Accessibility
- 12.15 Site Conditions
- 12.16 Formal Ordering Systems
- 12.17 Structural Systems
- 12.18 Environmental Systems
- 12.19 Life-Safety Systems
- 12.20 Building Envelope Systems
- 12.21 Building Service Systems
- 12.22 Building System Integration
- 12.23 Legal Responsibilities
- 12.24 Building Code Compliance
- 12.25 Building Materials Assemblies
- 12.26 Building Economics and Cost Control
- 12.27 Detailed Design Development
- 12.28 Technical Documentation
- 12.29 Comprehensive Design
- 12.30 Program Preparation
- 12.31 The Legal Context of Architecture Practice
- 12.32 Practice Organization and Management
- 12.33 Contracts and Documentation
- 12.34 Professional Internship
- 12.35 Architects Leadership Roles
- 12.36 The Context of Architecture
- 12.37 Ethics and Professional Judgement

BACHELOR OF SCIENCE IN ARCHITECTURE
University core requirements not shown

Course	Title	Credit Hours	ARCH Contact Hours Lecture	Contact Hours Studio
Undergraduate, Semester 1				
ARCH 1301	INTRO. TO ARCHITECTURE & DESIGN PROFESSIONS	3	3	
	Hours	3		
Undergraduate, Semester 2				
ARCH 1341	DESIGN COMMUNICATION II	3		3
	Hours	3		
Undergraduate, Semester 3				
ARCH 2551	BASIC DESIGN & DRAWING I	5	3	6
ARCH 2303	HISTORY OF ARCHITECTURE & DESIGN I	3	3	
	Hours	8		
Undergraduate, Semester 4				
ARCH 2552	BASIC DESIGN & DRAWING II	5	3	6
ARCH 2304	HISTORY OF ARCHITECTURE & DESIGN II	3	3	
	Hours	8		
Undergraduate, Semester 5				
ARCH 3553	DESIGN STUDIO: ARCHITECTURE I	5	3	6
ARCH 3343	ARCHITECTURAL COMPUTER GRAPHICS	3	2	4
ARCH 3323	CONSTRUCTION MATERIAL & STRUCTURAL CONCEPTS	3	3	
ADVANCED ARCHITECTURE ELECTIVE				
	Hours	11		
Undergraduate, Semester 6				
ARCH 3554	DESIGN STUDIO: ARCHITECTURE II	5	3	6
ARCH 3324	STRUCTURES I	3	3	
ARCH 3337	SITE DEVELOPMENT	3	3	
ARCH 3331	ARCHITECTURE + ENVIRONMENT	3		
	Hours	14		
Undergraduate, Semester 7				
ARCH 4556	DESIGN STUDIO: ARCHITECTURE III	5	3	6
ARCH 4321	STRUCTURAL SYSTEMS IN BUILDINGS	3	3	
ADVANCED ARCHITECURAL HISTORY/THEORY ELECTIVE		3		
ADVANCED ELECTIVES [2]		6		
	Hours	17		
Undergraduate, Semester 8				
ARCH 4557	DESIGN STUDIO: ARCHITECTURE IV	5	3	6
ADVANCED ARCHITECTURAL HISTORY/THEORY ELECTIVE		3	3	
ADVANCED ELECTIVES [3]		9		
	Hours	17		

PATH B MASTER OF ARCHITECTURE

Course	Title	Credit Hours	ARCH Contact Hours Lecture	Contact Hours Studio
Semester 1				
ARCH 5670	ADVANCED DESIGN STUDIO	6	3	9
ARCH 5333	CONSTRUCTION II	3	3	
ARCH 5325	ENVIRONMENTAL CONTROLS I	3	3	
ARCH 5327	STRUCTURES II	3		
	Hours	15		
Semester 2				
ARCH 5670	ADVANCED DESIGN STUDIO	6	3	9
ARCH 5326	ENV. CONTROLS II	3	3	
ARCH 5329	COMPUTER IN DESIGN	3	3	
ARCH 5328	STRUCTURES III	3		
	Hours	15		
Semester 3				
ARCH 5670	ADVANCED DESIGN STUDIO	6	3	6
ARCH 5331	PROFESSIONAL PRACTICE	3		3
ARCH 53XX	ARCH ELECTIVE [OR 5363 DESIGN RESEARCH IF THESIS OPTION]	3		
ARCH 53XX	ARCH ELECTIVE	3		
	Hours	15		
Semester 4				
ARCH 5672	COMPREHENSIVE DESIGN STUDIO	6	3	6
ARCH 53XX	ARCH ELECTIVE	3		
ARCH 53XX	ARCH ELECTIVE	3		
	Hours	12		
	TOTAL REQ HOURS	57		

School of Architecture
The University of Texas at Arlington

PATH A MASTER OF ARCHITECTURE

◆ ABILITY ◇ UNDERSTANDING

Course sequence below same as PATH B

Foundation Curriculum, Semester 1 (Fall)
- ARCH 5591 DESIGN STUDIO I
- ARCH 5592 DESIGN STUDIO II
- ARCH 5342 ARCHITECTURAL GRAPHICS I
- ARCH 5301 PRINCIPLES OF ARCHITECTURE
- OPTIONAL ELECTIVE

Foundation Curriculum, Semester 2 (Spring)
- ARCH 5593 DESIGN STUDIO III
- ARCH 5343 ARCHITECTURAL GRAPHICS II
- ARCH 5323 CONSTRUCTION MATERIALS & STRUCTURAL CONCEPTS
- ARCH 3303 HISTORY OF ARCHITECTURE I
- OPTIONAL ELECTIVE

Foundation Curriculum, Semester 3 (Summer)
- ARCH 5594 DESIGN STUDIO IV
- ARCH 5329 COMPUTER IN DESIGN

Foundation Curriculum, Semester 4 (Fall)
- ARCH 5325 ENVIRONMENTAL CONTROLS I
- ARCH 5324 STRUCTURES I
- ARCH 5304 HISTORY OF ARCHITECTURE II
- ARCH 5328 STRUCTURES II

Semester 5
- ARCH 5670 ADVANCED DESIGN STUDIO
- ARCH 5333 CONSTRUCTION II
- ARCH 5325 ENVIRONMENTAL CONTROLS II
- ARCH 5327 STRUCTURES III

Semester 6
- ARCH 5670 ADVANCED DESIGN STUDIO
- ARCH 5326 ENV. CONTROLS II
- ARCH 5328 STRUCTURES II

Semester 7
- ARCH 5672 COMPREHENSIVE DESIGN STUDIO
- ARCH 5331 PROFESSIONAL PRACTICE
- ARCH 53XX ARCH ELECTIVE
- ARCH 53XX ARCH ELECTIVE

Semester 8
- ARCH 53XX ARCH ELECTIVE

TOTAL REQ HOURS 104

Criteria columns: Credit Hours | ARCH Contact Hours Lecture | Contact Hours Studio | University Core Requirement

Subject areas: History and Theory | Building Science | Professional Practice | Design | Design Communications | Required Architecture Elective | Free Elective

Performance Criteria:
- 12.1 Verbal and Writing Skills
- 12.2 Graphic Skills
- 12.3 Research Skills
- 12.4 Critical Thinking Skills
- 12.5 Fundamental Design Skills
- 12.6 Collaborative Skills
- 12.7 Human Behavior
- 12.8 Human Diversity
- 12.9 Use of Precedents
- 12.10 Western Traditions
- 12.11 Non-Western Traditions
- 12.12 National and Regional Traditions
- 12.13 Environmental Conservation
- 12.14 Accessibility
- 12.15 Site Conditions
- 12.16 Formal Ordering Systems
- 12.17 Structural Systems
- 12.18 Environmental Systems
- 12.19 Life-Safety Systems
- 12.20 Building Envelope Systems
- 12.21 Building Service Systems
- 12.22 Building System Integration
- 12.23 Legal Responsibilities
- 12.24 Building Code Compliance
- 12.25 Building Materials Assemblies
- 12.26 Building Economics and Cost Control
- 12.27 Detailed Design Development
- 12.28 Technical Documentation
- 12.29 Comprehensive Design
- 12.30 Program Preparation
- 12.31 The Legal Context of Architecture Practice
- 12.32 Practice Organization and Management
- 12.33 Contracts and Documentation
- 12.34 Professional Internship
- 12.35 Architects Leadership Roles
- 12.36 The Context of Architecture
- 12.37 Ethics and Professional Judgement

School of Architecture
The University of Texas at Arlington

BACHELOR OF SCIENCE IN ARCHITECTURE

◆ ABILITY ◇ UNDERSTANDING

Undergraduate, Semester 1
- ARCH 1301 INTRO. TO ARCHITECTURE & DESIGN PROFESSIONS
  (Freshman requirements not shown)

Undergraduate, Semester 2
- ARCH 1341 DESIGN COMMUNICATION II

Undergraduate, Semester 3
- ARCH 2551 BASIC DESIGN & DRAWING I
- ARCH 3303 HISTORY OF ARCHITECTURE & DESIGN I

Undergraduate, Semester 4
- ARCH 2552 BASIC DESIGN & DRAWING II
- ARCH 2304 HISTORY OF ARCHITECTURE & DESIGN II

Undergraduate, Semester 5
- ARCH 3553 DESIGN STUDIO: ARCHITECTURE I
- ARCH 3343 ARCHITECTURAL COMPUTER GRAPHICS
- ARCH 3303 CONSTRUCTION MATERIAL & STRUCTURAL CONCEPTS

Undergraduate, Semester 6
- ARCH 3554 DESIGN STUDIO: ARCHITECTURE II
- ARCH 3324 STRUCTURES I
- ARCH 3337 SITE DEVELOPMENT
- ARCH 3331 ARCHITECTURE + ENVIRONMENT

Undergraduate, Semester 7
- ARCH 4556 DESIGN STUDIO: ARCHITECTURE III
- ARCH 4321 STRUCTURAL SYSTEMS IN BUILDINGS
- ADVANCED ARCHITECTURAL HISTORY/THEORY ELECTIVE
- ADVANCED ELECTIVES [2]

Undergraduate, Semester 8
- ARCH 4557 DESIGN STUDIO: ARCHITECTURE IV
- ADVANCED ARCHITECTURAL HISTORY/THEORY ELECTIVE
- ADVANCED ELECTIVES [3]

TOTAL REQ HOURS

PATH B MASTER OF ARCHITECTURE

Semester 1
- ARCH 5670 ADVANCED DESIGN STUDIO
- ARCH 5327 ENVIRONMENTAL CONTROLS I

Semester 2
- ARCH 5670 ADVANCED DESIGN STUDIO
- ARCH 5333 CONSTRUCTION II
- ARCH 5328 COMPUTER IN DESIGN
- ARCH 5327 STRUCTURES II

Semester 3
- ARCH 5670 ADVANCED DESIGN STUDIO
- ARCH 5326 ENV. CONTROLS II
- ARCH 5328 COMPUTER IN DESIGN

Semester 4
- ARCH 5672 COMPREHENSIVE DESIGN STUDIO
- ARCH 5331 PROFESSIONAL PRACTICE
- ARCH 53XX ARCH ELECTIVE (OR 5363 DESIGN RESEARCH IF THESIS OPTION)
- ARCH 53XX ARCH ELECTIVE

TOTAL REQ HOURS

Performance Criteria (same list):
- 12.1 Verbal and Writing Skills
- 12.2 Graphic Skills
- 12.3 Research Skills
- 12.4 Critical Thinking Skills
- 12.5 Fundamental Design Skills
- 12.6 Collaborative Skills
- 12.7 Human Behavior
- 12.8 Human Diversity
- 12.9 Use of Precedents
- 12.10 Western Traditions
- 12.11 Non-Western Traditions
- 12.12 National and Regional Traditions
- 12.13 Environmental Conservation
- 12.14 Accessibility
- 12.15 Site Conditions
- 12.16 Formal Ordering Systems
- 12.17 Structural Systems
- 12.18 Environmental Systems
- 12.19 Life-Safety Systems
- 12.20 Building Envelope Systems
- 12.21 Building Service Systems
- 12.22 Building System Integration
- 12.23 Legal Responsibilities
- 12.24 Building Code Compliance
- 12.25 Building Materials Assemblies
- 12.26 Building Economics and Cost Control
- 12.27 Detailed Design Development
- 12.28 Technical Documentation
- 12.29 Comprehensive Design
- 12.30 Program Preparation
- 12.31 The Legal Context of Architecture Practice
- 12.32 Practice Organization and Management
- 12.33 Contracts and Documentation
- 12.34 Professional Internship
- 12.35 Architects Leadership Roles
- 12.36 The Context of Architecture
- 12.37 Ethics and Professional Judgement

STUDENT PERFORMANCE CRITERIA

◇ UNDERSTANDING
◆ ABILITY

Column headers (left group): Credit Hours · ARCH Contact Hours Lecture · Contact Hours Studio · University Core Requirement · History and Theory · Building Science · Professional Practice · Design · Design Communications · Required Architecture Elective · Free Elective

Criteria columns: 12.1 Verbal and Writing Skills · 12.2 Graphic Skills · 12.3 Research Skills · 12.4 Critical Thinking Skills · 12.5 Fundamental Design Skills · 12.6 Collaborative Skills · 12.7 Human Behavior · 12.8 Human Diversity · 12.9 Use of Precedents · 12.10 Western Traditions · 12.11 Non-Western Traditions · 12.12 National and Regional Traditions · 12.13 Environmental Conservation · 12.14 Accessibility · 12.15 Site Conditions · 12.16 Formal Ordering Systems · 12.17 Structural Systems · 12.18 Environmental Systems · 12.19 Life-Safety Systems · 12.20 Building Envelope Systems · 12.21 Building Service Systems · 12.22 Building System Integration · 12.23 Legal Responsibilities · 12.24 Building Code Compliance · 12.25 Building Materials Assemblies · 12.26 Building Economics and Cost Control · 12.27 Detailed Design Development · 12.28 Technical Documentation · 12.29 Comprehensive Design · 12.30 Program Preparation · 12.31 The Legal Context of Architecture Practice · 12.32 Practice Organization and Management · 12.33 Contracts and Documentation · 12.34 Professional Internship · 12.35 Architects Leadership Roles · 12.36 The Context of Architecture · 12.37 Ethics and Professional Judgement

PATH A MASTER OF ARCHITECTURE

Foundation Curriculum Semester 1 (Fall)

Course		Title	Credit Hours	Lecture	Studio
ARCH	5591	DESIGN STUDIO I	5	3	6
ARCH	5342	ARCHITECTURAL GRAPHICS I	3	2	4
ARCH	5301	PRINCIPLES OF ARCHITECTURE	3	3	
		OPTIONAL ELECTIVE	3		
		Hours	14		

Foundation Curriculum Semester 2 (Spring)

Course		Title	Credit Hours	Lecture	Studio
ARCH	5592	DESIGN STUDIO II	5	3	6
ARCH	5343	ARCHITECTCPURAL GRAPHICS II	3		
ARCH	5323	CONSTRUCTION MATERIALS & STRUCTURAL CONCEPTS	3	3	
ARCH	5303	HISTORY OF ARCHITECTURE I	3	3	
		Hours	14		

Foundation Curriculum Semester 3 (Summer)

Course		Title	Credit Hours	Lecture	Studio
ARCH	5593	DESIGN STUDIO III	6	3	6
ARCH	5304	HISTORY OF ARCHITECTURE II	3	3	
ARCH	5324	STRUCTURES I	3	3	
		Hours	12		

Foundation Curriculum, Semester 4 (Fall)

Course		Title	Credit Hours	Lecture	Studio
ARCH	5594	DESIGN STUDIO IV	6	3	9
ARCH	5329	COMPUTER IN DESIGN	3	3	
		OPTIONAL ELECTIVE	3		
		Hours	12		

Course sequence below same as PATH B

Semester 5

Course		Title	Credit Hours	Lecture	Studio
ARCH	5670	ADVANCED DESIGN STUDIO	6	3	9
ARCH	5333	CONSTRUCTION II	3	3	
ARCH	5325	ENVIRONMENTAL CONTROLS I	3	3	
ARCH	5327	STRUCTURES II	3		
		Hours	15		

Semester 6

Course		Title	Credit Hours	Lecture	Studio
ARCH	5670	ADVANCED DESIGN STUDIO	6	3	9
ARCH	5326	ENV. CONTROLS II	3	3	
ARCH	5328	STRUCTURES III	3		
		Hours	11		

Semester 7

Course		Title	Credit Hours	Lecture	Studio
ARCH	5670	ADVANCED DESIGN STUDIO	6	3	6
ARCH	5331	PROFESSIONAL PRACTICE	3		3
ARCH	53XX	ARCH ELECTIVE	3		
ARCH	53XX	ARCH ELECTIVE	3		
		Hours	15		

Semester 8

Course		Title	Credit Hours	Lecture	Studio
ARCH	5672	COMPREHENSIVE DESIGN STUDIO	6	3	6
ARCH	53XX	ARCH ELECTIVE	3		
ARCH	53XX	ARCH ELECTIVE	3		
		Hours	12		

School of Architecture
The University of Texas at Arlington

TOTAL REQ HOURS 104

08.21.09