### College of Architecture Administration

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Introduction to the Program
1. Introduction to the Program

History and Description of the Institute

On June 5, 1969 UTSA was created by a mandate from the 61st Texas Legislature to be a university of the first class offering bachelor's, master's, and doctoral degrees "as are customarily offered at leading American universities." The first class of 671 graduate students was admitted in June 1973; upper-division undergraduates were admitted in September 1975 and lower-division undergraduates were admitted in June 1976. The first commencement ceremony was held in August 1974. The university received full accreditation by the Southern Association of Colleges and Schools (SACS) in December 1976. Its first endowed professorship was established in 1981 in the life sciences. The first endowed chair was established in 1985 in the College of Business, and also in 1985, the UTSA Honors Program was established.

UTSA is a component institution of The University of Texas System. Governance of the University is vested in the nine-member Board of Regents, whose members are appointed biennially by the Governor with the advice and consent of the state senate. The Regents are appointed for six-year staggered terms. They delegate administrative authority to the Chancellor of the University of Texas System, who, in turn, delegates the administrative authority for each campus to the President of that campus. Administration of the San Antonio campus is currently the responsibility of UTSA's fifth President, Dr. Ricardo Romo. Dr. Romo is supported by a staff that includes a Provost and Executive Vice President for Academic Affairs, a Vice President for Business Affairs, a Vice President for Student Affairs, a Vice President for University Advancement, and an Executive Director of the Institute of Texan Cultures.

The University of Texas at San Antonio (UTSA) has grown rapidly since enrolling its first class of 670 students in 1973. In 2008 the University enrolled more than 28,400 students in 131 undergraduate and graduate degree programs. UTSA is meeting the region’s growing demand for access and excellence in higher education through programs and services offered on its three campuses: the main campus, the downtown campus, and the Institute of Texas Cultures downtown.

The UTSA is composed of three campuses. The Main campus encompasses two tracts of land totaling 725 acres along one of San Antonio’s fastest-growing economic corridors. The downtown campus serves 6,000 students on 18 acres in the historic heart of the city of San Antonio. The Institute of Texas Cultures is San Antonio’s cultural experience museum, one that develops exhibits,
programs, and special events dedicated to enhancing the understanding of cultural history and its influence on the people of Texas.

UTSA enrolled 28,413 students in fall semester 2007. Its campuses are robust centers of learning, creativity, research, and student life. In addition to serving students throughout Texas, UTSA educates students from 47 states and 72 foreign countries. In the 2007-2008 academic year, UTSA awarded degrees to 4,591 students.

UTSA provides access and opportunity for large numbers of historically underserved students. More than 57 percent of UTSA’s students come from groups underrepresented in higher education. Many students are the first in their families to attend a college or university.

UTSA ranks No. 4 in the nation for the number of undergraduate degrees awarded to Hispanic students and No. 12 nationally in the number of master’s degrees awarded to Hispanics, according to Hispanic Outlook in Higher Education magazine rankings. The College of Business was named one of the top 10 M.B.A. programs for minorities by the 2007 Princeton Review and one of the top 10 graduate business schools in the nation by Hispanic Business Magazine. In fall 2007, UTSA initiated the Undergraduate Tuition Support and Access (UTSAAcess) program for incoming freshmen with family incomes of $25,000 or less. Eligible students receive grants and scholarships to cover tuition and fees for four years as long as students take 30 hours a year and maintain at least a 2.0 grade point average. By offering a comprehensive range of academic and pre-professional degrees, UTSA provides a learning environment to meet the needs thus serving a diverse and growing student body. Currently, the University offers 64 bachelor's degrees, 46 master's degrees and 21 doctoral degree programs.

Academic research is no longer limited to the creation and dissemination of knowledge and the training of the next generation of researchers. Today, complex interdisciplinary research requires collaborations with the UT Health Science Center at San Antonio, Southwest Research Institute, US military and commercial partners. In fiscal year 2008, UTSA research expenditures and sponsored program funding totaled more than $51 million.

UTSA research is as diverse as its student body. Awards from federal, state, and local agencies, as well as private foundations, support a wide range of basic and applied research projects, public service work and training programs. UTSA’s research institutes and research centers include: Bank of America Child and Adolescent Policy Research Institute, Center for Advanced Computing and Network Research, Center for Advanced Manufacturing and Lean Systems, Center for Archaeological Research, Center for Infrastructure Assurance and Security, Center for Policy Studies to name a few.
Institutional Mission

The mission of UTSA is to advancement of knowledge through research and discovery, teaching and learning, community engagement and public service. As an institution of access and excellence, UTSA embraces multicultural traditions, serving as a center for intellectual and creative resources as well as a catalyst for socioeconomic development for Texas, the nation and the world.

The vision of UTSA is to become a premier public research university, providing access to educational excellence and preparing citizen leaders for the global environment.

UTSA encourages an environment of dialogue and discovery, where integrity, excellence, inclusiveness, respect, collaboration, and innovation are fostered. UTSA's core values reflect how we have pursued our plan as well as how we will fulfill our mission and realize our vision. Each value reflects rich, shared meaning: Integrity: adhering to a standard of core values at UTSA and ensuring that one acts in a fair and ethical fashion; Excellence: commitment to delivering consistently high-quality service, teaching, and research through superior performance; Inclusiveness: fostering diversity and providing access to educational and socioeconomic opportunities for all - regardless of individual backgrounds and philosophies; Respect: treating others with civility and openness, recognizing the dignity inherent in each individual; Collaboration: working with others toward common goals while valuing teamwork, participation, and commitment to public service; Innovation: encouraging ingenuity, creativity, and discovery.

UTSA’s strategic plan, A Shared Vision UTSA 2016 (hereafter referred to as the “UTSA 2016 plan”), is composed of two parts: (1) the Strategic Plan and (2) the Implementation Plan, introduces a bold, new vision for the university: to become a national research university. Development of the strategic plan has been a collaborative effort intended to ensure that all members of various university constituencies have an opportunity to participate in establishing institution-wide priorities and strategies crucial to UTSA’s future. The plan outlines the strategic focus for the next eight years and identifies areas in which the university will excel.

The Implementation Plan provides a concrete basis for establishing strategic objectives based on institutional comparisons, and then outlines the means by which the university will achieve those strategic objectives. Most importantly, this document indicates how the university will prioritize the allocation of its

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1 UTSA is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor, master, and doctoral degrees.
2 http://www.utsa.edu/2016/docs/2016StrategicPlan.pdf
budgetary, personnel, and physical resources. This is intended to be a compilation of general strategies that the institution will adopt broadly to address the future needs of each of its three campuses.

Team 2016, the UTSA 2016 implementation oversight group, began meeting during fall 2007. It coordinated the alignment of all the vice presidential and college strategic plans with the university plan. Team task forces have worked throughout the spring and early summer to develop action items related to each of A Shared Vision UTSA 2016 strategic initiatives, metrics to assess progress, responsible parties to oversee the activities, and deadlines for accomplishing the actions.

The membership of Team 2016 is comprised of the academic deans, representatives from the various administrative divisions of the university, and student leadership. It is staffed and coordinated by the Vice Provost for Accountability and Institutional Effectiveness.

The University of Texas at San Antonio Strategic Plan, UTSA 2016, presents a shared vision of our University as a premier public research university, generating world-class research, providing access to educational excellence, and preparing leaders for the global environment in order to enhance our economy and promote the quality of our lives.

A premier research institution excels not only in research, but also in teaching and learning, community engagement and public service. The Implementation plan builds on our history and articulates and incorporates the unique advantages we enjoy while acknowledging the challenges we face. Our plan outlines the initiatives we will pursue to achieve our vision while adhering to our core values. This vision will be realized by building on a commonality of purpose, a shared sense of responsibility for the University's future, and a profound respect for the communities we serve.

We are committed to five strategic initiatives: (1) Enriching Educational Experiences to Enable Student Success; (2) Serving Society through Creativity, (3) Expanded Research, and Innovations; (4) Promoting Access and Affordability; (5) Serving the Public through Community Engagement; (6) Expanding Resources and Infrastructure.

Underpinning these initiatives are three foundational themes - building programs that meet the needs of a (1) global society, (2) promoting diversity, and (3) fostering transformative leadership. In addressing these themes we draw on five areas of collaborative excellence – (1) health, (2) security, (3) energy and environment, (4) human and social development, and (5) sustainability. We support these initiatives through a commitment to action and accountability.

Program History

In comparison to many schools of architecture in the United States, the Architecture program at UTSA has a relatively short history. On the other hand, its setting in the city of San Antonio provides a long and rich cultural and historic perspective. The main UTSA campus is an example of an expandable planned campus built around a central plaza that was inspired by the Spanish Law of the Indies, while the Downtown campus, the current location of the College of Architecture, enhances the opportunities to explore design, history, historic preservation, construction science and management, urban and regional planning, and influence of diverse cultures and ethnicities. Thus, the architecture students study in a working laboratory that also facilitates close collaboration with the local professionals and governing agencies.

The Architecture program was established in 1979 within the Division of Art and Design (as a four-year pre-professional degree) within the College of Liberal and Fine Arts (COLFA). The BFA degree in Architecture was changed to a Bachelor of Science in Architecture (B.S. Arch) in 1993. The Division of Architecture and Interior Design was created in 1995 within the COLFA and the Architecture program became the major component program within the Division. In August 1995, the Texas Higher Education Coordinating Board approved the Master of Architecture degree, which began the following spring semester. The required course work was implemented during the fall 1996.

A NAAB team visited and reviewed the Architecture program in April 1997; the NAAB Board granted candidacy for the program the following June. A second NAAB team visit in the fall of 1999 re-established the school's candidacy. Early in academic year 2000-2001, UTSA underwent a major administrative reorganization effort. As a result of this, the Division of Architecture and Interior Design officially became "The School of Architecture" and the College of Fine Arts and Humanities became the "College of Liberal and Fine Arts" (COLFA). The fall 2001 NAAB visit resulted in the initial accreditation of the M. Arch program. The School remained administratively within COLFA until September 2002, when as a result of achieving the initial accreditation of the Master of Architecture (M. Arch) program, the University requested and received an approval from the state to grant the School of Architecture an independent academic unit status. The School of Architecture offered four-year degree programs in Architecture (B.S. in Architecture) and in Interior Design (B.S. in Interior Design), as well as a two-year Master's of Architecture (M. Arch).

Deidre Hardy served as the School's first Director until 1997, when Dr. Richard Tangum was appointed. Interim Director Dr. Michael Kelly followed Dr. Tangum

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4 Which encompasses both B.S. Arch & M. Arch degrees
5 Bachelor of Fine Arts (BFA) in Art and Design with a Concentration in Architecture
in spring 2000. Julius M. Gribou, AIA, who was appointed Director of the School from fall 2000, was made the founding Dean of the School of Architecture in fall 2002. In fall 2003, Robert M. Baron, AIA, was hired as Associate Dean of the School of Architecture. In the spring 2004 the program was visited by a NAAB Team and subsequently granted a 6-year term of accreditation.

In the fall of 2005 the School was upgraded to College status and the Department of Architecture was established. Mark Blizard, who was Coordinator of the B.S. Arch degree program, was appointed the first Chair. Also, in 2005 a post-professional research M.S. Arch was established.

In the spring 2007 Julius M. Gribou, AIA was appointed Provost and Vice President for Academic Affairs and Robert M. Baron, AIA was appointed Interim Dean. In the fall of 2008 the new B.S. in Construction Science and Management was received its first student cohort and Dr. Gayle Nicoll was appointed the new Chair of the Department of Architecture. Dr. John D. Murphy was appointed Dean and assumed his duties August 1, 2009.

The Architecture program was originally located on the third and fourth floors of the Arts Building on the main campus, where the majority of the studio courses were housed. By 1998 the School had expanded into the adjacent Science Building on the first floor where our first year studios are currently located. In 1999 the School was allocated space in the Phase I Frio Street building on the downtown campus. In the fall 2001, the phased move Downtown started with the fourth year studios and the graduate thesis space moving to the third floor of the Durango Building, and six faculty members moving to individual offices on the fourth floor of the Buena Vista Building. Starting in the fall 2002, the University acquired rental space, the Urban Loop Studio (ULS) Building, which housed the third year, fourth year and graduate studios plus three faculty offices. The Durango Building Studios was occupied by the Interior Design program. Also the sophomore studios in the ARTS (1604 Campus) Building moved to the spaces previously occupied by the junior architecture and interior design studios. In August 2003 the final phase of the move downtown took place and the school leased space in the Monterey Building. In 2006 the University purchased the building. All College space was consolidated in the Monterey building. COA space utilization is described in the Physical Resources section of the APR.

The location of the Department of Architecture within the Downtown Campus in the city of San Antonio and the cultural and ethnic backgrounds of our students give them a unique perspective on global and multicultural issues. The virtue of its setting has required San Antonio to become a bridge of sorts--linking North and Central American cultures, Anglo and Latino traditions, and Eastern and Western American experiences. Thus the city’s architectural fabric has been woven by very different cultures over a long period of time, and has resulted in a unique and inspiring laboratory in which to study history, culture, and the
expression of design. Studio and class assignments place emphasis on the contexts of history; the multi-cultural context; international proximity, travel, and trade; and the question of cultural ownership. Students explore precedent, preservation, and contemporary problems and solutions as well as sustainability, accessibility, environmental issues, and social diversity and equity.

Our student body is composed of approximately 57% minority students (mostly Hispanic), and many of them are the first members of their families to receive a college education. Many are bilingual or multi-lingual; English is the common denominator of communication in the classroom, but often not the native language.

Currently, the Department of Architecture enjoys a strong reputation with design professionals throughout the community and with the local chapter of the AIA due to its community engagement with design-Build projects and community based studio projects like the Lende Design Competition, the Raymond Russell design-build park project and the Boerne studio. Consequently, our students learn about and are committed to the community and normally choose to work as interns and professionals in many of the offices in the greater San Antonio area.

The Department of Architecture is currently the only department within a College that also houses programs in Interior Design and Construction Science and Management. The program has gained from its association with these allied fields. For example, architecture and interior design majors share the same course work in the first two years of their respective curricula. Through the processes of developing a strategic plan, the COA has undergone an intensive review of its mission, goals, curriculum and pedagogy and has achieved a desirable degree of coherence in its programs. Since architectural education is a dynamic and ever evolving entity, the faculty is engaged in a continuous discussion about the curriculum and its evolution.

Program Mission

The mission of the COA is to educate architects, interior designers, and construction managers who are concerned about their fellow citizens and who see the quality of built and natural environment as central to our shared future. We emphasize the essential role that designers and builders play in improving the built and natural environment. We are committed to the idea that the next generation of architects must be provocateurs and critics, conservationists and builders, and empathetic fellow citizens and leaders who transcend disciplinary boundaries—to be designers familiar with the problems and solutions of living.

• We are one of the nation’s fastest-growing architectural programs with a diverse faculty and predominately Hispanic student body. The program takes advantage of a unique intellectual, educational, and architectural
culture. The setting is a singular environment--South Texas and the borderlands region of the southwestern United States and northern Mexico--within which San Antonio’s multiplicity of cultures and memories remain vital: giving shape to and informing the present city. A layered collage, from the earliest to the most contemporary cultural artifacts, exists and provokes a dialog between the old and the new. The city has become a unique laboratory for the exploration of architecture, history, and the influence of culture and ethnicity.

- Within this rich environment, the architecture program seeks to develop a synergistic relationship between the setting and the contemporary context of rapid technological change. Our graduates enter the realm of architecture in an age of wireless communications, globalization, and increasingly complex professional networks. The architecture program focuses on the threshold between the particulars of a historic setting and the universal ideas exemplified by contemporary theory.

Our vision is that by 2016 we will become the College of choice in Texas for those who want to become architects, interior designers, and construction managers. Core Values of the COA include (1) Commitment to Local communities, (2) the design and construction of sustainable buildings, interiors, and cities, (3) quality of life through the design and construction of the built environment, (4) ethical practice, public health, safety, and welfare, (5) Interdisciplinary collaboration among architects, interior designers, and construction managers, and (6) Preserving and conserving the architectural heritage of the South Texas region.

The problem of education is to make the pupil see the wood by means of the trees...The function of a University is to enable you to shed details in favor of principles...The task of a University is to weld together imagination and experience...Alfred North Whitehead

The program takes advantage of a unique intellectual, educational, and architectural culture. The setting is a singular environment--South Texas and the borderlands region of the southwestern United States and northern Mexico--within which San Antonio’s multiplicity of cultures and memories remain vital: giving shape to and informing the present city. A layered palimpsest, from the earliest to the most contemporary cultural artifacts, exists and provokes a dialog between the old and the new. The city has become a unique laboratory for the exploration of architecture, history, and the influence of culture and ethnicity.
As a professional program within a university setting, we are committed to the education of the whole person. In other words, we are committed to a holistic education that encompasses the mastery of a body of knowledge and a set of skills, as well as the honoring of a social contract to advance basic human values. It includes learning for its own sake, and the application of that knowledge for a full, richer life for our students as future practitioners, professionals, and informed citizens.

Our teaching philosophy involves preparing our students with the necessary means, methods, and attitudes to be effective practitioners. We seek to give them the ability to evaluate and the confidence to be able to ask the right questions. We believe that an educated student in architecture: (1) has developed the ability to think, write, speak, and design clearly and effectively; (2) has cultivated a critical appreciation of the ways in which people gain and apply knowledge of the universe, of society, and of ourselves, including the aesthetic and intellectual experience of literature and the arts, history and political science, social and behavioral science, mathematics, and the environmental sciences; (3) has acquired a critical balance between social responsibility and individual design choices, (4) is not constrained by provincialism in his or her understanding the world, but instead understands the importance of context and innovation in the process of design.

The architecture program upholds this philosophy through a course of guided discovery and exploration with students which: (1) develops a passion for learning that enfolds discovery, application, and the sharing of knowledge over a
lifetime; (2) develops an analytical framework that enables them to be effective problem-solvers; (3) communicates the value of design in a clear and convincing manner; (4) adapts to and guides economic, social, and technological changes in society; (5) synthesizes social, environmental, technical and aesthetic considerations in a cohesive way, through an understanding of process and product; (6) learns to design within constraints, through an environment of collaborative learning; (7) demonstrates the skills and knowledge that enables them to create sustaining environments and communities; (8) cultivates linear and lateral thinking as part of the process of learning, which will continue to be demonstrated through future professional practice; and (9) establishes education as a bridge between the academy and the profession.

We are committed to the mission of the University; most especially toward its responsibility in serving the unique challenges of an environment encompassing the American Southwest and Northern Mexico. Though this may be for us a particular area of focus, we feel that the lessons resolved here will have universal applications. Given this we will especially seek ways to contribute toward technological, economic, and cultural development. It is therefore the goal of this program to provide an environment of learning that fosters: (1) creativity in resolving design issues; (2) a high level of practical skill and a strong work ethic; (3) awareness of the necessity to provide for human needs and well-being; (4) enthusiasm about the responsibility to effect change; and (5) a commitment to freedom of inquiry and the creation of an environment in which people can teach, discover, learn, and enrich themselves and their community.

We believe that the fundamental substance of a design education consists of a structure that promotes useful exchange, dialogue, and discovery. Means, methods, and attitudes can be informed as well as guided by the academic environment. Within this environment, we believe that critical thinking and the discipline of making should be brought together in practice. Moreover, we believe that it is necessary that professional practice remain always in dynamic flux, animated by dialogues between the particulars of materials, setting, history and the universality of ideas. It is this essential nature of education -- the ability to organize knowledge, and with it to make connections -- which we hope will be carried by our students into their professional lives.

**Program Strategic Plan**

In fall 2007, Interim Dean Robert M. Baron, AIA, initiated the College of Architecture strategic planning process through a faculty taskforce. A series of planning meetings preceded a daylong retreat. The retreat consisted of four plenary sessions that addressed a variety of important topics including: (1) Taking Stock and Envisioning the Future, (2) Enriching Educational Experiences and Excellence, Promoting Access to Education at COA, (3) Serving Society through Creativity, Research and Innovation at COA, and (4) Serving the Public
through Community Engagement and Expanding Resources and Infrastructure at COA. To address each of these topics, small break-out discussions were held, followed by a plenary session. The results of the retreat became the starting point for the COA Strategic Planning process that followed. The retreat was attended by a large number of tenured, tenure-track, and non-tenure track faculty from the College of Architecture as well as representatives from the college’s staff and students.

COA Mission Statement, Vision and Core Values
- To educate the next generation of professionals in the creation of useful, sustainable, and beautiful buildings, interiors, and cities
- To advance research in architecture, interior design, construction science, preservation, urban and regional planning
- To serve communities in South Texas

Vision Statement 2016: The College will become the College of choice in Texas for those who want to become architects, interior designers, and construction managers

Core Values: Commitment to:
- Local communities
- The design and construction of sustainable buildings, interiors, and cities
- Quality of life through the design and construction of the built environment
- Ethical practice
- Public health, safety, and welfare
- Interdisciplinary collaboration among architects, interior designers, and construction managers
- Preservation and conservation of the architectural heritage of the South Texas region
- Humane and harmonious buildings, interiors and urban design that respects local traditions and environmental conditions
COA Strategic Advantages:
The COA is located near the historic San Antonio downtown in South Texas, a gateway to Mexico and Latin America. The College is relatively young and evolving with a culturally diverse faculty and student body. The students bring a generally Hispanic perspectives, background, and potential to the College. The program is located in close proximity to many architectural and interior design firms, construction company offices, and the offices of state, city, and county government.

COA Strategic Challenges:
The COA is challenged by high faculty-student ratios; an out of balance full-time to adjunct faculty ratio; a still developing research culture in which expectations outpace support; sparse resources, including a lack of facilities for fabrication and design-build projects; the lack of a locus for the development of design culture, including a dedicated technical resource center, gallery, archive, café, and other social spaces that serve to support the development of community within the college; and, a reputation that does not yet represent the quality, uniqueness, and intensity of the education provided within the College. Along with other public educational institutions in Texas, we share the challenge presented by low graduation and retention rates and inadequate preparation of students in secondary education. We see these challenges as opportunities for leadership and creativity.

Strategic Initiatives, Goals, Action Items and Metrics
- In order to meet our vision and fulfill our mission, COA is committed to pursuing five strategic initiatives, encompassing more than 22 goals. Our initiatives reflect support for UTSA’s strategic plan as well as the three foundational themes and five areas for collaborative excellence described in the matrix found in below titled “COA Matrix of Foundational Themes & Areas of Excellence”

The following five strategic initiatives with associated key metrics will serve as a framework for aligning COA goals with those of UTSA 2016 strategic plan. Each indicator will have associated targets and serve to measure our progress as against past performance.

- **COA Strategic Initiative 1: Enriching Educational Experiences to Enable Student success:** (1) Construction of new COA facilities, (2) Increasing student involvement in Study abroad programs, (3) Professional recognition of COA students and faculty for their expertise in key areas (sustainability, health and wellness, development, energy and environment)

- **COA Strategic Initiative 2: Serving Society through Creativity, Expanded Research, and Innovations:** (1) Design/research productivity on par with peers to which we aspire, (2) Research expenditures on...
par with peers to which we aspire, and (3) COA faculty, staff and students achieving national and international recognition

- COA Strategic Initiative 3: Ensuring Access and Affordability: (1) Greater number of first generation, special needs, and minority college students enrolled, (2) Abundant financial aid opportunities, (3) Improved graduation and retention rates
- COA Strategic Initiative 4: Serving the Public through Community Engagement: (1) Consistent participation of COA in community initiatives
- COA Strategic Initiative 5: Expanding Resources and Infrastructure: (1) raise Sufficient funds for new facilities and research infrastructure

Progress since last visit: The most recent assessment of progress indicates the achievement of the following accomplishments:

- Initiated a Master of Science in Architecture degree.
- The School of Architecture was elevated to college status in 2004.
- A School of Architecture Advisory Council was formed in 2003.
- The entire COA of Architecture was relocated to the Monterey Building in 2005.
- Expanded the enrollment over 100%.
- 7 tenure track faculty positions in architecture were added and filled in 2003.
- Hired an Associate by Dean in 2003
- Established two certificate programs: Historic Preservation and Urban and Regional Planning in 2008
- Initiated semester long study abroad programs in Italy in 2004 and Barcelona in 2006.
- Initiated the B.S. Construction Science degree programs in fall 2008.
- Received 8 new scholarships: 3 endowed and 5 annual (2001-2003).
- Inducted first group of students into Tau Sigma Delta (2003).
- Won the HABS Peterson Prize (2003).
- Hosted the annual meeting of ARCC in spring 2009
- Receive a six-year term of accreditation for the Master of Architecture program
- Receive an approval for M.S. Architecture and B.S. Construction Science and Management degree programs
- Start offering a study abroad program in Italy
- Start offering a study abroad program in Spain
- Expand the support staff and add an Advisor, a Development Officer and a Webmaster
- Provide full computer networking capabilities for the students
- Recruited diverse and highly qualified faculty
  - San Antonio Conservation Society Endowed Professor
  - Construction Sciences Program Coordinator
  - Architectural Design/Health Facilities design
- Structures/Technology
- Construction Science

The following are pending

- Develop specialization in Health and Wellness Design
- Expand the studio spaces
- Expand the support and archival spaces
- Receive an approval for a new or remodeled building
- Establish Departments of Construction Science and Interior Design in addition to the existing Department of Architecture
Progress Since the last Site Visit
2. Progress since Last Visit

Introduction
Upon reflection, the comments offered by the 2004 NAAB Visiting Team and the findings outlined in the Team’s follow up report regarding the grounding, development and performance of UTSA’s Architecture Program, proved very instructive and helpful. During the subsequent five years since the last NAAB review, much has changed at UTSA with the once School of Architecture having matured into one of America’s largest, most diverse, and progressively evolving Architecture Colleges.

Due in great measure to the NAAB accreditation process of evaluating and approving of the education that tomorrow’s architectural professionals are gaining at UTSA, the College views its teaching, research, and community services roles as tremendous responsibilities leading to seemingly endless opportunities for the College and its graduates to become better and do more toward positively shaping the nature of the built environment.

Causes of Concerns outlined in 2004

Writing Skills
Progress has been made at expecting more frequent and more rigorous writing performance at the upper undergraduate, and particularly in the master’s level of studies in recent years. With the academic qualifications of the College’s graduate students significantly improved since the 2004 accreditation visit, the growing competency of papers produced speaks of the realities of the College being able to exercise greater selectivity in the students admitted to pursue graduate work towards the Professional Degree.

Despite the upside of masters writing representations, undergraduate students’ work in this regard (especially at the first two years of education) remains generally one of the greatest instructional challenges for the College. Finding itself in the company of most institutions of higher learning with respect to this national educational dilemma, numerous programs of writing ability reinforcement (of which the Architecture students have access to) have been instituted by the University in recent years with evidence of some success.

In response to the previous Visiting Team’s concerns over writing capabilities within the College, the faculty acted to tweet the sequence of some course work to better correspond with the progressive development of students’ writing abilities as influenced by Core classes and the fore mentioned University writing assistance initiates. Certain courses (such as Architecture and Thought), have been moved from the first two foundation years of instruction to junior and senior years of study, with classes (such as Professional Practice) moved from the undergraduate curriculum to the master’s setting.
Current curriculum courses that directly contribute to writing skills are as follows:
ARC 1413 Architecture and Culture
ARC 2413 History of Architecture: Prehistory through Medieval
ARC 2423 History of Architecture: Renaissance through Nineteenth Century
ARC 3422 History of Modern Architecture
ARC 3433 Topics in Architecture and Thought
ARC 5133 Advance Professional Practice and Ethics
ARC 5173 Architectural Theory and Criticism

Although challenged by the exponential increase in students desiring to study architecture at UTSA, and the corresponding growth in class sizes and thus faculty workloads (a symptom of University budgets and spatial allocations having been underestimated in being able to keep up with Texas public educational demands), the College remains entirely committed to the importance of writing requirements at critical junctures in the curriculum.

Wood Shop
Principally due to funding constraints and space limitations, the College has been hampered in providing its students with an adequate materials fabrication lab. Prior to the economic downturn, the University had considered prospects for a new College of Architecture building which also distracted administrators from dedicating the resources necessary for a interim wood shop facility. Now that it appears unlikely that a new College of Architecture building will be realized in the near future, there is now a new planning initiative aimed at constructing a stand-alone structure adjacent to the existing architecture school to provide a safe, state-of-art fabrication shop for support of curriculum instruction and student research exploration.

Summary of the 2004 Visiting Team Report

Criteria Well Met
12.8 Human Diversity
12.12 National and Regional Traditions
12.17 Structural Systems

Criteria Not Met
12.14 Accessibility
Ability to design both site and building to accommodate individuals with varying physical abilities.

Visiting Team Comment in 2004:
“Although there is evidence of understanding of this criterion and several projects demonstrate the ability to design sites and buildings to
accommodate individuals with varying physical abilities and disabilities, the program does not meet with level of ability.

12.28 Technical Documentation

*Ability to make technically precise descriptions and documentation of a proposed design for the purpose of review and construction.*

Visiting Team Comment in 2004:
“Ability to do technical documentation is not well demonstrated and is weakly demonstrated in the advanced design studio”.

2.4 Curriculum Adjustments and Program Enhancements in Response to Criteria Not Met

In response to the criteria determined as not having been met in 2004, the College set about examining the structure and content of the program in a manner so as to effectively address highlighted deficiencies concerning accessibility design awareness and technical documentation proficiencies. To this end, the following curriculum adjustments and program enhancements were implemented:

12.14 Accessibility

*Action Taken:*
The College initiated tighter coordination of fourth-year Systems Studio and graduate level Advanced Design Studios whereby studio faculty would be required to act more aggressively in their instruction and design progress reviews, toward insuring that human accessibility as relates to architecture is always relevant to any design endeavor.

A College wide, end of semester review of students’ studio work (emphasizing fourth year System Studio design proposals), was initiated following the 2004 accreditation review in an effort to better gauge how students are performing in addressing accessibility design fundamentals.

12.28 Technical Documentation

*Action Taken:*
In approaching this program deficiency, the College again turned to seasoned faculty instructing fourth year and graduate studios to be closer coordinated and to become more diligent in their expectations of students’ design work. By redirecting the focus of graduate Advanced Design Studios somewhat away from a tradition of faculty driven “topics” research agendas, it is felt that greater attention has been paid to the technical documentation fundamentals that better prepare students for a profession that requires tangible results.
In parallel to addressing criterion 12.14 “Accessibility” relevance in studios, end of semester reviews of student product became the proving ground for measuring the multiplicity of technical documentation issues necessary to move hypothetical architecture towards an adequately mature level of detail exploration and graphic representation required to bring design concepts to reality.

Beyond the previously discussed curriculum directed “actions taken” to address Criteria Not Met, it is important to mention how the College’s Design/Build Studios (particularly targeting upper level undergraduate students) have grown in significance as a way to respond to both Criteria 12.14 and 12.28 shortfalls. Due to the obvious nature of community service oriented design/building initiatives, undertaken by experienced faculty working closely with their students, critical investigations into both technical documentation and accessibility standards are witnessed as vital to actually bringing architecture into existence.
Compliance with the Conditions of Accreditation
3.1 Program Response to the NAAB Perspectives

Architecture Education and the Academic Context

The Department of Architecture, along with the Interior Design, and Construction Science and Management Programs, form the College of Architecture at UTSA. The College is a respected autonomous academic unit within the University community. Members of the College’s faculty and administration serve in key positions of leadership on University wide committees, thereby influencing all levels of decision making relevant to the direction of the University’s vision and since of responsibility to society.

From having College personnel assist with the rewriting of the University Handbook of Operating Procedures and contribute to the Strategic Plan corresponding to the Southern Association Colleges and Schools accreditation process for the University, to seeing faculty step up to serve in critical advisory positions concerning the development of the University’s infrastructure and physical plants, the College of Architecture shares significantly in taking on the challenges of enabling the University to become an educational institute of the higher order.

Additional University committee involvements on the part of the College include the University’s Executive Leadership Council and the Dean’s Council, the Faculty Senate, the Graduate Council, University Faculty Review and Advisory Council, the Library Committee, and dozens of other committees and tasks forces all relevant to the operations, integrity, and reputation of the University at such a critical time in its evolution.

So much of how an academic environment is affected relies on the quality of its faculty. The College’s faculty provides a professional education of high intellectual order and growing distinction. The standards for new faculty recruitment and hires have been established to target our continued progression in the areas of teaching, research and service to students, the University at large. Of the tenured and tenure-track faculty members, ten are registered design professionals, twelve hold doctoral degrees, and one is a Fellow within the American Institute of Architects.

To reinforce the professional nature of the architecture program and strengthen its links to the practicing community of architects and allied disciplines, adjunct faculty are generally registered professionals. Faculty members have an outstanding record of professional leadership in various organizations and have received numerous awards for their work and service. Such organizations presently represented by UTSA faculty include the American Institute of Architects, the Texas Society of Architects, the Association of Collegiate Schools of Architecture, the Journal of Architectural Education, and the International Interior Design Association, just to note some of the most well known such organizations and societies.
The College of Architecture has enjoyed one of the fastest growths within the University over the past decade. During this time, the program has evolved from being a Division within the College of Liberal and Fine Arts, to emerging as an autonomous School, and ultimately to becoming a College. In addition to its founding core disciplines of architecture and interior design studies, the College has recently introduced a new curriculum and bachelor degree offering in Construction Science and Management (CS&M). From an initial beginning of some 25 students in the fall of 2008 to the second year of CS&M course offering the program now tracks more than 85 degree candidates. The Masters of Architecture degree program also has grown rapidly in both student numbers and academic rigor with offering of certificates in Historic Preservation as well as Urban and Regional Planning.

In light of the challenges associated with the success of attracting so many students pursuing degrees within the College of Architecture, the College has begun the process of implementing enrollment management strategies to resolve obvious difficulties in being able to provide for adequate resources of space and personnel.

Undergraduate degrees at the University, including the pre-professional architecture curriculum, are based on a “core” curriculum that is common to all disciplines of study. The Core Curriculum consists of a series of courses from a broad spectrum of disciplines from which all the undergraduate students at UTSA are required to take 42 credit hours. This Core provides all students with a comprehensive academic foundation on which to build their specialized professional education.

University core courses in the humanities, sciences, languages, and philosophy give students a broader perspective of the world, and that in the case of architecture students, informs the design process by reference to and understandings of commonalities and differences in cultures over time. Lecture and studio courses in the architecture program make connections to these subjects by requiring investigations and research that draws upon the information acquired by students in core curriculum settings.

As a contributor to the pantheon of University course offerings within the Core Curriculum, the College of Architecture recognizes its responsibility to the students from other disciplines across the academy and welcomes undergraduate participation in architecture courses under the following three headings—Architecture and Culture, Architecture; Prehistoric to Medieval, and History of Architecture; Renaissance to Nineteenth Century. To expand on College of Architecture contributions to the University’s Core Curriculum, a new course entitled Great Buildings and Cities is awaiting approval.

Due to state-wide mandates that stipulate undergraduate degree requirements be based on a 120 credit hour curriculum, the architecture program recently adjusted its degree plans according. The first change involved a shift from 130 hours (in effect during the College’s last NAAB accreditation visit) to the current 123 hours. This
change is in keeping with suggestions made during the last NAAB visit and follows the trajectory of development of our maturing and more demanding Masters of Architecture professional degree program.

In recent years, specific courses designed to “train” students in the nuances of computer skills (specifically introductory CAD applications) have been found to be increasingly unnecessary given the technical abilities that the majority of students seem to possess upon entering the College. By omitting introductory or rudimentary computer courses from the curriculum, students are availed additional course credits to pursue more advanced and desired computer courses in Building Information Management (BIM) for example. For the past two years students have heavily subscribed to such advanced computer courses with emphasis on REVIT software operating systems. Student abilities at fundamental CAD comprehension have not seemed to have suffered in the least in studios.

Additional adjustments to the undergraduate curriculum have recently included revisions in the senior year studio sequence whereby the traditional 6 hour Topics Studio has become an elective course offering in the name of providing students the option of greater selectivity for how they might wish to pursue 6 credit hours of study during their final year of bachelor degree studies. This is felt to be particularly important as undergraduate students strive to develop personal educational interests in areas that tend to lead to graduate research attractions. To compensate for this undergraduate curriculum adjustment (in the name of liberalizing senior year studies to allow for more electives to be offered within the framework of the significantly reduced overall number of undergraduate course hours), Masters degree candidates are presently required to take an additional semester of design studio at the 6 hours credit rank.

The pre-professional degree grounded in the liberal arts, science, and humanities, forms a strong foundation on which to build concentrated areas of research at the graduate level. To advance this layered educational premise, Masters of Architecture students are encouraged to take courses outside of the major in disciplines such as anthropology, sociology, geography, urban planning, public policy, and business in order to support graduate research as well as to enrich the curriculum of the graduate program in architecture.

Within the College, architecture majors interact regularly with majors in both interior design and construction science and management. This interaction is supported by common courses within the first two years of study in the College. Such integration recognizes the strong relationship between these disciplines within the academic sphere and the profession as well. While distinctions of course content are evident by the junior year among the three programs within the College, history, technical, and professional courses are shared by all three throughout the undergraduate curriculum. It is felt that this approach to integration strengthens each distinct discipline while encouraging both students and faculty to collaborate, just as they will be called upon to do in professional circles.
Architecture Education and Students

As a community of knowledge seekers, everyone within the College learns from each other. Believing that the best examples for students are not prescriptively taught by faculty, but instead applied as practice, the study of architecture is among one of the most diverse and individual choice driven areas of educational pursuits to be found on any campus today. This is particularly true of UTSA.

Students and faculty of Architecture, and allied fields of study, come from many different backgrounds and bring with them differing educational experiences that inevitably find their way into the classroom. Building on this foundation, course work (especially within studios) is rooted to the professional practice model of accomplishment, with the greater goal that students will leave the academy prepared to succeed in employment not only in traditional architectural practice, but in a variety of careers as relate to public service, historic preservation, and urban planning, just to mention a few the more obvious career corridors available to our graduates.

Architecture Education and Registration

From administrators through the ranks of faculty and staff, the College works hard to impart a sense of discipline, responsibility, and high ethical behavior to its student body. As eventual design professionals, students learn that they will work to solve human needs while ever conscience of the responsibilities to improve on the built environment in constructive ways. This said the College’s design studio pedagogy, as a curriculum committee coordinated work in progress, encourages studio explorations at designing environments for real world challenges at all year levels of learning.

During the first two years of education, students are exposed to a strong foundation in pragmatic decision making yet at the same time a well rounded exposure to aesthetics. In the all important third year of classes, students are expected to begin to integrate principals and practices acquired through technology courses (understandings of structural fundamentals, environmental systems conventions, and increasingly non-traditionally green building methodologies) as influence the sophistication and sustainability of architecture. By the fourth and fifth years of learning, the many layers and levels of technical and theoretical understandings concerning the complexities of the build environment must be realized by impending graduates. As the pinnacle of each student’s final year of master’s study, or “capstone” year of professional degree work, studio course work embodies all that has been learned and practiced, fortified by the requirements of an individual student’s chosen area of professional interest as acquired in advanced seminars, field schools, and research oriented classes.

In the process of evaluating students’ progress over the course of their six years of study toward the professional degree, significant emphasis is placed on students being knowledgeable of health, safety, and welfare considerations with respect to the realities of architecture. Moreover, “health” considerations should address ecological, mental,
and social well being as well as human comfort and productivity. “Safety” should not be limited only to emergency exiting requirements and other such code derived expectations, but it should be extended further in the cause of a safer environment overall. And “welfare” should imply that all human enterprise, least of all architecture, should be conceived to the betterment of life as opposed to its detriment.

Design critiques within the College tend to be generally casual in nature, with students' findings and proposals reviewed by visiting practitioners as well as faculty members. With the interjection of outside professionals to the critique process, students often hear lively discussions and sometimes debates on such relevant subjects as economics, materials and methods of construction, code requirements, and accessibility standards, etc.—issues that are critical to the professional and to practice registration.

Among the many strong points in fashioning UTSA’s curriculum in meeting licensure demands, a good number of upper level undergraduate and graduate students have participated in internship courses with local architecture and construction firms. As interns in firms, students observe firsthand the intricacies of professional practice from personal experience, thus reinforcing the principles and theories of taught introduced in the classroom.

As an active supportive of the goals and benefits of the Intern Development Program (IDP) of the National Council of Architectural Registration Boards, and in light of the College’s constructive relationship with the Texas Board of Architectural Examiners (TBAE) it is clearly understood that the College of Architecture takes seriously its responsibility at educating future licensed design professionals.

**Architecture Education and the Profession**

A significant number of the College’s faculty are registered architects or interior designers. Many maintain practices or serve as consultants to established firms. Beyond this very direct connection to the profession, the local architectural community has very strong ties to the College—this due in large measure to the fact that most of the architecture program’s graduates are hired after graduating to work in firms based in San Antonio and environs.

As previously noted, many professionals from across the community willingly volunteer of their time and talents to serve as studio critics, and to provide constructive feed back to the College after reviewing student work. The observations of these practicing reviewers bring credibility to the students’ achievements and the program as a whole. Beyond periodic studio review involvement, local practitioners have given lectures and commit themselves to more formal College engagements by serving as adjunct faculty. Members of such noted, awarding wining design firms as Lake/Flato Architects, Overland Partners, and Alamo Architects, to mention just a sampling, have conducted firm name sake studios in collaboration with full time faculty in addressing particular design problems of our day.
Over the years the College has counted on local practitioners from the architecture and interior design communities to serve on the College’s Advisory Council. Advisory Council members, generally professionals from the breath of practice, selflessly serve as vital conduits for the exchange of ideas and opinions between the profession and the academy. Such giving volunteers have had a great deal to do in helping the College grow as quickly and assuredly as it has in recent years.

As the focal course for linking the realities of practice to what students should be expected to comprehend about the profession when entering the work place, the Master’s course in professional practice (ARC 5133) is offered as a platform for understanding the complexities of contemporary practice and design firm management. This course, generally taken by students in their final semester of graduate studies is organized to be a spring board to the launch of students’ careers.

Architecture Education and Society

Located in the second largest city in the State of Texas, the University of Texas at San Antonio is the most identifiable institute of publicly funded higher education in the Alamo City. As home to many distinct American sub-cultures, who together inhabit one of the nation’s oldest and most storied urban environments, San Antonio is recognized for its architectural heritage above most other cultural traits. It is within this social context that the College of Architecture accepts its vital role of working to insure that the traditions of shaping a citizenry’s identity through buildings will be proudly upheld for generations to come.

In line with the civic obligations of a taxpayer supported university, students in collaboration with their professors, frequently choose to become involved in community service projects in which students develop theoretical options into practical solutions in response to peoples’ needs. It is with pride that the College can point to projects across and outside their immediate community where students and faculty have had a role at bettering the lives of citizens.

During the course of service oriented learning opportunities, students gain experience at interviewing residents and member of the business community, compile demographic data, and make detailed building surveys in order to better identify and understand the role of the designer in working to solve problems for people.

As a virtual living laboratory of architectural expression, the wealth of historic structures to be found in San Antonio presents the College with an endless list of design investigative opportunities. Recent projects of community importance have focused on the documentation and study of actual properties identified as candidates for preservation and adaptive use. Often time’s owners of endangered historic properties have turned to the College for assistance in building a case for preservation. Such instances not only benefit physical cultural resources, but advantage the College’s
educational mission by having citizens (individuals and organizations) act as mentor clients for groups of students.

It is also the College’s intent that students (by the example of their professors) become proactive stewards of the environment. As a result, courses are designed to provide the theoretical and practical knowledge that will allow graduates to be able to make the kinds of decisions that will be asked of them in practice relative to balancing environmental sensibilities against the realities of providing spaces for people as expected of an advanced civilization.

To reinforce the plethora of social responsibilities that students of architecture must recognize as among the things that architects, designers, and good builders are encumbered to acknowledge as their responsibly as influences society, courses such as *Architecture and Culture* and *Architecture and Thought* serve to enlighten students’ as to how humans live and adapt to their surroundings, and in turn how humans impact the world by building. Growing out of such foundation courses, studies in history, environmental systems, materials and methods of construction, and the all important proving ground of design studios examine the challenges of specific populations that require places that are functional and safe, and at the same time aesthetically compelling.
3.2 Program Self-Assessment

The University of Texas at San Antonio conducts three levels of self-assessment ascending from the Departmental, to the College, and ultimately to a University wide perspective of considering effectiveness.

Within the College there exist four categories of assessment or feedback toward identifying measures of success as well as areas for improvement. The categories are as follows:

1. *Curriculum* is carefully monitored and tuned as necessary.
2. *Faculty* members are annually reviewed by the Department Chair on the basis of individual faculty self-reflections of personal goals and aspirations set against the backdrop of the College’s mission and vision. Student evaluations of course work offerings and instructors’ classroom performance are included in this process.
3. *Practitioners* are sought out for input concerning graduates’ performance in light of design and construction industry trends and workplace expectations.
4. *Alumni* are asked to render honest opinions about the College’s evolution.

**Department and College Levels of Self-Assessment**

At the Department level, self-assessment occurs through the College’s governance system which is comprised of committees responsible for addressing organizational, curricular, and resource needs. The committees’ duties are summarized as follows:

1. The *Undergraduate Academic Policy and Curriculum Committee* evaluates and develops curricular changes, makes academic policy recommendations, and considers proposals for new undergraduate programs.
2. The *Graduate Program Committee* addresses Master of Architecture professional degree curriculum matters, develops academic policy, and considers proposals regarding new graduate initiatives such as certificates in specialized areas of study.
3. The *Faculty Advisory Committee* advises the Dean on matters of general policy recommendations and guidelines, as well as resource allocations including student scholarships.
4. The *Faculty Review and Advisory Committee* addresses promotion, retention, and tenure matters and makes recommendations to the Dean in this regard.

In addition to the above functionary committees’ comprised of appointed or elected faculty representatives, the entire faculty meets several times per academic year in order to address questions of organization, curriculum, and resources.
Curriculum

The Undergraduate Academic Policy and Curriculum Committee is made up of design year coordinators (acting as representatives of freshman, sophomore, junior, and senior faculty and student perspectives relative to studio matters of interest and importance) and representatives from non-studio areas of concentration such as history, technology, etc. Committee members serve at the request of the Department Chair and elect a committee chair from the ranks of the membership. The committee meets periodically each semester and involves the participation of coordinators from the Interior Design, and Construction Science and Management degree programs as a means of enhancing Department wide communications and shared educational goals. The College’s Associate Dean for Academics serves as a non-voting member.

The Graduate Program Committee is comprised of College faculty members identified as qualified to teach within the professional degree curriculum. A chair is elected from the ranks of the committee membership. Given the relatively large size of this important forum for guiding Graduate studies, research, and scholarship, an executive council of committee representatives, from the ranks of design year studio instructors, and non-studio areas of concentration such as history, theory, professional practice and ethics, etc., form the membership of the executive council. The College’s Associate Dean for Research serves as a non-voting member of the general Committee as well as the executive council.

The Bachelor of Science degrees in Architecture, Interior Design, and Construction Science and Management, are cooperatively coordinated within the offices of the Department of Architecture under the leadership of the Department Chair for Architecture and program coordinators for Interior Design and the Construction Science and Management Programs. Since the initial accreditation of the Master of Architecture Professional Degree Program, it has been the conviction of College of Architecture (previously a School at the time of the last NAAB review) to resist departmental divisions that tend to segregate and polarize populations of students, and in turn faculty and staff, within many university communities. To the credit of Deans, administrators, Departments Chairs, committee chairs, and program coordinators, the College’s students and faculty have demonstrated a propensity for a shared ownership in the College’s curriculum and the quality of its implementation.

Toward advancing the agendas of all three undergraduate degree plans, in the course of ever improving on the reputation of the College’s accredited Professional Degree program, design year coordinators (in association with the Department Chair) are responsible for planning for end of semester studio reviews in order to measure the effectiveness of academic course work integration within the framework of studio environments. Rigorous end of semester reviews of all sections of studio (whereby a mixing of all studio year faculty review as many as 4 other sections of students’ accomplishments) serve to address the strengths and needs of each student’s design progression and in the process demonstrate a body of student work, as well as teaching premises and criteria, from across the breadth of the College. During the end of semester
studio reviews local practitioners are invited to participate at all year levels of studio critiques.

As a means of developing a baseline of student and faculty performance expectations, a systematic process of archiving the College’s best work is ongoing.

Within the Professional Degree program there are a series of self-assessment mechanisms currently in place. Follow-up with the College’s Master of Architecture graduates have been limited to random exit interview is conducted with a sampling of graduates in order to assess students’ experiences. The College of Architecture is currently developing in conjunction with the UTSA Graduate School a new strategies for alumni assessment that will be more effective in meet the needs of our current students.

**Faculty Performance**

In addition to benefiting from the exchange that occurs between faculty and students the result of peer reviews of studio product, each faculty member is evaluated in three additional ways.

1. **A Student Survey**: a standardized student evaluation of courses denoted as the “IDEA” Survey is conducted during the final quarter of each semester.
2. **An Annual Self-Assessment Report** is derived by each faculty member and relayed to the Department Chair prior to an annual interview based review.
3. **An Annual One-On-One Meeting with the Department Chair** during which matters of classroom performance, teaching assignments, research endeavors, community service, job satisfaction, etc., are discussed. The Department Chair, Associate Deans, and program coordinators for Interior Design and Construction Science and Management are administered their annual review by the Dean of the College.

Student Survey evaluations of courses and faulty effectiveness are standard *scantron* type analyses that are distributed to students for their input resulting in concise interpretation of a course offerings’ success and shortcomings. Faculty members’ and College administrators’ are able to consider the findings of student evaluations in the semester following the students’ evaluations as an important measure of individual faculty, as well as college wide teaching performance. Annual Self-Assessment Reports represent a detailed compilation of creative, academic, and service accomplishments that each faculty member is required to submit at the end of each calendar year.

It is a requirement of the university that each tenured or tenure-track and full-time faculty member is scheduled for Annual Meeting with the Department Chair, or Dean in the case of College administrators, during which faculty member’s Annual Self-assessment Report is used as the outline of evaluation and advisement discussions. Part-time faculty also submit an annual report and Self-Assessment report and while the
scheduling of an Annual Meeting is optional, this has been the practice during most the six years since the last NAAB visit. In addition to the Annual Self-Assessment Report, a current curricula vita (CV), examples of course preparations and student work, exhibits of creative/research activities, and a prospectus for next year’s goals and aspirations are presented by faculty members during the Annual Meeting.

Tenure-track faculty must submit a pre-tenure package during the third year of employment. This package is the basis for an evaluation of progress toward tenure and is reviewed by the College’s tenured faculty (constituting the Faculty Review and Advisory Committee) and the Dean of the College. Tenured faculty are also required to undergoing an extensive Periodic Performance Evaluation (PPE) every six years.

The Dean of the College of Architecture is evaluated for performance by the University’s Provost.

**Practitioner Input**

In support of the three degree program disciplines that constitute the College, professional advisory committees representing Architecture, Interior Design, and Construction Science and Management serve as sounding boards to the College administration and faculty with respect to construction industry expectations and trends concerning the profession to the benefit of positively influencing curriculum and programs toward fulfillment of the College’s mission. Among the many important roles served by the College’s Advisory councils it is vital that such volunteer committees assist the College in formulating strategies for developing financial resources that enrich College scholarship and research agendas beyond the University’s dedicated publicly funded education budget.

Professionals that serve on advisory councils are recommended for membership to the Dean and approved by the President of University. Advisory councils meet with the Dean, members of the Dean’s Executive Committee, as well as invited faculty and student guests at least once each semester. Refer to membership list of professionals that currently serve on these very important professional advisory councils.

**Alumni Communications**

During the University’s graduation process, a questionnaire prepared for the University’s accreditation requirements as pertain to its membership within the Southern Association of Colleges and Schools (SACS), is distributed to students. The statistical results of students’ responses are distributed to the College by the Office of Institutional Analysis.

The College strives to maintain a mailing list and email list serve of all graduates, and informs alumni of activities of interest. The College’s electronic newsletter is transmitted to alumni informing them of lecture series opportunities. As part of each spring semester’s Awards and Scholarships Ceremony, alumni are frequently recognized for their contributions to the College as well as the professional design community.
As a result of constructive alumni input, digital technology curriculums have been expanded over the course of the past 6 years as a reflection of work place demands for more computer literate graduates. To better facilitate ever expanding digital communication platforms within the University, the College operates as a wireless networked learning community.

University Level of Self-Assessment

At the University level there is an ongoing self-evaluation process in which the College of Architecture must participate. The University Annual Assessment process involves the identification of performance targets and measures outcomes. This process can result in proposals from the Colleges that address major curricular changes such as new degree offerings, changes in human resources priorities, and funding allocation requests.

The University assessment process is assisted by the following initiatives:

1. Strategic Initiative Planning, which is a University-wide effort to identify specific program needs and target them for special funding;
2. Academic Planning, a process to promote self-evaluation; and
3. The Southern Association Self Study and Update Reports, which are evaluation mechanisms to determine the University’s response to SACS accreditation requirements

The University’s Committee on Graduate Program Evaluations also conducts a periodic review of all programs. This review is a four-step process. First, an internal self-evaluation is conducted by the Graduate Program Committee of the program; second, a review is conducted by outside consultants; third, a report from the Committee on Graduate Program Evaluations is made; and finally, a follow-up of recommendations with a timetable for implementation is presented to the Council on Graduate Education.

The University’s Graduate Council requires a review to be held within four years of starting a program and every seven years thereafter through an internal and external peer-review process.

This year the University of Texas, San Antonio is also undergoing a scheduled 10 year review by the Southern Association of Colleges and Schools (SACS). As such the College of Architecture programs and faculty will undergo additional review aimed at meeting program and university goals and accounting of their progress towards addressing criteria for improvement previously identified in the 2003 NAAB report. A university–wide Quality Enhancement Plan (QEP) aimed at quantitative literacy will be planned and implemented in the coming year.
Program Strengths

Strong points that serve to distinguish the College’s identity and reputation within the immediate community and beyond:

- Location of the College within the context of a highly diverse cultural setting.
- Close cooperative relationship with a highly respected community of local practitioners.
- Industry Advisory Councils willingness to provide enrichment support and council.
- Enthusiastic support from community organizations across the specter of society.
- Commitment on the part of the University President and Provost with respect to the value of the College’s accreditation.
- Leadership within the College maintains proactive connections to National, State and Local professional organizations.
- Registered and practicing design professionals among faculty membership.
- Faculty comprised of scholars and practitioners of diverse backgrounds, knowledge, and accomplishment.
- Energetic and committed student body, many of which are first generation college students.
- Highly visible community outreach endeavors as expressed by design/build and other results oriented research studios.
- Offerings of international educational opportunities including Europe, Mexico, and Asia.
- Respected and collaboratively underwritten lecture series that brings together the practicing community and the academy almost weekly throughout each long semester.
3.3 Public Information

Text for Catalog and Promotional Materials

The NAAB Appendix A-2 statement appears in the UTSA 2007–2009 Graduate Catalog and in the 2008–2010 Undergraduate Catalog. The pages from the catalogs are included in Section 11.

NAAB Conditions for Accreditation including the Student Performance Criteria.

The *NAAB Conditions for Accreditation* including the Student Performance Criteria are provided to faculty and posting on bulletin boards where studios meet. The NAAB criteria matrix is posted and distributed to faculty at the beginning of the academic year. Faculty are required to identify the NAAB criteria that their courses address on the course syllabi distributed at the start of the semester for every course. Copies of the Guide are also made available to faculty and students through the Department of Architecture Office.
3.4 Social Equity

The faculty in the College of Architecture is aware of the many benefits of cultural diversity in themselves, the student body, and the content of the curriculum. We are also aware of our responsibility for encouraging an academic environment that allows for the free and responsible exchange of ideas, and a spirit of inclusivity.

The College of Architecture consists of five inter-connected degree programs: a four-year pre-professional Bachelor of Science in Architecture; a four-year Bachelor of Science in Interior Design (CIDA accredited); a four-year Bachelor of Science in Construction Science and Management (currently applying for ACCE candidate status), a one year non-professional Master of Science in Architecture degree, a professional Master of Architecture (comprised of two program routes requiring a minimum of two years for students with a bachelor degree in architecture or a minimum of three years for student with a bachelor degree in a discipline other than architecture). Included in each catalog is the accreditation definition as required by the NAAB, as well as a statement guaranteeing equal access to all students without discrimination based on race, color, national origin, sex, age, veteran status, or disability. (Refer to the University 2007–2009 Graduate Catalog page 75 and the 2008-2010 Undergraduate Catalog page 30. UTSA is both an affirmative action and equal employment opportunity employer, and complies in all respects with the Regents’ Policy on Nondiscrimination when hiring faculty and staff (see the UTSA HOP http://www.utsa.edu/hop/chapter9/9-1.cfm).

The Texas Commission on Human Rights requires every employee (faculty, staff, and administration) at UTSA to undergo mandatory courses on diversity, harassment and human rights.

Students

UTSA is committed to cultural, racial, and gender diversity, both campus-wide and within the architecture and interior design programs. According to the May 2009 edition of the Hispanic Outlook in Higher Education, UTSA ranks fourth and twelfth nationally in the number of undergraduate and graduate degrees respectively award to Hispanics. Further, UTSA’s architecture program ranks first in the number of undergraduate architecture degrees awarded in the United States to Hispanic students.

The School of Architecture currently has an open admission policy in the first year of the architecture program, with continuation contingent on portfolio review at the end of second year and a grade of “C” or better in each course taken in the major. Particular attention is paid to the recruitment and retention of women and minority students through counseling, tutoring, mentoring, and the existence of role models.
Students participate in a number of enrichment opportunities, which encourage equality and diversity. The summer exchange program with UNAM, which has been in existence for over twenty years offers our students an opportunity to interact with architecture students from Mexico in an intensive partnership and studies of both Mexican and south Texas cultures. In addition students have had the opportunity to participate, for the past six summers, in a Design Build program operated in the Village of Noraguchi, Mexico where are designing and building using traditional methods and materials a school facility. The architecture program, open to undergraduate and graduate students also offers two semester-long study abroad programs in the Spring semester in Santa Chaira, Italy and Barcelona, Spain. An additional summer study abroad program in Japan begins in the Summer 2009 semester.

Curriculum changes in recent years include the revisions to courses (Architecture and Thought) and the revamping of others (Architecture and Culture, History of Architecture I) to enhance the core curriculum requirements in diversity and multi-culturalism. The program has also added several courses on Mexican and Latin American architecture to both expand understanding of architectural precedents outside the southern United States but also provide a foundation for our large Hispanic student population to understand the architectural precedents and achievements of their cultural heritage.

The Spring 2009 student body within the School was made up of 873 undergraduate architecture majors; 172 interior design majors; 37 construction science and management majors and 95 graduate students, reflecting the following demographics:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Architecture</th>
<th>Interior Design</th>
<th>Construction Science &amp; Management</th>
<th>All Undergrads</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>(576) 66%</td>
<td>(12) 7%</td>
<td>(32) 86%</td>
<td>(620) 57%</td>
</tr>
<tr>
<td>Female</td>
<td>(297) 34%</td>
<td>(160) 93%</td>
<td>(5) 14%</td>
<td>(462) 43%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Architecture</th>
<th>Interior Design</th>
<th>Construction Science &amp; Management</th>
<th>All Undergrads</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>(487) 56%</td>
<td>(68) 39%</td>
<td>(13) 35%</td>
<td>(568) 52%</td>
</tr>
<tr>
<td>White (non-Hispanic)</td>
<td>(252) 29%</td>
<td>(88) 51%</td>
<td>(22) 59%</td>
<td>(362) 33%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>(40) 5%</td>
<td>(7) 4%</td>
<td>(7) 4%</td>
<td>(47) 4%</td>
</tr>
<tr>
<td>Black (Non-Hispanic)</td>
<td>(39) 4%</td>
<td>(5) 3%</td>
<td>(2) 6%</td>
<td>(46) 4%</td>
</tr>
<tr>
<td>Amer. Indian</td>
<td>(5) 1%</td>
<td>(5) 3%</td>
<td>(2) 6%</td>
<td>(5) 1%</td>
</tr>
<tr>
<td>Other</td>
<td>(49) 5%</td>
<td>(5) 3%</td>
<td>(2) 6%</td>
<td>(54) 6%</td>
</tr>
</tbody>
</table>

Total: 873 172 37 1082
2008-2009 Gender and Ethnic Composition of Graduate Students

<table>
<thead>
<tr>
<th>Gender</th>
<th>Full-time</th>
<th>Part-time</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>(52) 66%</td>
<td>(8) 50%</td>
<td>(60) 63%</td>
</tr>
<tr>
<td>Female</td>
<td>(27) 34%</td>
<td>(8) 50%</td>
<td>(35) 37%</td>
</tr>
</tbody>
</table>

**Ethnicity**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Full-time</th>
<th>Part-time</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>White, Non-Hispanic</td>
<td>(31) 39%</td>
<td>(6) 38%</td>
<td>(37) 39%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>(30) 38%</td>
<td>(9) 56%</td>
<td>(39) 41%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>(4) 5%</td>
<td></td>
<td>(4) 4%</td>
</tr>
<tr>
<td>Asian</td>
<td>(2) 3%</td>
<td></td>
<td>(2) 2%</td>
</tr>
<tr>
<td>Other (includes did not supply)</td>
<td>(12) 15%</td>
<td>(1) 6%</td>
<td>(13) 14%</td>
</tr>
</tbody>
</table>

Total: 79 16 95

**Faculty**

The UTSA Handbook of Operating Procedures (HOP) requires that each Search Committee include an Affirmative Action Advocate who works closely with the University’s Office of Equal Opportunity Services (EOS) in order to insure that equal opportunity and diversity are achieved in each new faculty search. The EOS also holds periodic workshops to assist in faculty searches. Each search committee must have a plan that addresses issues of diversity and recruiting minority applicants before beginning any search. They must then file a comprehensive report at the conclusion of the search. In searches for tenure-track or adjunct appointments, the faculty is committed to recruiting and selecting women and minority faculty, especially at the upper-division levels.

The 2008-2009 School of Architecture’s faculty (17 Tenured and Tenure-track and 9 Adjunct faculty) comprises the following:
Spring 2008 Gender and Ethnic Composition of Faculty

<table>
<thead>
<tr>
<th></th>
<th>Tenured and Tenure Track</th>
<th>Adjunct</th>
<th>All Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>(13)</td>
<td>(5)</td>
<td>(18)</td>
</tr>
<tr>
<td>Female</td>
<td>(4)</td>
<td>(4)</td>
<td>(8)</td>
</tr>
<tr>
<td></td>
<td>76%</td>
<td>56%</td>
<td>69%</td>
</tr>
<tr>
<td></td>
<td>24%</td>
<td>44%</td>
<td>31%</td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caucasian</td>
<td>(14)</td>
<td>(8)</td>
<td>(22)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>(1)</td>
<td>(1)</td>
<td>(2)</td>
</tr>
<tr>
<td>Other</td>
<td>(2)</td>
<td></td>
<td>(2)</td>
</tr>
<tr>
<td></td>
<td>82%</td>
<td>89%</td>
<td>84%</td>
</tr>
<tr>
<td></td>
<td>6%</td>
<td>11%</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>12%</td>
<td></td>
<td>8%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>17</td>
<td>9</td>
<td>26</td>
</tr>
</tbody>
</table>

The School's bylaws allow for faculty and student participation in many matters of decision-making (please see Appendix H). Four major committees made up of faculty members assist the School's Dean in the formation of policies, procedures, and academic programs. The committee members are both elected and appointed by the Dean.

Standing committees are: Faculty Advisory Committee (policy issues); Undergraduate Academic Policy and Curriculum Committee (curriculum issues); Graduate Program Committee (curriculum, admissions, scholarships, graduate policies); and the Faculty Review and Advisory Committee (promotion, retention and tenure). Each committee acts in an advisory capacity to the Dean. Faculty and students also participate in college and university committees that advise administrative officers at higher levels.

**Staff**

For most of the Fall 2008/Spring 2009 academic year, the College/Department of Architecture employed eight full-time staff members who include an Administrative Services Officer, a Development Officer, four Administrative Assistants, a Grant and Contract Administrator, two Information Technology Associates and a Shop Supervisor. The staff members are assisted by six computer lab monitors, eleven graduate assistant, one teaching assistant and four work-study students. The 2008-2009 staff members compose the following demographics:
**Fall 2008/Spring 2009 Gender and Ethnic Composition Staff**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Full-time Staff</th>
<th>Part-time/Student Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>(3) 30%</td>
<td>(17) 70%</td>
</tr>
<tr>
<td>Female</td>
<td>(7) 70%</td>
<td>(7) 30%</td>
</tr>
</tbody>
</table>

**Ethnicity**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Full-time Staff</th>
<th>Part-time/Student Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>White (Non-Hispanic)</td>
<td>(4) 40%</td>
<td>(9) 38%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>(4) 40%</td>
<td>(10) 42%</td>
</tr>
<tr>
<td>African-American</td>
<td>(2) 20%</td>
<td>(3) 13%</td>
</tr>
<tr>
<td>Asian</td>
<td>(2) 7%</td>
<td></td>
</tr>
</tbody>
</table>

Total: 10 24

Periodic staff meetings are held in order to discuss operational procedures and to identify problems in the day to day running of the School office that might need to be addressed. These meetings include the staff members, and if necessary, the Dean, Department Chair and the Coordinators of the program areas.
3.5 Studio Culture

Meaning and Values

An education at the University of Texas at San Antonio’s College of Architecture is grounded on the premise that creative studies in design, specifically those fostered in the studio setting, are the cornerstone of a foundation for a life of learning. At the onset, students develop a relationship with faculty within the studio environment (differing from most other formal academic pursuits) that establishes an intellectual and professional educational framework that becomes a methodology for acquiring knowledge and experience through “practice”. Lessons from the studio extend beyond the classroom to continually expand and deepen one’s understanding of the discipline of architecture as more than just a means to a livelihood—an architect’s career is an ever evolving way of looking at and learning from the world.

From its beginnings, the College has drawn from the place that is San Antonio and therein nurtured a cooperative relationship between its academic programs and the inventiveness of architectural practice that occurs across the specter of City, throughout South Texas, and beyond. With a strong respect for the intellectual exchange (a reciprocity of sorts) that comes about when pursuits of the theoretical influence the particle and vice versa, the diligence and eagerness with which the College’s graduates define what constitutes appropriate design choices while striving to excel creatively in solving the weighty challenges of humankind’s spatial needs, has become the mantra by which UTSA’s students’ are judged and upon which the College’s reputation is built.

By recognizing and acknowledging that contemporary practice cannot be limited by the bounds of what has been defined as the traditional or conventional studio setting, the College is open in exploring new and dynamic ways of organizing studios, and receptive to rethinking the presumed limits or outcomes of studio environment’s. To this end, many forms of thought and experimental endeavor have been invited into the design curriculum. From hands-on making at exploring materiality, to imagery studies that push the technological capabilities of computer software, to design/build studios and faculty lead research at aiding community groups and underserved citizenry in need of inspired design assistance, studios (especially at the upper undergraduate and graduate levels of competency) are given considerable latitude in project subjectivity as long as relevant measures of student growth and development proficiency are met.

The production of our Studio Culture Policy was a collective effort involving hundreds of students, a dozen faculty, and our administrators. We made the decision to initiate a program-wide discussion as a vehicle for producing a studio culture policy. The discussion was focused around a student survey that sought direct comment and input into the necessary characteristics of a successful studio culture. The survey provided a platform from which we launched several open forums – meeting both in the architecture building and at local coffee houses – in an attempt to foster an open dialog. The students and faculty who participated offered both critique of the existing studio
structure, building environment, teaching, and the culture in general, and a body of ideals. Together these began to form a conceptual model that recognized our existing goals and structure and provided scaffolding for future development and change. The whole process spanned two semesters and kept the issue alive, the students engaged, and the dialog in flux – itself contributing to the intellectual environment of the program and studio culture as a whole.

**The Studio Culture Policy**

Today’s design studio is a laboratory for experimentation, discovery, and expression that, in the case of constructions of human accommodation, transcends the predicted in the name of bettering the greater environment and society as a whole. In light of the critical responsibilities that architects must bear in working to improve on the human condition, while striving to lessen the impact that the building industry has on natural resources, the College of Architecture is committed to the following tenets of a vital, productive, and socially responsive studio culture:

**Studio Culture Tenets**

- Within the design studio, students and faculty share in the responsibility of contributing to a community that is respectful of individuals and their creative abilities.
- The studio should be an environment in which multiple facets of the student’s formal education are brought into discourse with one another.
- The College, and in turn the Department of Architecture, recognizes the need to allocate adequate time and resources for students and faculty to commit to investigating the inherent issues and complexities of design projects.
- Students are encouraged to view the entire faculty, not simply their individual studio instructors, as resources and learned guides in pursuit of a varied education. Interactions between students in separate studios and year levels are likewise encouraged in the belief that students have much to learn from one another and that everyone can be a teacher.
- Architectural education requires students to think, form opinions, and make sound judgments that can be well demonstrated in the student’s abilities to write, discuss, represent, and produce relative to design convictions.
- Students are expected to maintain an open minded attitude toward constructive criticism and guidance from instructors. This said students should discipline themselves to work hard, give great attention to the quality of their work, and to adapt to different studio atmospheres and faculty teaching methods.
- Students and faculty should recognize that the values of decisions that emerge during the design process are as important as the judgments regarding final products coming out of studios. Failures from which one learns lead inevitably to success.
- As a reinforcement of the activities of first year (foundation) design, weekly presentations by an array of faculty and visiting lecturers are offered to the entire audience of beginning designers. In addition, the College sponsors a lecture
series conjointly with the San Antonio Chapter of the AIA to the benefit of enriching the entire design community’s perspective concerning relevant architectural topics.

- Every student’s work has the capacity to rise to an innovative level of influencing the ever-evolving development of the discipline and profession of Architecture. Engaged in high ideas as a student, it is the College’s intention and hope that a trajectory of inquiry and commitment to quality professionalism (established while attending University) will be sustained by its graduates’ over the course of their lives.

Implementation

The implementation of our studio culture policy has proceeded and its posted in the studio spaces and discuss with students in the introduction to studio course. The Studio Culture Policy will receive periodic review to adjust to reflect our fast-growing program which will include future changes in the program curriculum, recruitment of a growing number of new faculty, and increasing emphasis on service-learning, design-build and study-aboard studios.

Each year there will be a number of College-wide meetings related to providing an effective and appropriate studio environment, to outline goals and responsibilities, and to provoke meaningful exchange, fostering a rich studio culture, a discussion of educational pedagogy, teaching and learning effectiveness, a purposeful course of study, as well as appropriate projects and educational goals.
3.6 Human Resources

Students

Many of our students are first generation college students and many others come from economically deprived backgrounds. Consequently, the students' financial needs and the strength of the local job market often impact enrollment. Our students sometimes take fewer credit hours or sit out a semester in order to work full-time. During much of the past 5 years, the San Antonio job market had extremely strong, thereby making the economic pull for students to work part-time and sometimes full-time while enrolled in the program very common.

The number of majors enrolled in architecture grown dramatically since 2004. The principal reasons for these large enrollments increases has been state mandated admission criteria which requires Texas universities to accept the top performing 10% of each graduating high school class, increase in the numbers of applicants applying to university especially from the southern regions of the state, and UTSA’s policies and mandate to service the under-represented population of the southern regions of the state by allowing open enrollment into any major for students accepted into the university. The College of Architecture’s accredited programs and reputation has made it a highly desirable major within the university.

<table>
<thead>
<tr>
<th>Architecture Majors by Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report Year</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>B.S. Arch.</td>
</tr>
<tr>
<td>M. Arch.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

Architecture Degrees Awarded

Based on data for academic year 2008 architecture graduates, the average length of time spent at UTSA prior to graduation for undergraduates was 4.9 years. The average length of time spent at UTSA prior to graduation for M.Arch II students was 3.0 years. As mentioned above, most of our students have modest economic resources and typically work full- or part-time while attending the program; this often delays their progress through the program and graduation.
Degrees Awarded 2004 – 2008

<table>
<thead>
<tr>
<th>Report Year</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.S. Architecture</td>
<td>45</td>
<td>53</td>
<td>99</td>
<td>123</td>
</tr>
<tr>
<td>M. Arch.</td>
<td>4</td>
<td>5</td>
<td>8</td>
<td>--</td>
</tr>
</tbody>
</table>

Bachelor of Science in Architecture

Admittance to the Bachelor of Science in Architecture Program

Architecture design studio courses are limited to architecture/interior design majors. Lower-division students who meet the admissions criteria of the University may declare themselves architecture majors. All transfer students must submit a transcript and a bound portfolio on the first of April of the year in which they will enter the School. The Portfolio Review Committee reviews each transfer student's transcript and portfolio in order to determine the student's placement in the studio sequence.

Portfolio Review

Prior to enrolling in upper-division courses, all students must pass a portfolio review. For continuing students, the portfolio review is a requirement of the second semester of second year (Design IV). The student's work is reviewed by all faculty teaching at that level in that semester, plus the Architecture and Interior Design Coordinators and the School's Advisor of Record. A grade of "C" or better must be made in Design IV in order for the student to proceed into the upper division level courses.

Counseling and Advising for the Undergraduate Programs

The University's Freshman Advising Office provides all new students with less than 30 semester-credit-hours completed with academic advising and information on all student support services offered by the university. Student may see an Advisor either by appointment or during walk-in hours at the Downtown Advising Office located in the Buena Vista Building directly across the street from the College of Architecture's Monterey Building. Each incoming freshman or transfer freshman is assigned to a Freshman Advisor who counsels the student until 30 semester-credit-hours are completed. Literature about degree programs, curriculum, and courses are distributed to all interested students.

Students with more than 30 semester-credit-hours and transfer undergraduate students who are declared as majors in the School are advised by one of three Academic Advisors assigned to the College of Architecture in the Downtown Advising Office. The Advising Office advises students on degree plan compliance and on core curriculum requirements. The Advising Office and Department Chair also focuses on more complex issues of advising, such as reviewing transfer studio courses and course substitutes.
The Department Chair will meet with students to answer questions on curriculum, career options, and other questions students might have about their chosen field of study.

**Master of Architecture**

**Enrollment**

Current enrollment (Fall 2009) in the Master of Architecture is limited to 95 students, with a maximum of 12 M.Arch III studio students and 24 M.Arch II students being admitted in any academic year. Each full-time student has a dedicated workstation in the Graduate Studio.

**Admission Requirements Master of Architecture**

Applicants must submit Graduate Record Examination (GRE) scores by the deadline listed in the 2009-2011 Graduate Catalog. Applicants must also meet University-wide admission requirements and must have completed a pre-professional architecture curriculum with a minimum grade-point average of at least 3.0 earned during the last 60 hours of undergraduate studies and in all architecture courses for admission into the M.Arch II program. Students who have a bachelor degree in a discipline other than architecture must also meet University-wide admission requirements and must have completed their bachelor degree with a minimum grade point average of no less than 3.0 in the applicant’s last 60 hours of coursework (including all graduate and postgraduate coursework taken) for admission into the M.Arch III program.

Each applicant must submit a portfolio, two letters of recommendation from persons knowledgeable about the student’s ability to undertake graduate work, and a personal statement of professional goals discussing areas of special interest. The portfolio should demonstrate the student’s creative and communication skills through samples of past work and projects.

**Counseling and Advising for the Graduate Program**

An orientation session is offered early each fall semester for graduate students in order to familiarize them with the faculty, the staff, their peers, and opportunities for research within the program.

The Master of Architecture Program Coordinator, the Graduate Advisor of Record and the Graduate Program Committee evaluate applications, monitor the quality of the graduate program, keep standards consistent with other graduate programs at UTSA, and monitor the progress of individual graduate students.
The Graduate Advisor of Record advises students on degree plan compliance, core curriculum requirements and graduate assistantship and scholarship opportunities. The Graduate Advisor of Record and Department Chair also focuses on more complex issues of advising, such as reviewing transfer studio courses and course substitutes.

Faculty

Faculty members in the College of Architecture have diverse and experienced backgrounds (refer to Appendix C Faculty Resumes) in architectural and interior design practice and in research and teaching at the college and university levels. Significant areas of expertise include historic preservation, urban and community planning and design, environmental analysis and policy, affordable housing design, architectural practice, the architecture of Mexico and Latin America, health design, interior design practice, product design, digital communication, social aspects of architecture and design, and architectural history and theory. This range of expertise is recognized by the public and private sectors, which frequently call upon faculty for assistance on projects. This often leads to student involvement in research projects, community service, and patents.

Teaching Evaluation

The teaching effectiveness of architecture faculty is evaluated through the processes outlined in Section 2 above on self-assessment. Students evaluate faculty on classroom performance and preparation each semester in compliance with university policy. The resulting information is provided to each faculty member and to the Department Chair, in order to help the faculty member improve on areas where weaknesses are indicated. Faculty members are also reviewed on a yearly basis faculty provide a self-assessment in the form of an Annual Review.

Adjunct Faculty Contribution

Most of our full-time and part-time adjunct faculty are practicing architects and interior designers who have previously contributed to selected studio and lecture courses as jury members, visiting critics, and lecturers. This strong link to the professions provides important enrichment for the students’ learning experience and better prepares them to enter the practice of architecture and interior design.

Spring 2009 Faculty Profile

The faculty of the School of Architecture for the 2008-2009 academic year was composed of fifteen tenured and four tenure-track faculty, ten full-time adjunct faculty, nineteen part-time adjunct faculty, and one graduate teaching assistants. The School hired two new tenure-track faculty members to start in the Fall 2009 semester, with one to three additional positions allocated for the following year.
The teaching load for tenure and tenure–track faculty in the College of Architecture is 9 credit hours in each of the Fall and Spring semesters. This has generally be scheduled as either a one 6-hour studio course and one 3-hour lecture course or three 3-hour lecture course of which two are multiple sections of the same course. Tenure and tenure-track faculty are also expected to perform research and service work under this workload schedule. There are limited opportunities for teaching during the summer months.

The teaching load for full-time adjunct faculty members (Lecturers an Senior Lectures, Visiting Professors and Visiting Senior Lecturers) is 12 credit hours in each of the Fall and Spring semesters. This has generally be scheduled as either two 6-hour studio courses or one 6-hour studio course and two 3-hour lecture courses. Full-time adjunct faculty are not expected to conduct research but may be assign workload release to conduct service work important to the College. There are also limited opportunities for adjunct faculty teaching during the summer months.

Tenured, tenure-track and full-time adjunct faculty may be provided 3-hours of workload release at the discretion of the Dean to undertake specific tasks and initiatives related to service to the Department/College. Interior Design and Construction Science and Management Program Coordinators are provided a 3 hour administrative release each term. The Chair of the Architecture Department is provided a 6 hour workload release each term. The Associate Dean and the Dean each receive 6 TLCs each semester as release time for administrative duties.

Tenured and tenure–track faculty may also be given a 3-hour workload release to conduct research.

School of Architecture Faculty Work Loads, Fall 2008/Spring 2009

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Fall 2008 Courses</th>
<th>Spring 2009 Courses</th>
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<tbody>
<tr>
<td><strong>Full-time Tenured Faculty</strong> [Year Appointed]</td>
<td><strong>Course (Credit hours)</strong></td>
<td><strong>Course (Credit hours)</strong></td>
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<tr>
<td>Robert Baron, (Interim Dean) Professor [2003]</td>
<td>ARC 5173 (3)</td>
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<td>Interim Dean (9)</td>
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<td>Mark Blizard, Associate Professor, [1998]</td>
<td>ARC 1313 (3)</td>
<td>ARC 4153/6973 (3)</td>
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<td>ARC 1313 (3)</td>
<td>ARC 4956/6976 (6)</td>
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<td>Edward Burian, Associate Professor, [2007]</td>
<td>ARC 6146 (6)</td>
<td>ARC 4256 (6)</td>
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<td>ARC 5173 (3)</td>
<td>ARC 6113 (3)</td>
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<tr>
<td>Dr. Vincent Canizaro, Ph.D. Associate Professor [2001]</td>
<td>ARC 5153 (3)</td>
<td>ARC 3433 (3)</td>
</tr>
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<td>ARC 6933 (3)</td>
<td>ARC 6146 (6)</td>
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</table>
William Dupont
Professor (2007)
ARC 6146 (6)    ARC 6423 (3)
Admin. Release (3)    ARC 5403 (3)
Admin. Release (3)

Marc Giaccardo
Associate Professor (2004)
ARC 3343 (3)    ARC 3226 (6)
ARC 3343 (3)    ARC 3353 (3)
Admin. Release (3)

Kenneth Masden
Associate Professor (2001)
ARC 4226 (6)    ARC 3226 (6)
ARC 4423 (3)    ARC 2513 (3)

Dr. Gayle Nicoll
Associate Professor (2007)
Admin. Release (3)    ARC Chair (9)

Taeg Nishimoto
Professor (2007)
ARC 6146 (6)    ARC 6423 (3)
Admin. Release    Assoc. Dean (3)    Assoc. Dean (6)

Andrew Perez,
Associate Professor [1988]
ARC 4613 (3)    ARC 4256 (6)
ARC 6943 (3)    ARC 4013 (3)
ARC 4246 (6)

Dr. Shelley Roff
Associate Professor (2001)
ARC 2413 (3)    ARC 2413 (3)
ARC 2413 (3)    ARC 2423 (3)
ARC 2423 (3)    Research Release (3)

Dr. Richard Tangum
Professor [1973]
ARC 5313 (3)    ARC 5343 (3)
ARC 5333 (3)    ARC 6233 (3)
ARC 6981 (0)    Admin. Release (3)

Stephen Temple
Associate Professor (2001)
ARC 1213 (3)    ARC 1226 (6)
ARC 1213 (3)    Admin. Release (3)

Jon Thompson
Associate Professor [1982]
ARC 2116 (6)    ARC 2126 (6)
ARC 3433 (3)    Admin. Release (3)

Dr. Maggie Valentine
Professor [1993]
Faculty    IDE 3223 (3)
Development Leave (9)    ARC 3613 (3)

Full-time Tenure-track Faculty
[Year Appointed]

John Alexander
Assistant Professor (2006)
ARC 3613 (3)    ARC 2413 (3)
ARC 3613 (3)    ARC 2413 (3)
ARC 3613 (3)    Research Release (3)
Dr. Sedef Doganer  
Assistant Professor (2008)  
New Faculty Release (3)  
ARC 2116 (6)  ARC 1226 (6)  

Dr. Hazem Rashed-Ali  
Assistant Professor (2006)  
ARC 3216 (6)  ARC 3353 (3)  
ARC 6933 (3)  ARC 4143 (3)  
Admin. Release (3)  
ARCC Coord.

Dr. Irina Solovyova  
Assistant Professor (2006)  
ARC 1213 (6)  ARC 1226 (6)  
IDE 3236 (6)  ARC 2143 (3)  

**Full-time Adjunct Faculty**  
[Year Appointed]

Norma Blizard  
Lecturer III (2003)  
ARC 1213 (3)  ARC 4953 (3)  
ARC 1313 (3)  ARC 3113 (3)  
Admin. Release (9)  
Italy Program

Craig Blount  
Senior Lecturer [1992]  
ARC 1313 (3)  ARC 1313 (3)  
ARC 2116 (6)  ARC 2126 (6)  

James Dawes  
Lecturer III (1987)  
ARC 1313 (3)  ARC 1226 (6)  
ARC 1213 (3)  ARC 1213 (3)  

Diane Hays  
Senior Lecturer [1999]  
ARC 3433 (3)  ARC 4256 (6)  
IDE 3013 (3)  IDE 4213 (3)  

Jose Jimenez  
Senior Lecturer (2001)  
ARC 2116 (6)  ARC 2116 (6)  
ARC 3216 (6)  ARC 1226 (6)  

Susan Lanford  
Senior Lecturer [2001]  
IDE 3153 (3)  IDE 4276 (6)  
IDE 4266 (6)  Admin. Release (3)  
IDE Coord. (6)

James “Rick” Lewis  
Senior Lecturer [1988]  
ARC 4246 (6)  ARC 6113 (3)  
ARC 5203 (3)  ARC 6996 (6)  
Admin. Release (3)  
ICSM Coord. (6)

Tina Marti  
Lecturer III (2006)  
IDE 4133 (3)  ARC 1213 (3)  
IDE 4203 (3)  IDE 3246 (6)  
IDE 4266 (6)  Admin. Release (3)

Sue Ann Pemberton-Haugh  
Senior Lecturer (2001)  
ARC 2213 (3)  ARC 6996 (6)  
ARC 2213 (3)  ARC 4256 (6)  
ARC 3216 (6)  ARC 6413 (3)  
ARC 6113 (3)
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<tr>
<td>Dr. Roberto Rodriguez</td>
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<td>Visiting Senior Lecturer (2001)</td>
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### Part-time Adjunct Faculty

[Year Appointed]

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<tr>
<td>Armando Araiza</td>
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<td>David Bogle</td>
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<td>Curtis Fish</td>
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<td>Daniel Gonzalez</td>
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<td>Eduardo Garcia</td>
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<td>Shantha Gunawardena</td>
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<td>Alan Harmon</td>
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<td>David Matiella</td>
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<td>Kevin Patrick McClellan</td>
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<td>Darryl Ohlenbusch</td>
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<td>Lecturer III (1994)</td>
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<td>Ella Poursani</td>
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<td>Lecturer III (2004)</td>
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<td>Michael Rey</td>
<td>CSM 2323</td>
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<tr>
<td>John Robulack</td>
<td>IDE 3246</td>
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<td>Senior Lecturer (2009)</td>
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Candid Rogers    ARC 4246 (6) ARC 6973 (3)
Lecturer III (2003)

Stan Thomasson   ARC 2116 (6) ARC 2126 (6)
Lecturer III (2002)

John Webb        ARC 1213 (3) ARC 2126 (6)
Lecturer III (2002)

Brett Winters    ARC 1313 (3)
Lecturer I (2007)

Administration

Dean

The College of Architecture's Interim Dean during the 2008-2009 academic year was Robert Baron, who is a licensed architect with over thirty years of teaching and administrative experience (refer to Appendix C, Faculty Resumes). Professor Baron, who was Associate Dean of Academic Affairs for the College of Architecture, assumed the role of Interim Dean upon the promotion of Dean Julius Gribou to the position of Interim Vice-Provost of the University. Professor Baron taught one three-credit-hour course each year during his tenure as Interim Dean.

As an Interim Dean, Professor Baron reported to the Provost and Executive Vice President for Academic Affairs and was responsible for administration of the budget, faculty salaries, professional and hourly wage salaries, maintenance and operation funds, and travel funds. His responsibilities are those associated with leadership of a college and a professional program in architecture.

During the 2008-2009 academic year, the College of Architecture conducted an international search and selected Dr. John D. Murphy as Dean of the College of Architecture. Dean Murphy became his tenure as Dean of the College of Architecture August 1, 2009.

Associate Dean

As a result of the growth of the academic programs over the past 6 years and the increase in research, outreach/service learning initiatives and study aboard programs, the College of Architecture created two Associate Dean positions.

The Associate Dean of Academic Affairs (held by Professor Robert Baron until he assumed the role of Interim Dean from August 2007 to August 2009) reported to the Dean Julius Gribou and was responsible for curriculum and coordination of teaching within the architecture program with a special focus on the graduate program. The Associate Dean also handles the recruiting and admission of
the graduate students and was responsible for Dean’s duties, as delegated, in his or her absence.

The Associate Dean of Research (held by Dr. Mahesh Senegal until his departure in June 2008) reported to the (Interim) Dean and was responsible for research, community engagement, service learning initiatives, and the study aboard programs. He was also responsible to liaison with Academic Advising Office for the undergraduate programs.

During the transitional period between 2007 and August 2009 that resulted first in Associate Dean Robert Baron’s assuming the position of Interim Dean in August 2007 and then Dr. Senegal’s departure 2008, Professor Taeg Nishimoto assumed the all the duties of both Associate Dean positions.

With the selection of a new Dean, Dr. John D. Murphy in August 2009, the College of Architecture has reestablished the two positions under the titles of Associate Dean for Academic Affairs and Undergraduate Studies and the Associate Dean of Research, Outreach, and Graduate Studies.

The Associate Dean of Academic Affairs is appointed at the discretion of the Dean and receives up to six credit hours per semester for administrative responsibilities. The Associate Dean is required to teach three credit hours in the Fall and Spring semesters.

Chair, Department of Architecture

The undergraduate and Graduate Architecture are administered by the Department of Architecture who also oversees coordination activities between the curricular activities of the Architecture program and the Interior Design and Construction Science and Management Programs. The Chair of the Department of Architecture is assigned to oversee the administration of all architecture degree programs, coordinate, and maintain programs and accreditation under the jurisdiction of the department, conduct annual review of faculty and department staff, recommend appointment of candidates for faculty positions after consulting with and receiving advice from departmental search committees, conduct an annual review and discussion of appropriate budgetary allocations and issues with faculty members and provide critical curricular input and assist with the advising of students. The Chair is appointed by the Dean for a three-year term.

Degree Program Coordinators

The Interior Design and Construction Science and Management Programs are currently administered through the College of Architecture although day-to-day operations are located in the Department of Architecture Administrative Office. The Interior Design and Construction Science and Management Degree Program Coordinator are assigned to oversee the administration of their respective degrees and provide critical curricular input and assist with the advising of students. The Coordinators are appointed by the Dean for a three-year term.
Staff

The College employs six full-time staff members: an Administrative Services Officer, two Administrative Assistant, two Information Technology Associates and a Grants and Contract Coordinator. The Department of Architecture also has four full-time staff members: an Administrative Services Officer, two Administrative Assistants, and a Shop Supervisor.
3.7 Human Resource Development

Student and Faculty Enrichment

The College of Architecture strives to support faculty and student enrichment opportunities as are presented within formal (institutional) and informal settings. While limited in financial abilities, the College nevertheless recognizes the advantages of nurturing avenues of growth and development from across the breadth of students and educators alike.

With regard to student enrichment, beyond the classroom in fulfillment of curriculum, College sponsored lectures, exhibits, and field trips that reinforce the intellectualism that characterizes a diverse and vibrant community of higher learning. Programs hosted by the College’s student chapters of such professional societies as the AIA, IIDA, and USGB provide additional outlets for students to be exposed to guest professionals and to hear about their works. Additionally, these organizations avail students the opportunity to attend conferences for the exchange of ideas with their peers from across the state and nation.

For faculty, enrichment possibilities are measured in very practical terms. Promotions, merit compensation, and research awards are made on a regular basis, with additional but limited funds dedicated to conference travel and participation. These resources are granted on a competitive basis from across the ranks of the faculty. Instructors and professors engaged in practice are benefited by annually participating in continuing educational workshops and seminars hosted by associations and societies.

Guest Lecturers and Visiting Critics

What is considered a major strength of the College of Architecture is the willingness of practicing professionals to be involved in design education as lecturers, studio critics, consultants, and adjunct faculty. The College is fortunate in that San Antonio and nearby Austin have such a large and able pool of design practitioners to draw from who are eager to give of their time and share their experiences with students at all levels within the College. A list of the professional community’s involvement (guest lecturers and visiting critics) is listed in Appendices F.

Architecture Lecture Series

Every year since its initial accreditation, the College, in collaboration with the San Antonio Chapter of the American Institute of Architects has hosted an annual Architecture Lecture Series that in addition to providing for student, faculty, and professionals enrichment is open to the general public as a vehicle for drawing attention to the role that Architecture and good design plays in the bettering of society and advancement of culture.
In addition to the architecture lectures, the College’s Interior Design program periodically hosts presentations of particular interest along with student chapters of professional organizations (USGB in particular) responsible for mounting year long film series offerings.

A list of past speakers and presenters for the Architecture lecture series is presented in Appendix F.

Additionally, most courses have guest lecturers, either other faculty members at UTSA or outside practitioners and other speakers, as part of the course’s curriculum. For a list of guest lecturers and critics in each course, please see Appendix F.

Public Exhibitions/Archives

In addition to the College’s collection of student work, including an ever-growing archives of physical drawings and models, as well as digital media and a recently launched web based CoA Newsletter; the College is afforded a very sound working relationship with UTSA’s extensive research material holdings as managed under the University’s Libraries. Among the most accessible and relevant archives available to the College is the UTSA Institute of Texas Cultures (ITC). The ITC’s archives, emphasizing the history of San Antonio and Texas, is a valuable research center located in Downtown San Antonio and available to students seeking primary sources of research.

In addition to the ITC’s holdings, another invaluable resource for research is the San Antonio Conservation Society, one of the nation’s oldest non-profit architectural preservation advocacy organizations. House in a National Register listed historic house a short distance from the College of Architecture, the Society’s archives are always open to architecture students involved in scholarship.

The University, as among the City’s cultural standard bearers, hosts musical performances, art exhibits (including the creative works of College faculty and staff), poetry readings, theatrical performances, and talks by distinguished speakers, all of which are open to students. In alliance with the University’s commitment to acting to enhance the cultural richness and diversity of the community, the College of Architecture periodically mounts exhibits of students’ works for public display in the College’s Gallery.

A Sampling of Previous Exhibits with Direct Relevance to Architecture:

“Ricardo Legorreta”
Jan. 31, 2008 to Mar. 23, 2008/Blue Star Contemporary Art Center of San Antonio, TX
An exhibit displaying sketches drawn by the architect as well as numerous photographs of his projects. Curated by Bill Fitzgibbons, director of Blue Star. In conjunction with the exhibit, the architect visited the College to view students' work as well as to hold discussions in graduate studios.

“Project + People”
An exhibit of Sue Ann Pemberton’s photographs (Senior Lecturer CoA) taken over the course of her 6 years of directing the Norogachi Field School, a design/build rural school building project in Northern Mexico. Exhibit sponsored by the UTSA President's Office and curated by Edward Hayes Jr.

In addition to the above more formal exhibit events, the College's Gallery space has played host to numerous exhibitions as a means of chronicling the inventive and compelling explorations of the College and its many facets as one of the City’s most important laboratories of creativity. Exhibits were advertized within the University community and generally on display for at least one week.

Sampling of College Gallery Exhibits:

2006-08
Student initiated “One Person Shows” at the instigation of students with something of merit to say—installations, photographic journals, study abroad sketches, etc. A unique experiment of shows coordinated through the Department Chair as Gallery availability presented itself.

Student exhibits of Study Abroad Programs (Span and Italy). Drawings and sketches.
2007
“The Poster; Student Work in Graphic Design” Visual stories.
“Furniture Design; an Exhibit of Student Projects”
2007-09
“End of Year Masters Projects” (Serving as backdrop for graduation celebration)

Student Support Services

The University provides an extensive network of support services for incoming and continuing students. A partial summary of support services includes:

Scholarship Office
The Scholarship Office provides students with information on scholarships, graduate fellowships, and assistantships.

Tomas Rivera Center for Student Success
The Tomas Rivera Center for Student Success combines academic advising functions with an array of student support services. The Center provides academic advising for new students (first-time freshman) entering UTSA with 30 or fewer semester credit hours of college coursework.

Office of Multicultural Programs
The Office of Multicultural Programs provides college transition support services to help minority students, international students, and other under-represented groups.

Disability Services
The Office of Disability Services coordinates the support services and the equipment necessary for students with disabilities.

Counseling Services
Counseling Services provides professional services to help meet the personal and developmental needs of enrolled students.

Career Services
Career Services provides students and alumni with employment and career development services, including job search assistance and career planning and guidance.

Testing
Testing provides information and a University-wide testing service for current and prospective students.

Teaching and Learning Center
The UTSA Teaching and Learning Center (TLC) is a proactive, professional, and visionary organization aimed as supporting good teaching practices for faculty and Student Teaching Assistants, effective assessment, and student engagement.

Field Trips
Individual courses offer field trips to locations generally across Texas, the Southwest, and into Mexico. Given the outstanding architectural heritage of San Antonio, a good field trip applicable to most any course within the College can be found a short walk from the Downtown campus. Field trips have been developed around visits to historic properties, both significant and modest contexts of buildings and neighborhoods (depending on course emphasis and lesson goals), renowned museums and the stories that they tell, showrooms, design firms, product manufacturers, and construction sites. A list of field trips is provided in Appendix G.
International Programs

The College offers two semester long study abroad programs to western Europe; one in Castiglion Florentino in the Tuscany Region of Italy and the other in Barcelona, Spain.

The Santa Chiara Study Center, a renovated 14th century convent, is the location of the Italy study-abroad program is situated, while the Barcelona venue offers students a thoroughly modern European urban living experience. A topics design studio and two other courses are offered in conjunction with both the Italian and Spanish Programs.

In addition to the European course offerings, students have had the opportunity to participate in an exchange program with the Universidad Nacional Autonoma De Mexico (UNAM) each summer. Developed for upper-division undergraduate and graduate students from both sides of the border, this ten week long program allows both groups of students to spend five weeks in each other’s countries working with bilingual educators from both UTSA and UNAM.

During the summer of 2009, the College initiated its first Japan study abroad initiative for a three week long length of stay touring Japan.

Competitions/Awards

Students within the College annually participate in a wide variety of design competitions. In response to calls from local groups, to solicitations from national and international sponsoring organizations and industries, students’ along with their instructors seek answers the important architectural subjects of the day by competing to excel.

A Sampling of Competitions and Awards Garnered by Students:

*Cradle to Cradle (C2C) Home International Design Competition*
Out of 614 international entries, 217 of them (35%) were put on display from January 24th - February 13, 2005 at the Art Museum of Western Virginia. Four submissions from the Fourth Year studio were included in that display.

*• Lende Design Competition*
An annual urban revitalization oriented competition initiated by one of San Antonio’s business leaders. This competition is offered to all sections of sophomores studios. Distinguished student work is recognized with cash prizes to defer college costs.
• **Peterson Prize, National Park Service**

In addition to having been awarded the top Peterson Prize prior to the last NAAB visit, UTSA students have continued to distinguish themselves in conducting field documentation endeavors involving significant historic properties. In 2007, the College once again was cited for its accomplishments in this area of research by receiving a third place merit award from the prestigious Peterson Prize committee.

**Student Professional Societies**

The College is proud to host student chapters of national professional organizations to the benefit of advancing the principals and ethics espoused by such groups. Student chapters of the AIA, IIDA, ASID, and USGB, to mention only the predominant professional societies, hold regular meetings on Campus and help facilitate not only organizational events and fund raisers, but serve to help accommodate College wide functions such as symposia. Student leaders from the ranks of these groups prove to be most capable student body representatives and College ambassadors across the community.

Tau Sigma Delta, a chapter of the Architecture and Allied Arts Honor Society, is represented within the College. The student members of this society awarded its most recent Silver Medal for achievement in 2008 to local architect John Grable, FAIA.

**Faculty Appointment and Promotion Policies**

The University of Texas at San Antonio has an established and clearly delineated standard policy with regard to appointment, rank, tenure, compensation, promotion, and recognition of professional competencies that applies to all programs within the University.

From its formation as a separate School in 2003, after decades of being a Department within the College of Fine Arts, the College of Architecture has quickly matured in its abilities to manage the affairs of faculty appointments and promotions as a self-governing community of teachers, scholars, and researchers to the credit of the greater University and its educational mission.

Pursuant to the hiring process, the Dean consults with degree program coordinators and forms Faculty Search Committees annually to develop criteria for faculty positions according to prioritized needs. Once position needs are formulated, the University Affirmative Action Officer, and Provost review and approve (or offer recommendations for approval) the criteria and search process. Faculty positions are advertised nationally in adapted outlets of high education reporting as well as appropriate professional information circles.
Faculty candidate respondents to position postings are reviewed by Search Committees, in consultation with the Dean, with a minimum of two candidates for each advertised position invited to UTSA to meet with and make presentations regarding their abilities, accomplishments, and research agendas to students, faculty, and administrators. Faculty search committees solicit input from students, faculty, staff, and degree program coordinators in the process of making recommendations to the Dean relative to faculty candidacy preferences. With this knowledge, the Dean makes the final decision for new appointments.

Tenure and Promotion review is an exhaustive process intended to make fair and unbiased assessments of faculty contributions for teaching, research, and service. Oversight of tenure and promotion procedures, including junior faculty mentoring and advisement, is undertaken by the College’s Faculty Review Advisory Committee (FRAC). To assist the FRAC in discharging its duties, the University mandates an annual review process of each faculty member conducted by the College’s Department Chairperson and/or the Dean. This evaluation of faculty performance is a critical component of the tenure and promotion process.

A University-mandated third year review of tenure-track faculty relies heavily on the submission of a third year package that is to be complied by tenure candidates in accordance with University regulations. This package or “dossier” is first presented to the College’s FRAC whose recommendation is forwarded to the Dean. From the Dean, the package is passed to the University FRAC, the Provost, the President, and ultimately the Board of Regents is deemed approvable. A University-wide appeals process is in place when differences of opinion concerning tenure and promotion are raised.

Tenured faculty, in addition to the Annual Review process as previously described, are required to submit a package for Periodic Performance Evaluation (Post-tenure review) every six years. The guidelines and procedures for this Post-tenure review are maintained and distributed by the Provost.

Facilitation of Faculty Research

Infrastructure

UTSA’s strategic plan identifies research as a major growth area over the next seven years with the goal of becoming a tier one premier public research university. Under the guidance of the Vice President for Research, Dr. Robert Gracy, the research development and administration offices have expanded and increased services to colleges and departments in order to make it easier for faculty to apply for and manage research grants.

The Office of Sponsored Programs is key in grant procurement and provides both pre- and post-award services. The Offices of Contracts and Industrial Agreements and Research Integrity and Compliance also assist faculty and staff with research-related issues.
The College of Architecture created an Associate Dean for Research position in 2006 and Taeg Nishimoto currently serves in that capacity. In late 2007 the College acquired a Grants and Contracts Coordinator designated specifically to work with faculty on proposal writing, locating funding sources, and grant administration.

In 2009 the university launched a new online management system that allows for electronic creation and routing of research proposals. The proposals are generated in the College by the faculty members and grants coordinator, then routed through the university Office of Sponsored Programs for coordination and review of sponsor stipulations and conditions. This level of support is especially useful when dealing with federal offices and other major sponsors.

*Increase in Funding*
In the past two years research funding in the College of Architecture has increased significantly as more faculty members pursue research projects. During fiscal years 2006 and 2007 external funding totaled approximately $21,000. In fiscal year 2008 funding increased to over $56,000 and during fiscal year 2009 (to date) faculty have brought in more than $80,000 in funding.

*UTSA-Supported Research*
The university currently offers two opportunities for direct research funding: The tenure-track faculty program and the collaborative research program. Several faculty members have received awards for research from the university: Mahesh Senagala for smart-fabric structures ($5,000); Hazem Rashed-Ali for carbon neutrality research ($5,000); and John Alexander for research into 16th century Italian architecture ($22,000).

The university also provides development leave (sabbaticals) for faculty so that they may pursue their research. Dr. Maggie Valentine and Dr. Shelley Roff have received these.

*External Funding*
Dr. Richard Tangum leads the Urban Planning program and has received funding from the Zapata County Economic Development Commission ($19,513), the Windcrest Economic Development Commission (more than $40,000 over a period of several years), and the City of Poth (need to look up amount). His grants generally fund two to four graduate students as research assistants each semester.

Professor William Dupont, head of the College’s Historic Preservation program received $15,000 from the Preservation Research Commission in New Orleans for work in the Lower Ninth Ward; and, in conjunction with Dr. Richard Tangum and Dr. Maggie Valentine, $17,982 from the City of Boerne, Texas for historic building surveys. Five graduate students worked on the Boerne project.
Dr. Gayle Nicoll, who leads the Architecture and Health curriculum, has received $19,000 from the City of New York Bureau of Public Health for research into healthy living concepts as related to building codes.

Taeg Nishimoto received $12,925 from the San Antonio Area Foundation for the creation and publication of a unique book on San Antonio architecture. He also received $12,000 from LionForce Building Systems for research and development of the EcoLiving system.

Dr. Sedef Doganer is also working on a project funded by the San Antonio Area Foundation ($3,600) that will provide students with an opportunity to create 3-D maps of the River Walk area.

Conferences and Symposia
In 2007 and 2008 the College of Architecture held research symposia on campus where faculty, guests, and collaborators discussed individual areas of research. Many faculty members presented papers and many students attended.

In April of 2009 over 65 researchers from all over the world came to the UTSA campus for the Architect Research Centers Consortium (ARCC) annual meeting. ARCC is an international association of architectural research centers committed to the expansion of the research culture and supporting infrastructure in architecture and related design disciplines. The conference comprised four days of presentations featuring as keynote speaker Chris Leubkeman of ARUP.

Faculty Continuing Education
A significant number of faculty are licensed professionals, some with active practices. As members of the AIA, IIDA, LEEDS Certified, etc., faculty members participate in continuing education programs in order to maintain society memberships and credentials such as licenses and certificates. Professional conferences and continuing education venues attended by faculty include those sponsored by the following organizations and societies among others:

- American Institute of Architects
- American Planning Association
- Architectural Research Centers Consortium
- International Interior Design Association
- Texas Society of Architects
- United States Green Builders Association
3.8 Physical Resources

Since 2004, when the College of Architecture moved from the 1604 campus to the downtown campus, all College of Architecture activities have been located in the four UTSA Downtown Campus buildings. The College/Department of Architecture programs are located primarily in the Monterey Building, although most lecture courses are located in the Durango, Frio and Buena Vista Buildings. Figure 1 provides a map indicating the relationship of the Downtown Campus to the 1604 campus and the greater City of San Antonio area. Figure 2 provides a map indicating the location of the Downtown Campus to the downtown district of the City of San Antonio. Figures 3 to 5 provides floor plans of the Monterey Building that houses the activities of the College of Architecture indicating Architecture’s space utilization during the 2008-2009 academic year. Table 1 provides an account of the space utilization with the College of Architecture for the 2008-2009 academic year. The following are the general descriptions of the current Academic Year 2008 – 2009 space allocation space allocation and utilization.

Administrative Space

Administrative space supporting the Architecture programs is divided between the operation of the College of Architecture and the Department of Architecture. The College of Architecture administrative suite occupies 2,295 square feet of office space on the third floor of the Monterey Building. The suite contained offices for the (Interim) Dean, the Associate Dean, the Administrative Services Officer, and Development Officer. The suite also contained space for the Grant and Contracts Coordinator, Administrative Assistant, Administrative Secretary, student workers, a reception area and mail/storage room. The Department of Architecture occupies 2362 square feet of office space on the first floor of the Monterey Building. The suite contained offices for the Department Chair, Interior Design Program Coordinator, Construction Science and Management Coordinator, the Administrative Services Officer, and Graduate Advisor of Record. The suite also contained space for the two Administrative Assistants, student workers, conference room, a reception area and mail/storage room.

Faculty Office Space

The architecture, interior design and construction science and management faculty offices are distributed in various locations throughout the first and third floors of the Monterey Building. All tenured and tenure-track, and full-time adjunct faculty members have private offices. The part-time adjunct faculty have shared offices with dedicated workstations. Research assistants have dedicated workstations located in rooms adjacent to their faculty supervisors. The graduate assistants have dedicated workstations in the graduate studio and thesis space.
Studios

Studios for the architecture and interior design programs (Construction Science and Management program and the Master of Science in Architecture program are non-studio-based programs) Freshman, sophomore and junior studios are located on the first floor; interior design studios on the second floor; senior architecture studios are located on the first and second floor and the graduate studios are located on the third floor of the Monterey Building.

From 2004 to 2009, workstations for graduate students, seniors, juniors and sophomores were dedicated to individual students for their sole use throughout the semester. Due to space limitations and the need for a dedicated space for NAAB and CIDA accreditation visits that are scheduled for th 2009-2010 academic year, sophomores were assigned “hot desk” for the first time for this year only. Scheduling of the studio space is the responsibility of the Department of Architecture.

Other Instructional Space

Classrooms/Lecture Halls
The University provides classrooms and large lecture halls for history, theory, technical and core curriculum courses. These instructional spaces are scheduled by the Registrar’s office. The Office of Information Technology provides instructional equipment and support in all teaching spaces. Classrooms and lecture halls used by the School are located in the Durango, Frio and Buena Vista buildings on the UTSA Downtown Campus.

Digital Media Support Labs
Digital media facilities are distributed throughout the Monterey building to support the multiple programs of the College of Architecture. The Computer Lab, located ground floor of the Monterey Building, is used solely by the College of Architecture. It is comprised of a teaching lab containing 24 networked PC’s, a projector, laser and inkjet printers, scanners and plotters and an adjacent drop-in lab with 6 workstations, 3 (8.5x11) inch scanners, a (11x17) inch scanner, inkjet color plotters and a B/W laser printer. The third floor graduate studio has 4 workstations, color laser printer, scanner and 24” Color Plotter. A digital fabrication lab located on the third floor contains a laser cutter station.

Support Facilities

Product Library
The School maintains a Product Library on the second floor of the Monterey Building that is accessible to all students in the College. It contains stack shelving for professional magazines, samples, and product catalogs. The Product Library is under the direction of the Interior Design Coordinator, and is maintained by the Interior Design Program. Suppliers and product representatives keep samples current.
Gallery
The College of Architecture maintains a 1,476 square foot space on the first floor of the Monterey Building. There are also limited access opportunities to the Southwest Room/Gallery space on the first floor of the Durango Building.

Library
The Architecture Library, which also contains the Visual Resources Collection, is located on the second floor of the Buena Vista Building. Details of the Library facilities and collections are available in Part 8, Information Resources.

Shop
Due to the need to provide sufficient studio space within the Department and space limitations across the university, the Department does not presently have a workshop. The College of Architecture employs a Shop Supervisor who helps students organize model-making activities within the studio space or arranges special use of workshops available on a special basis from the Art Department or Institute of Texas Culture (neither is available to architecture students on a continuing basis). The Department has purchased or acquired various shop equipment in anticipation of a future workshop that includes hand tools, portable power tools, a table saw, drill press, horizontal/vertical sander, 10” chop saw, 10” radial arm saw, 14” band saw, 8” panel saw, and 12” planer, computers and information systems/software.

Archives
The Architecture Archives has 1,145 square feet of space dedicated to the storage of program work located in several rooms on the first floor of the Monterey Building.

Seminar/Jury Space
There are two Jury/Seminar spaces in the Monterey Building dedicated to the Architecture programs. Undergraduate studios also use the undergraduate wing corridor located on the first floor of the Monterey Building for pin-up and presentation space. The Interior Design program has a dedicated critique/display area on the second floor of the Monterey Building.

Future Space
Available space for program operations and expansion are an identified challenge in the strategic planning of the program. Among the identified space needs for the program is additional studio space, display and critique space, and a workshop facility. While additional space within the Monterey Building will become available with the conclusion of tenant leases within the building, other options including a new building are also being discussed. As of the timing of this report, UTSA is undergoing a review and development of a new campus-wide master plan that will address the need for new facilities in this fast-growing university. No final conclusions have yet been determined as to how the provision of additional space for the program will be achieved.
FIGURE 2

DOWNTOWN SAN ANTONIO
LOCATION OF UTSA CAMPUS BUILDINGS

MAP OF DOWNTOWN SAN ANTONIO, TEXAS
FIGURE 3

Dedicated Spaces of College of Architecture

- U.T.S.A. - STUDIO SPACE
- U.T.S.A. - FACULTY OFFICES
- U.T.S.A. - ADMINISTRATIVE OFFICES
- U.T.S.A. - SUPPORT SPACE

COLLEGE OF ARCHITECTURE
MONTEREY BUILDING
FIRST FLOOR
Dedicated Spaces of College of Architecture

- **MATERIAL/PRODUCT LIBRARY**
- **SEMINAR & PRESENTATION ROOMS**
- **INTERIOR DESIGN YEAR STUDIO**

**FIGURE 4**

**COLLEGE OF ARCHITECTURE**

**MONTEREY BUILDING**

**SECOND FLOOR**
Dedicated Spaces of College of Architecture

U.T.S.A. – STUDIO SPACE
U.T.S.A. – FACULTY OFFICES
U.T.S.A. – ADMINISTRATION OFFICES
U.T.S.A. – SUPPORT SPACE

4th YEAR STUDIO
SEMINAR & PRESENTATION ROOMS
GRADUATE PROGRAM STUDIO
COMPUTER LAB
FACULTY OFFICES
MEETING & SEMINAR ROOM
COLLEGE OF ARCHITECTURE ADMINISTRATIVE OFFICES

FIGURE 5
Table 1

SCHOOL OF ARCHITECTURE
SPACE UTILIZATION 2008-2009

<table>
<thead>
<tr>
<th>Architecture Dedicated Spaces:</th>
<th>Location</th>
<th>Number of Students</th>
<th>Area</th>
<th>Area/Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Studios</td>
<td>Monterey</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; floor</td>
<td>4 x 20 students (80) x 2</td>
<td>4442 sq.ft</td>
</tr>
<tr>
<td>Sophomore Studios</td>
<td>Monterey</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; floor</td>
<td>5 x 20 students (90)</td>
<td>4183 sq.ft</td>
</tr>
<tr>
<td>Interior Design Studios</td>
<td>Monterey</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; floor</td>
<td>4 x 18 students (72)</td>
<td>4191 sq.ft</td>
</tr>
<tr>
<td>Junior Arch. Studios</td>
<td>Monterey</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; floor</td>
<td>6x 18 students (108)</td>
<td>4458 sq.ft</td>
</tr>
<tr>
<td>Senior Arch. Studios</td>
<td>Monterey</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; floor</td>
<td>4x 18 students (64)</td>
<td>3777 sq.ft</td>
</tr>
<tr>
<td>Grad. Arch. Studios</td>
<td>Monterey</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; floor</td>
<td>95 students</td>
<td>4457 sq.ft</td>
</tr>
<tr>
<td>Gallery/Presentation</td>
<td>Monterey</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; floor</td>
<td></td>
<td>1476 sq.ft</td>
</tr>
<tr>
<td>Jury/Seminar Space</td>
<td>Monterey</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; floor</td>
<td></td>
<td>736 sq.ft</td>
</tr>
<tr>
<td></td>
<td>Monterey</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; floor</td>
<td></td>
<td>873 sq.ft</td>
</tr>
<tr>
<td>Hall/Jury Spaces</td>
<td>Monterey</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; floor</td>
<td></td>
<td>861 sq.ft</td>
</tr>
<tr>
<td>Products Lab</td>
<td>Monterey</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; floor</td>
<td></td>
<td>861 sq.ft</td>
</tr>
<tr>
<td>Archives</td>
<td>Monterey</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; floor</td>
<td></td>
<td>1145 sq.ft</td>
</tr>
<tr>
<td>Meeting Room</td>
<td>Monterey</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;, 3&lt;sup&gt;rd&lt;/sup&gt; floor</td>
<td></td>
<td>700 sq.ft</td>
</tr>
<tr>
<td>Administrative Suite</td>
<td>Monterey</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; floor</td>
<td>Department of Architecture</td>
<td>2362 sq.ft</td>
</tr>
<tr>
<td></td>
<td>Monterey</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; floor</td>
<td>College of Architecture</td>
<td>2295 sq.ft,</td>
</tr>
<tr>
<td>Faculty Offices</td>
<td>Monterey</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; floor</td>
<td>23 faculty</td>
<td>2951 sq.ft</td>
</tr>
<tr>
<td></td>
<td>Monterey</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; floor</td>
<td>11 faculty</td>
<td>1561 sq.ft</td>
</tr>
<tr>
<td>Staff Offices</td>
<td>Monterey</td>
<td>IT and Shop</td>
<td>3 staff</td>
<td>439 sq.ft</td>
</tr>
<tr>
<td>Computer Lab</td>
<td>Monterey</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; floor</td>
<td></td>
<td>1218 sq.ft</td>
</tr>
<tr>
<td></td>
<td>Monterey</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; floor</td>
<td></td>
<td>436 sq.ft</td>
</tr>
<tr>
<td><strong>SUB TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>39,422 sq.ft</strong></td>
<td></td>
</tr>
<tr>
<td>Shared Spaces</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classrooms</td>
<td>Buena Vista, Durango, Frio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture Halls</td>
<td>Buena Vista, Durango, Frio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>Buena Vista</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: these figures do not include other support spaces in the Monterey building not specifically related to architecture program operations such as restrooms, circulation spaces, and miscellaneous storage.
3.9 Information Resources

Overview

The University of Texas at San Antonio Library serves the tri-campus UTSA community through locations at the Main Campus (JPL), Downtown Campus (DT), and the Institute of Texan Cultures.

The goal of the library staff is to support students, faculty, and staff with their research, information, and educational needs, by providing the latest in library and information services within a learner-centered environment. The UTSA Library houses and provides access through the UTSA Library Catalog (UCAT), to over 1,279,564 volumes, over 41,000 periodical and serial titles and more than 54,000 audiovisual items. The library has a large government documents collection, including a complete depository for Texas state documents and a selective Federal Document Depository. Over 3,280,000 microforms including primary research materials, major national and regional newspapers and government documents sets are housed within the library. In addition, the library provides access to more than 300 electronic databases. Over the last several years, the UTSA Library and the University have taken sustained and intense action to improve library collections, facilities, and services. Library budget and facilities (space allocations) have steadily increased to 325 percent and 115 percent, respectively.

Interlibrary Loan and Delivery

The UTSA Library provides effective access to additional print and non-print items through the Interlibrary Loan & Library Express Services (ILLiad) system to send and receive interlibrary loan requests, streamlining the order process for faculty and students by automatically supplying the patron’s contact information on orders and enabling the patron to import book and article information from databases for requested items. Books that have been borrowed for faculty and staff are delivered directly to the faculty or staff member’s office through the Library Express Service. Articles that have been requested are sent electronically.

To improve UTSA faculty and student productivity and success, the library extends the Library Express Service to provide access to all collections, not just items that have been requested through ILLiad. Through the Library Express Service, library staff members pull books from the stacks for students and hold the items at the circulation desk for pickup. In addition, library staff members deliver books from the stacks to faculty and staff offices, and scan articles held in print or microform format and send them. The library also participates in the TexShare reciprocal borrowing system, hosted by the Texas State Library and Archives Commission, which enables UTSA students, staff, and faculty to borrow books from academic libraries throughout the state. UTSA has 334 registered TexShare faculty users and 244 student users. The library is also a member of the Center for Research Libraries (CRL), and makes the CRL catalog
available to researchers, providing access to unique international resources in a variety of formats.

**Archives and Special Collections**

The UTSA Archives and Special Collections serve as repositories for the University’s primary source materials, including manuscripts, rare books, and University records. In addition to University records, the archives’ core collecting areas are San Antonio and South Texas, San Antonio authors, women’s volunteer associations in South Texas, and South Texas Hispanic political activists. Its holdings total more than 4,800 linear feet and its finding aids are available in the Texas Archival Resources Online database.

Special Collections contains more than 19,300 volumes, emphasizing the history and development of the Texas-Mexico border region, especially the people, history, art, architecture, life and literature of San Antonio and South Texas. It also supports the research needs of UTSA by providing a general selection of core Texas historical book materials and a comprehensive selection of San Antonio historical book materials.

Regarding the study of architecture, the HemisFair Collection, materials that document the history of the River Walk and additional resources that support research into local preservation are available. In addition, resources about local architects, local builders, and historic buildings are maintained.

The UTSA Library is attracting an increasing number of gift collections from the community, including sizable collections that support growing programs in music and architecture, as well as personal collections from cultural figures in San Antonio.

UTSA Archives holds materials related to the development and revitalization of San Antonio and its surrounding areas, including the personal papers of local architects and architecture historians as well as the organizational records of city-wide initiatives and commissions.

**Services that Enhance the Use of the Library and Its Collections**

The UTSA Library offers a number of services to provide access and enhance student success, including laptop lending, lending of portable DVD players, electronic course reserves via the Blackboard course management system, a videoconferencing room (managed in partnership with the UTSA Office of Information Technology), multimedia viewing rooms and equipment, and a presentation room to allow students to practice and record multimedia presentations.

Staff are available all hours that the JPL (Main campus) is open to assist patrons in checking out materials, accessing media equipment and items placed on reserve by faculty members for specific courses, and using the facility, materials, computers and other equipment in the JPL. A courier service provides one-day service for students, faculty and staff to transport needed books and other materials between the JPL and the DT Library. During 2007-2008, over 168,000 instances of these services and
Reference Services

The UTSA Library reference services have moved beyond the traditional reference desk with “Ask a Librarian” online service that connects students and researchers, regardless of where they are working, with reference services via phone, instant messaging, text messaging, email, and The University of Texas System (UT System) online chat. Individualized assistance ranges from instruction in basic library research for freshmen starting their first college-level research papers to in-depth research consultations with faculty members and doctoral students. In addition to providing assistance upon request at our physical and virtual service points, the library reaches out to its patrons to make them aware of its services. For example, reference and access services staff members provide library tours to new students each summer as part of the University’s orientation program. In 2007-2008, reference staff provided assistance to 366 persons in a typical week.

In order to provide comprehensive student support, the library has created partnerships with campus tutoring programs, including the Judith G. Gardner Center for Writing Excellence; the Tomas Rivera Center, which provides tutoring in a variety of subjects; and the Supplemental Instruction Program, a peer-tutoring program.

Availability of Library Spaces and Services

The JPL Library is open from 1:00 p.m. Sunday through 9:00 p.m. Friday and 9:00 a.m. to 9:00 p.m. on Saturdays, for a total of 131 service hours per week during the semester. During the final exam period, the library offers extended hours; it is open approximately 70 hours per week during breaks. The DT Library is also open seven days per week, but with fewer extended hours. Most UTSA library services remain available during overnight hours, including circulation of library materials, access to the collection, laptop computer and DVD player lending, chat reference service through the UT System consortial reference service, and group study room checkout.

In the library’s learning commons, computers, software, printers, scanners, and technical staff are available at all hours when the library is open. In addition, reference consultation, information, and research assistance are offered to UTSA students, faculty, staff, and the public in person, via phone, and email 87 hours per week at the JPL and 83 hours per week at the DT Library. Instant messaging and text messaging assistance is available more than 50 hours weekly.

UTSA Library Downtown

The Downtown Library is open Monday through Thursday from 7:30 a.m. to 10:30 p.m. It is open from 7:30 a.m. to 6:00 p.m. Friday and 9:00 a.m. to 6:00 p.m. Saturday. Sunday the Downtown Library is open from 1:00 p.m. to 10:30 p.m. for a total of 89 hours a week. The library is a 19,000 sq. ft. facility located directly across the street.
from the College of Architecture. It has 16 group study rooms for group projects and an electronic classroom for library instruction.

The entire architecture, interior design, and landscape architecture collections are located downtown. Most of the urban planning and a fair portion of the construction management and sustainable building collections are located at the Downtown Library. Any materials located at the JPL Library can be made available via courier to the Downtown Library within 48 hours.

**Budget for Collections**

The UTSA Library secured a student library resource fee in 1998 that has created a strong collections budget for print and electronic materials. This fee has grown from $1 per student credit hour in FY 1996 to $14 per student credit hour in FY 2009. During FY 2001, the fee generated $878,655 of revenue for collections, and in FY 2008 it generated $9,358,080 (a 965 percent increase), of which $5,041,500 was allocated for materials. The total materials budget has increased by 14 percent in the past three years; $5,041,500 was budgeted for collections in FY 2009.

Over the years 2003-2008, there were significant increases in the library’s volume (51%) and serials subscription (71%) counts. During that same period 278 electronic resources and databases also were added. That growth continued in academic year 2008-2009.

**Architecture Resources and Services**

**Staff**

The subject specialist in Architecture has responsibility for developing strong relationships with the faculty members who serve as library liaisons, and to support the College of Architecture by providing collection building, instruction, in-depth reference assistance, and general assistance with library services and policies. His role includes participation in the writing of program reviews and new program proposals, particularly providing statistics and descriptions of the strengths of the collections pertaining to the programs being reviewed or proposed.

The library staff reports to the Dean of Libraries and four assistant deans. The Assistant Dean for Collections and Assistant Dean for Public Services are most relevant for the collection and the staff at the Downtown Library. Librarians at UTSA have professional status and do not have faculty status. The architecture bibliographer and the other staff downtown are not part of the College of Architecture. However, the biographer is expected to have a strong working relationship with the College.

Gary Woods, the bibliographer for architecture, has an undergraduate degree in philosophy and a Master of Library and Information Science both from the University of Texas at Austin. UTSA has a large staff to serve the College of Architecture. The
Downtown Library has three librarians, seven paraprofessionals, and two student assistants. Librarians are expected to attend at least one conference each year. Mr. Woods generally attends the annual conference of the Association of Architecture School Librarians. Staff salaries are competitive with other institutions of higher education.

**Electronic resources**

In the past 5 years, the Library has expanded access to many electronic resources specific to the study of architecture. Current digital resources for architecture:

- Avery Index to Architectural Periodicals
- Art Full Text
- DAAI: Design and Applied Art Index
- Digital Sanborn Maps 1867-1970
- JSTOR
- ARTstor
- Oxford Art Online
- CAMIO: Collection of Art Images Online
- IHS Standards
- Materials Science: a Sage Full-Text Collection
- Sustainability Science Abstracts (subfile of Environmental Sciences & Pollution Management)
- Elsevier Science Direct
- Applied Science and Technology Abstracts
- Wiley InterScience,
- Kluwer Online
- Environmental Engineering and Ecology Abstracts
- Environmental Universe

Other significant electronic resources include the discipline-specific databases in related areas. These include full-text databases in engineering, computer and information sciences, art, art history, photography, history, demographics, environmental science as well as full-text electronic books in many disciplines. The Library also provides access to many other electronic indexing and full-text journal collections, which provide support to architecture but are broader in scope, such as Academic Search Premier, Ingenta, Proceedings First, Papers First, ProQuest Digital Dissertations, and Web of Science. Web of Science indexes and abstracts articles in more than 8,400 journals in all disciplines from 1975 to the present.

**Books**

The primary focus of the Library’s collection in support of the architecture program has been on architecture, design, construction, structural engineering, historic preservation, and urban studies and planning. Additional support is provided by
relevant literature in the visual arts including art history and criticism, techniques of drawing, and the decorative arts as well as other academic disciplines such as economics, management, public administration, psychology, sociology, and anthropology.

As of June 2009, the Library’s collections related specifically to architecture, design, construction, and structural engineering consisted of more than 18,029 volumes. These totals represent an increase of 65% more (7079) volumes respectively since September 2003. Counting only those materials classed specifically in architecture (filed under NA by the Library of Congress classification scheme), the Library’s collections consist of more than 12,415 volumes. These totals represent an increase of 58% since September 2003. However, none of these counts reflects strong holdings in historic preservation and urban studies and planning, which are typically categorized under history, economics, anthropology, and sociology, nor the strong regional focus of the collection on the South Texas/Northern Mexico region and, more broadly, the Southwestern United States.

Another nearly 28,366 volumes provide broad support for general art, art history, and criticism, and art studio courses. The Library also maintains substantial collections in related academic areas such as psychology, management, sociology, and anthropology, which include relevant literature. Each of these areas also offers master’s programs and thus receives strong support from the Library with collections incorporating a wide range of print, audiovisual, and electronic resources.

For areas of study within the College of Architecture, the breakdown is as follows:
- architecture – 9,230 titles (12,415 items);
- decorative arts and interior decoration – 2,814 titles (3,637 items);
- gardens, landscape architecture – 661 titles (786 items);
- building construction – 1,253 titles (1,654 items);
- communities, city and regional planning – 2,803 titles (3,435 items).

Collections have been strengthened in support of undergraduate teaching and in areas of new programs and research. Some examples include sustainable building; building science; urban planning; architectural theory; history of architecture; furniture; history of interior design; and collected works of individual architects.

**Journals**

The Library currently subscribes to 52 print journals to support the needs of the architecture program. These print journals are the major way we access the journal literature in architecture. In addition, many architecture journals are available in full text through subscriptions to their publishers’ electronic journal collections. However, this access is very much secondary to our print collection. The Library continues to support increased access to these and other journals electronically through subscription databases. In total, the library has access to 102 journals in electronic format for architecture. New titles, both in print and in electronic formats,
were recently added in response to faculty requests and program needs and others are under consideration.

**Library Expenditures in Support of the College of Architecture programs**

In the last five years, the library has spent $428,510 on library materials for architecture. Our budget for all library materials for architecture has increased from $28,753 in FY2004 to $115,092 in FY2008 an increase of about 400%.

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>FY04</th>
<th>FY05</th>
<th>FY06</th>
<th>FY07</th>
<th>FY08</th>
<th>Totals FY04-09</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book</td>
<td>$18,196.54</td>
<td>$36,885.60</td>
<td>$50,819.62</td>
<td>$62,936.39</td>
<td>$93,699.15</td>
<td>$262,537.30</td>
<td>61%</td>
</tr>
<tr>
<td>Electronic</td>
<td>5,262.50</td>
<td>90,810.00</td>
<td>8,625.00</td>
<td>8,915.00</td>
<td>10,524.72</td>
<td>124,137.22</td>
<td>29%</td>
</tr>
<tr>
<td>Non-book</td>
<td>159.95</td>
<td>2,494.00</td>
<td>255.00</td>
<td>954.00</td>
<td>871.62</td>
<td>4,734.57</td>
<td>1%</td>
</tr>
<tr>
<td>Subscriptions</td>
<td>5,134.86</td>
<td>7,073.20</td>
<td>6,917.48</td>
<td>7,978.44</td>
<td>9,997.30</td>
<td>37,101.28</td>
<td>9%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$28,753.85</td>
<td>$137,262.80</td>
<td>$66,617.10</td>
<td>$80,783.83</td>
<td>$115,092.79</td>
<td>$428,510.37</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Current Awareness Services**

The UTSA Library subscribes to the current awareness service, Ingenta (formerly known as UnCover). After establishing a free account and profile with Ingenta, faculty members will receive e-mail notices of new research articles and books published in their areas of research interest. Several other electronic resources the Library subscribes to also offer current awareness services. Both IEEE and Engineering Village2 offer e-mail alert services.

**Participation in Cooperative Library Agreements**

The UTSA Library participates in a variety of cooperative library agreements at the local, regional, national, and international level. These agreements serve to broaden the base of resources available to the University’s faculty, staff, and students as well as significantly improve access to resources, whether within the Library, on either campus, or remotely from homes or offices.

Center for Research Libraries: The Center for Research Libraries (CRL) is an international consortium that operates the nation’s oldest cooperative research library. The 162-member research centers, colleges, and universities pool their resources to acquire, store, and preserve rarely held publications at CRL, which, in turn, makes them easily accessible to scholars throughout North America.

TexShare: The TexShare Library Resource Sharing Program was developed to support and enhance resource sharing among Texas academic libraries. The TexShare Program has implemented the TexShare Card, a statewide borrower’s card enabling
faculty and students affiliated with any TexShare institution to use the materials and services of any participating TexShare library.

University of Texas System: The UT System Digital Library (UTSDL) continues to pursue its goals in cooperatively acquiring and providing access to additional resources, which may be beyond the means of any single institution.
## 3.10 Financial Resources

Annual funding for the College of Architecture is derived from funds appropriated by the Texas State Legislature, local tuition and fee monies, donations, and endowments. The budget has continued to increase, reflecting the expanding enrollment and the funds required to support the growth.

### College of Architecture 2008-2009

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time faculty salaries</td>
<td>930,515</td>
<td>1,108,301</td>
<td>1,012,172</td>
<td>997,762</td>
<td>1,292,872</td>
</tr>
<tr>
<td>Part-time faculty salaries</td>
<td>343,245</td>
<td>390,752</td>
<td>471,027</td>
<td>544,837</td>
<td>611,432</td>
</tr>
<tr>
<td>San Antonio Conservation Society Endowed Professorship in Honor of Mary Ann Blocker Castleberry ($131,229)</td>
<td>31,278</td>
<td>38,018</td>
<td>40,414</td>
<td>47,375</td>
<td>30,440</td>
</tr>
<tr>
<td>Ronald K. Blumberg Endowed Professorship</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4,400</td>
<td>4,400</td>
</tr>
<tr>
<td>Classified personnel</td>
<td>118,750</td>
<td>155,868</td>
<td>246,263</td>
<td>293,361</td>
<td>285,047</td>
</tr>
<tr>
<td>Wages</td>
<td>13,049</td>
<td>11,816</td>
<td>10,841</td>
<td>10,841</td>
<td>9,415</td>
</tr>
<tr>
<td>Maintenance and operation</td>
<td>49,518</td>
<td>49,518</td>
<td>59,516</td>
<td>60,000</td>
<td>60,000</td>
</tr>
<tr>
<td>Travel</td>
<td>4,800</td>
<td>4,800</td>
<td>9,318</td>
<td>9,318</td>
<td>9,318</td>
</tr>
<tr>
<td>Lab Fees</td>
<td>50,000</td>
<td>85,000</td>
<td>100,000</td>
<td>108,000</td>
<td>108,000</td>
</tr>
<tr>
<td>Research Grants</td>
<td>17,000</td>
<td>15,000</td>
<td>21,540</td>
<td>21,513</td>
<td>80,849</td>
</tr>
<tr>
<td>Student PC Lab</td>
<td>26,000</td>
<td>26,000</td>
<td>26,000</td>
<td>26,000</td>
<td>26,000</td>
</tr>
<tr>
<td>COA Technology Support Fees</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>77,000</td>
</tr>
</tbody>
</table>

### SUMMER BUDGET

| Tenure-Track salaries | 52,527 | 41,622 | 33,845 | 136,536 | 139,174 |
| NTT faculty salaries | 24,407 | 41,055 | 47,455 | 51,662 | 59,168 |
| Facilities | - | - | - | - | 14,000 |

### ENRICHMENT

| Grad. Incre. Tuition Funds | 9,804 | 13,908 | 28,908 | 28,908 | 28,908 |
| Grad. Recruitment Funds | - | - | - | - | 10,000 |
| Graduate Assistants | 4,462 | 9,824 | 10,622 | 22,693 | 29,142 |

Development Funds

<p>| AIA San Antonio Endowed Scholarship ($30,000) Income | 5,077 | 8,107 | 7,231 | 8,317 | 7541 |
| Bill and Diane Hays Endowed Scholarship ($10,000) | 1,062 | 1,096 | 1,147 | 1,136 | 1,071 |
| Gene George Endowed Scholarship in Historical Preservation Income | 2,805 | 3,984 | 2,948 | 2,473 | 2,219 |
| Joeris Construction | - | - | - | - | 20,000 |</p>
<table>
<thead>
<tr>
<th>Scholarship Name</th>
<th>Amount 1</th>
<th>Amount 2</th>
<th>Amount 3</th>
<th>Amount 4</th>
<th>Amount 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alpha Building Corp</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>19,672</td>
</tr>
<tr>
<td>Associate General Contractors</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>10,000</td>
</tr>
<tr>
<td>INTERTECH Flooring Endowed Scholarship for Interior Design ($10,000) Income</td>
<td>-</td>
<td>-</td>
<td>247</td>
<td>666</td>
<td>991</td>
</tr>
<tr>
<td>Jack Greene Memorial Endowed Scholarship ($10,000)</td>
<td>-</td>
<td>-</td>
<td>258</td>
<td>695</td>
<td>1,034</td>
</tr>
<tr>
<td>Julius M &amp; Kathleen Endowed Scholarship ($10,000)</td>
<td>-</td>
<td>-</td>
<td>257</td>
<td>693</td>
<td>1,030</td>
</tr>
<tr>
<td>Reginald J Gonzalez &amp; Alicia C Trevino Endowed Scholarship in Architecture ($10,000)</td>
<td>907</td>
<td>1,458</td>
<td>1,524</td>
<td>1,608</td>
<td>785</td>
</tr>
<tr>
<td>San Antonio Masonry Contractors Assoc. Endowed Scholarship ($10,000)</td>
<td>1,016</td>
<td>2,027</td>
<td>6,453</td>
<td>5,744</td>
<td>3,363</td>
</tr>
<tr>
<td>College of Architecture General Scholarships</td>
<td>22,790</td>
<td>21,290</td>
<td>9,290</td>
<td>4,790</td>
<td>0</td>
</tr>
<tr>
<td>COA Presidential Scholarship</td>
<td>30,000</td>
<td>30,000</td>
<td>47,000</td>
<td>60,000</td>
<td>58,500</td>
</tr>
<tr>
<td>Lloyd W. &amp; Cissy Jary Scholarship (annual)</td>
<td>1,500</td>
<td>2,000</td>
<td>3,000</td>
<td>3,000</td>
<td>2,000</td>
</tr>
<tr>
<td>Donald E. Everett Scholarship in Historical Preservation – Monte Vista Historical Association</td>
<td>1,500</td>
<td>5,500</td>
<td>4,000</td>
<td>5,375</td>
<td>2,505</td>
</tr>
<tr>
<td>San Antonio Conservation Society Eleanor Freeborn Bennett Educational Scholarship</td>
<td>7,500</td>
<td>8,750</td>
<td>10,000</td>
<td>7,500</td>
<td>10,000</td>
</tr>
<tr>
<td>Angelo Donghia Foundation Scholarship (custodial)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>17,510</td>
<td>-</td>
</tr>
<tr>
<td>Texas Architectural Foundation (custodial)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4,500</td>
<td>3,250</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,749,512</td>
<td>2,075,694</td>
<td>2,211,276</td>
<td>2,497,213</td>
<td>3,009,126</td>
</tr>
</tbody>
</table>

**Comparative Data**

Until the academic year 2003 – 2004, the comparative analysis of annual expenditures was somewhat complicated by a series of restructuring efforts. Now, with the College of Architecture functioning as an autonomous unit, a comparison with the College of Engineering offers a reasonable basis for the evaluation of the level of support. It’s not an ideal data, but it’s the most relevant comparison of two professional programs at UTSA. The most recent figures indicate that the College of Architecture has gained significantly since 2001. It now has a higher level of per-student funding in 3 of the 4 budget lines, whereas before, it was somewhat below in all of the figures in comparison to those for the College of Engineering.
## 2008-2009 Comparative Budget Analysis

*College of Architecture versus College of Engineering*

*(Expenditure per Student)*

<table>
<thead>
<tr>
<th></th>
<th>College of Architecture</th>
<th>College of Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>957.67*</td>
<td>1869.67*</td>
</tr>
<tr>
<td>Full Time Faculty (equivalent)</td>
<td>39.3</td>
<td>66.9</td>
</tr>
<tr>
<td>Faculty Salaries</td>
<td>2,336,222</td>
<td>(2,439)</td>
</tr>
<tr>
<td></td>
<td>(2,439)</td>
<td>6,030,359</td>
</tr>
<tr>
<td>(3225)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classified Personnel</td>
<td>397,769</td>
<td>(415)</td>
</tr>
<tr>
<td>Maintenance &amp; Operations (includes Travel &amp; Scholarships)</td>
<td>565,050</td>
<td>(590)</td>
</tr>
<tr>
<td>Wages</td>
<td>76,576</td>
<td>(80)</td>
</tr>
<tr>
<td></td>
<td>211,510</td>
<td>(113)</td>
</tr>
</tbody>
</table>

*Fall 2008 full-time equivalent students
### 3.11 Administrative Structure

The Board of Regents, the governing body for The University of Texas System, is composed of nine members who are appointed by the Governor and confirmed by the Senate. Terms for Regents are scheduled for six years each and staggered so that three members' terms will usually expire on February 1 of odd-numbered years. In addition, the Governor appoints a Student Regent for a one-year term. The Board of Regents delegates administrative authority to the Chancellor of the University of Texas System, who, in turn delegates the administrative authority for each component institution to the President of that component. The President at UTSA is assisted by a staff that includes a Provost and Executive Vice President for Academic Affairs, a Vice President for Business Affairs, an Executive Vice Provost, a Vice President for Research, a Vice President for Student Affairs, a Vice President for University Advancement, and a Vice President for Community Services. Academic programs are organized within eight Colleges directed by Deans: Colleges of Architecture; Business; Education and Human Development; Engineering; Liberal and Fine Arts; Public Policy; Sciences; and the Honors College.

### Regional Accreditation

The University of Texas at San Antonio is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS), and is mandated by this agency to award bachelors, masters, and doctoral degrees.

### Recognized Academic Unit

The College of Architecture is an autonomous academic unit offering degree programs in architecture, interior design and construction science and management. It offers both undergraduate in each program area and two graduate degrees in architecture. At this time only the Department of Architecture exists as a separate administrative unit within the College. The interior design and construction science and management programs are administered by coordinators that report directly to the College of Architecture. Our strategic plan anticipates the addition of separate departments of interior design and of construction science and management in the future.

### Organization of the College of Architecture

The Dean (Dr. John Murphy) is the chief administrator of the College of Architecture. He is assisted by the Associate Dean of Academic Affairs and Undergraduate Studies (Robert Baron) and the Associate Dean of Research, Outreach and Graduate Studies (Taeg Nishimoto), Program Coordinator for the B.S. in Interior Design Program Coordinator (Susan Lanford), Program Coordinator for the B.S. in Construction Science and Management Program Coordinator (Dr. Yilmaz Karasulu), an Administrative Services Officer, two Administrative Assistants, a Director of Advancement (Sally
Drews), a Grant and Contracts Coordinator (Dena Bruedigam) an Information Technology Associate, and a Shop Steward. The Department of Architecture is a distinct academic unit administered by a Department Chair, (Dr. Gayle Nicoll) that administers the undergraduate and graduate degree and certificate programs in architecture within the College of Architecture.

**Dean**
The Dean is selected by the Provost from a list of candidates recommended by a search committee. The Dean has a five-year term of appointment and is the chief academic officer of the school. He or she reports to the Provost and the Executive Vice President for Academic Affairs. The Dean is the primary liaison to the profession and the community.

**Associate Dean of Academic Affairs and Undergraduate Studies**
The Associate Dean of Academic Affairs and Undergraduate Studies is selected and appointed by the Dean. He or she is responsible for student affairs at the Dean's level. He processes student reinstatements, grade grievances; he supervises undergraduate advisors for programs in architecture, interior design, and construction science and management and ensures the COA is following all University academic policies and procedures, coordinates SACS accreditation guidelines, and strategic planning initiatives.

**Associate Dean of Research, Outreach and Graduate Studies**
The Associate Dean for Research, Outreach, and Graduate Studies is selected and appointed by the Dean. He or she is responsible for graduate student affairs as well as graduate academic affairs at the Dean’s level. He administers all student and faculty research and outreach activities and the Graduate Certificate programs.

**Chair, Department of Architecture**
The Chair of the Department of Architecture is selected and appointed by the Dean for a three-year term. He or she is responsible for curriculum and coordination of teaching in the undergraduate and graduate architecture programs and certificate programs offered by the department. The Chair handles recruiting, advising and placement of students, and collaborates with the respective coordinators on the CIDA and NAAB accreditation processes.

**Bachelor of Science in Interior Design Program Coordinator**
The Interior Design Program Coordinator is selected and appointed by the Dean for a three-year term. He or she is responsible for curriculum and coordination of teaching in the Interior Design program. The Program Coordinator handles recruiting, advising and placement of students, directs the CIDA accrediting process, and is a liaison to the profession.

**Bachelor of Science in Construction Science and Management Program Coordinator**
The Construction Science and Management Program Coordinator is selected and appointed by the Dean for a three-year term. He or she is responsible for curriculum and coordination of teaching in the Construction Science and Management program. The Program Coordinator handles recruiting, advising and placement of students, directs the ACCE accrediting process, and is a liaison to the profession.

Administrative Services Officer
The function of the Administrative Services Officer (one for the College, Venetta Williams for the Department of Architecture) is to plan and assist in the coordination of the business management, administrative and staff services of the College or Department. The Administrative Services Officer is responsible for a variety of administrative services including administration of a budget of considerable size, personnel matters, and other activities essential to the operation of the school requiring independent decision-making skills.

Administrative Assistant
The Administrative Assistant assists in the supervision of administrative and operational activities of the College. The AA provides administrative support to the administrator, assists with special projects, works with scholarship donors by maintaining accurate donor records and preparing correspondence, works with department committees, constructs and maintains databases and other activities.

Director of Advancement
The Director of Development (Sally Drews) for the College of Architecture reports to the Vice President of University Advancement and is responsible for the administration of fund-raising, communications, marketing and community outreach for the College of Architecture in collaboration with the Dean of the College. In addition, he or she prepares fund-raising materials used in the solicitation of friends and alumni, supervises gift recording, reporting and acknowledgement process for all gifts to the College of Architecture, plans and oversee arrangements for the College of Architecture Advisory Council meetings and activities. He or she also works with the Office of Alumni Relations and the College to build and maintain an active alumni base for the College.

Grant and Contracts Coordinator
The Grants and Contracts Coordinator (Dean Bruedigam) reports to the Associate Dean of Research, is available to assist faculty in locating funding sources and applying for grants, helping them navigate through the many requirements of the university and the sponsors. Once funding is secured, she is responsible for managing the research accounts, including budgeting, expenditures, accounting, and compliance issues.
**Information Technology (IT) Associate**

The IT Associate (Martin Rodriguez) reports to the Dean, and coordinates and provides the maintenance and other technical assistance required to operate all of the computer and other electronic equipment in the College of Architecture. Also, he/she assists in the maintenance of the school's website.

**Shop Supervisor**

The Shop Supervisor (Sam Cerda) reports to the Chair and supervises the operation of the fabrication operations and instructs students in safe equipment procedures.

Figures 6 and 7 on the following pages are provided to illustrate the organizational structure of UTSA and the College of Architecture as it relates to the accredited architecture programs.
Figure 7

COLLEGE OF ARCHITECTURE
ORGANIZATIONAL STRUCTURE
August 2009
The following pages comprise the 2009-2011 recommended curricula for the UTSA College of Architecture Master of Architecture degrees and 2008-2010 Bachelor of Science in Architecture as well as the Bachelor of Science Degree in Interior Design. Undergraduate Catalog and Graduate Catalogs for the curricula between 2004-and 2008 are available on the UTSA website at: http://www.utsa.edu/ucat/archive/
college of architecture
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  - The M.Arch. 2 Program ...................................................................................................................... 55
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COLLEGE OF ARCHITECTURE

DEPARTMENT OF ARCHITECTURE

For its graduate programs, the College of Architecture takes advantage of its unique location within downtown San Antonio, as well as South Texas and the borderlands of the western United States and Mexico. The city of San Antonio, composed of several historical layers from the 17th century to the present, is a laboratory for the exploration of architecture, urbanism, and community planning and design.

Master of Architecture Degree – The Professional Program

The College of Architecture offers the Master of Architecture (M.Arch.) as a first professional degree for those intending to enter the professional practice of architecture. The M.Arch. is accredited by NAAB, the National Architectural Accrediting Board, the sole agency authorized to accredit U.S. professional degree programs in architecture. According to the NAAB 1998 Conditions and Procedures manual:

“In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite of licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes two types of degrees: the Bachelor of Architecture and the Master of Architecture. A program may be granted a six-year, three-year, or two-year term of accreditation, depending on its degree of conformance with established educational standards. Master’s degree programs may consist of a preprofessional undergraduate degree and a professional graduate degree, which, when earned sequentially, comprise an accredited professional education. However, the preprofessional degree is not, by itself, recognized as an accredited degree.”

Building on a solid base of undergraduate studies in architecture, the degree program provides a challenging professional curriculum. The two-year program is seen as a capstone of professional studies.

The Master of Architecture degree is offered in two forms: M.Arch. 2 program, for students who have earned architectural degrees; and M.Arch. 3 program, for students with undergraduate degrees in fields other than architecture.

The M.Arch. 2 Program

The M.Arch. 2 program is designed for students who have earned architectural degrees (such as B.A., B.S., and B.E.D.) and consists of studies focused on developing the next generation of critical practitioners. This studio-based professional program is normally two years (52 semester credit hours) in length and is completed via an independently-derived, research-informed design project.

M.Arch. 2 Program Admission Requirements. In addition to University-wide admission requirements, applicants must have completed a preprofessional bachelor’s degree in architecture with a minimum grade point average of no less than 3.0 in the applicant’s last 60 hours of coursework (including all graduate and postgraduate coursework taken).

A completed application package consists of the following:

- Completed Application form
- Official transcripts from all universities attended
- Graduate Record Examination (GRE) scores
- Two (2) Letters of Recommendation
- Letter of Intent, outlining the applicant’s anticipated focus of studies and its impact on subsequent professional practice
- Portfolio, documenting proficiency in design, graphic communications, and other creative work
- Test of English as a Foreign Language (TOEFL) scores for international applicants whose first language is not English.
An application fee and all application materials must be sent directly to the UTSA Graduate School at One UTSA Circle, San Antonio, TX 78249. Please consult the UTSA College of Architecture’s Web site (http//www.utsa.edu/architecture) for dates when the review of applications will begin and for more information about the College and its programs.

**M.Arch. 2 Degree Requirements.** Degree candidates must complete 52 semester credit hours of coursework consisting of the following:

**A. 37 semester credit hours of the following required courses:**

- ARC 5133  Professional Practice and Construction in a Global Setting
- ARC 5513  Advanced Building Technology & Structures
- ARC 6126  Advanced Design Studio I
- ARC 6136  Advanced Design Studio II
- ARC 6146  Advanced Design Studio III
- ARC 6931  Master’s Project Preparation
- ARC 6996  Master’s Project
- Theory/Criticism Elective*
- History Elective*

**B. 15 semester credit hours of electives selected from the list posted on the UTSA College of Architecture Web site and within the UTSA College of Architecture graduate handbook. No more than 6 semester credit hours of nonarchitecture (ARC) electives will apply toward the Master of Architecture degree and these electives should be selected in consultation with the Graduate Advisor of Record.**

*Note: Courses which satisfy the required elective options (Theory/Criticism, History) will be posted on the UTSA College of Architecture Web site and within the UTSA College of Architecture graduate handbook.

**The M.Arch. 3 Program**

The M.Arch. 3 program is designed for students with undergraduate degrees in fields other than architecture. This professional program includes one year of preparatory studies (39 semester credit hours) beginning in the summer, in preparation for the following two years (52 semester credit hours) of the Master of Architecture (M.Arch. 2) program sequence. These preparatory studies are required, as a condition of admission, to be completed in full. We encourage students from all disciplines to consider this program as a means for entering the profession of architecture.

**M.Arch. 3 Program Admission Requirements.** In addition to University-wide admission requirements, applicants must have completed a bachelor’s degree with a minimum grade point average of no less than 3.0 in the applicant’s last 60 hours of coursework (including all graduate and postgraduate coursework taken).

A completed application package consists of the following:

- Completed Application form
- Official transcripts from all universities attended
- Graduate Record Examination (GRE) scores
- Two (2) Letters of Recommendation
- Letter of Intent, which speaks to the applicant’s preparedness for the study of architecture
- Portfolio of work indicative of the applicant’s preparedness for the study of architecture
- Test of English as a Foreign Language (TOEFL) scores for international applicants whose first language is not English.

An application fee and all application materials must be sent directly to the UTSA Graduate School at One UTSA Circle, San Antonio, TX 78249. Please consult the College of Architecture’s Web site (http//www.utsa.edu/architecture) for applicable dates when the review of applications will begin and for more information about the College and its programs.
M.Arch. 3 Degree Requirements. The M.Arch. 3 program requires up to 39 semester credit hours of preparatory studies and 52 semester credit hours of the M.Arch. 2 program sequence for this degree, exclusive of coursework or other study required to remove admission deficiencies. Credit toward the program is earned only for grades of “A,” “B,” and “C.” Students must also maintain an overall grade point average of 3.0, with a maximum of 6 semester credit hours with the grade of “C.”

The M.Arch. 3 program in architecture consists of: a) preparatory studies; b) a performance evaluation; and c) the 52 semester credit hour M.Arch. 2 program sequence. The M.Arch. 3 program begins in the summer.

A. **Preparatory Studies.** 39 semester credit hours consisting of the following:

   ARC  5183  Fundamentals of Architectural Design: Principles & Representation
   ARC  5196  Fundamentals of Architectural Design: Studio

   and 30 semester credit hours of coursework that includes a minimum of two consecutive semesters of design studios. This coursework is posted on the UTSA College of Architecture Web site and within the UTSA College of Architecture graduate handbook.

B. **Performance Evaluation.** Upon completion of preparatory studies, each student is subject to a performance evaluation intended to determine readiness to enter the M.Arch. 2 program sequence. The performance evaluation format is determined by the Department Chair and carried out by the faculty. Normally, failure to pass the performance evaluation should be followed by additional coursework or other work to remedy deficiencies or areas of weakness before the evaluation is conducted again. Failure to successfully pass the performance evaluation may result in the postponement of entering the M.Arch. 2 program sequence.

C. **M.Arch. 2 Program Sequence.** Degree candidates must complete 52 semester credit hours of coursework consisting of the following two areas of coursework: required courses and electives:

   1. 37 semester credit hours of required courses (see M.Arch. 2 description above)
   2. 15 semester credit hours of electives (see M.Arch. 2 description above)

**Master of Science in Architecture Degree – The Research Program**

The Master of Science in Architecture (M.S. Arch.) program is a nonstudio research program that prepares students for careers in research, teaching, consulting, and further graduate study. The focus of the program is research in architecture. Areas of research include historic preservation, urban and regional planning, architectural history, sustainability in architecture, and health and wellness. The program stresses critical writing and research methods. The educational opportunities are enriched by the College of Architecture’s location in downtown San Antonio, which has a rich heritage of historic architecture and urbanism.

**M.S. Arch. Admission Requirements.** In addition to University-wide admission requirements, applicants must have completed a bachelor’s degree with a minimum grade point average of no less than 3.0 in the applicant’s last 60 semester credit hours of undergraduate studies.

A completed application package consists of the following:

- Completed Application form
- Official transcripts from all universities attended
- Graduate Record Examination (GRE) scores
- Two (2) Letters of Recommendation
- Letter of Intent
- Samples of expository writing
- Test of English as a Foreign Language (TOEFL) scores for international applicants whose first language is not English.
An application fee and all application materials must be sent directly to the UTSA Graduate School at One UTSA Circle, San Antonio, TX 78249. Please consult the College of Architecture’s Web site (http://www.utsa.edu/architecture) for applicable dates when the review of applications will begin and for more information about the College and its programs.

**M.S. Arch. Degree Requirements.** The minimum number of semester credit hours requirements for the Master of Science in Architecture degree, exclusive of coursework or other study required to remove admission deficiencies, is 33. Credit toward the program is earned only for grades of “A,” “B,” and “C.” Students must also maintain an overall grade point average of 3.0 with a maximum of 6 semester credit hours with the grade of “C.” Students admitted to the program should consult the Graduate Advisor of Record (GAR) and a faculty advisor in their chosen field of study for specific program requirements for their individual study plans.

Degree candidates must complete 33 credit hours of coursework consisting of the following:

A. 12 semester credit hours of the following required courses:
   
   ARC 5173 Architectural Theory and Criticism  
   ARC 6433 Research Methods in Architecture  
   ARC 6983 Master’s Thesis (repeated for a total of 6 credit hours)

B. 21 semester credit hours of electives to be selected in consultation with committee chair

C. Comprehensive Examination. A candidate for the Master of Science in Architecture must, in addition to other requirements, pass a written comprehensive examination. Students must be registered for ARC 6961 Comprehensive Examination during the semester in which they intend to take the examination.

   Comprehensive examinations are given only to students who:
   
   • have satisfied all admission conditions  
   • are in good academic standing  
   • have an approved degree plan  
   • have selected a supervising professor and thesis committee with an approved thesis topic  
   • are enrolled in ARC 6961 Comprehensive Examination

Note: Credit earned for ARC 6961 will not count toward the 33 semester credit hours required for the degree.

**Graduate Certificate in Historic Preservation**

Historic Preservation is a process of design for continuity and the management of change within an existing historic context. The Graduate Certificate in Historic Preservation offers specialized education in historic preservation design, technology, planning and management through graduate-level courses.

The Graduate Certificate in Historic Preservation enables graduate students from multiple program areas to receive tangible confirmation of skills and comprehension in historic preservation. A Graduate Certificate in Historic Preservation offers students from any discipline the opportunity to take historic preservation classes with rationale and purpose. Certificate holders can gain employment advantages in fields related to archaeology, architecture, business, engineering, geography, historic preservation, history, interior design, landscape architecture, law, museum studies, political science, public policy, social science and urban and regional planning. Many government jobs within federal, state, and local agencies specifically require or desire graduate-level training in historic preservation. All states, many counties, and most large cities have nonprofit organizations and societies devoted to historic preservation. Within the construction industry there is currently a huge trend upwards in adaptive use of existing buildings, especially within previously abandoned downtown areas. There is widespread demand for professionals with specialized training in historic preservation. Interested individuals should contact the Historic Preservation Certificate Program Coordinator within the College of Architecture.
Certificate in Historic Preservation Admission Requirements. New and existing graduate students in “good standing” shall declare the intent to seek the Certificate by requesting permission to enter and complete the program. Students not currently enrolled in a graduate program may apply according to UTSA Admission Requirements for Certificate Programs. The Certificate Program Coordinator may determine that a student requires prerequisite background courses to adequately prepare for the courses of the Graduate Certificate Program.

Certificate in Historic Preservation Requirements. The Certificate requires 15 semester credit hours of coursework and 10 weeks (or 350 hours) of practical experience, such as an internship or other type of employment related to historic preservation. Two courses are required and an additional three courses must be selected from the list of approved courses. All requirements must be completed within a six-year period. Courses taken for the Graduate Certificate in Historic Preservation can be applied toward the Master of Architecture degree and the Master of Science in Architecture degree. Students will be advised by the Historic Preservation Certificate Program Coordinator/Advisor.

A. 6 semester credit hours of the following required courses:

ARC 5203 History and Theory of Preservation
ARC 6423 Architectural Conservation Theory

B. Required Practical Experience, 10 weeks or equivalent (to be approved by the Certificate Program Coordinator)

C. 9 semester credit hours of approved elective courses selected from the following list:

ARC 5233 Architectural Surveys and Measured Drawings
ARC 5403 Historic Preservation Seminar
ARC 5423 Legal and Economic Aspects of Preservation
ARC 5613 American Architecture
ARC 6003 Morphology of the Architecture and Landscape of South Texas and Borderlands
ARC 6413 Preservation Technology
ARC 6433 Research Methods in Architecture

Graduate Certificate in Urban and Regional Planning

The purpose of the professional certificate in Urban and Regional Planning is to provide students with an introductory understanding of the historical, social, international, and physical context of comprehensive land planning and sustainable urbanism.

The Certificate in Urban and Regional Planning is a 15-semester-credit-hour program. Degree-seeking, special graduate or non-degree-seeking students from any discipline at UTSA are allowed to complete the Certificate in Urban and Regional Planning (URP) program. Students will be advised by the URP Certificate Program Coordinator/Advisor. Interested individuals should contact the Urban and Regional Planning Certificate Program Coordinator within the College of Architecture.

Certificate in Urban and Regional Planning Admission Requirements. New and existing graduate students in “good standing” shall declare the intent to seek the Certificate by requesting permission to enter and complete the program. Students not currently enrolled in a graduate program may apply according to UTSA Admission Requirements for Certificate Programs. The Certificate Program Coordinator may determine that a student requires prerequisite background courses to adequately prepare for the courses of the Graduate Certificate Program.

Certificate in Urban and Regional Planning Requirements. The Urban and Regional Planning Certificate Curriculum consists of 9 semester credit hours of required Architecture courses and 6 elective hours from the list defined in item B below. Courses taken for the Graduate Certificate in Urban and Regional Planning can be applied towards the Master of Architecture and Master of Science in Architecture degrees. Students will be advised by the Urban and Regional Planning Certificate Program Coordinator/Advisor.
A. 9 semester credit hours of the following required courses:

ARC 5323  International Community Planning and Design
ARC 5333  Introduction to Urban and Regional Physical Planning
ARC 5343  History and Theory of Urban and Regional Planning

B. 6 semester credit hours of approved elective courses selected from the following list:

ARC 5313  International Housing Design and Neighborhood Planning
ARC 5353  Structure and Function of Cities and Regions
ARC 5363  Urban Planning Methods II
ARC 5373  Planning and Design of Suburbs
ARC 5383  Planning and Housing for Rural Communities
ARC 5663  The Architecture and Cities of Northern Mexico
ARC 6013  Theories and Philosophies of Regionalism
GRG 5303  Economic Geography
HIS 5313  South Texas: Rural and Urban
HIS 6193  Comparative Urban History
PAD 5103  Planning and Land Use Law
PAD 5473  Land Use Policy
PAD 5483  Environmental Policy
PAD 5503  Introduction to Urban Planning
PAD 5563  Urban Planning Methods
POL 5143  Theory and the City
SOC 5143  Demography and Community Trends

COURSE DESCRIPTIONS
ARCHITECTURE
(ARC)

5113  Design and Leadership
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor.
An in-depth study of design as a form of leadership in the emerging global environment. Includes consideration of leadership qualities to affect change through design and practice.

5123  Emerging Design and Practice in the Global Context
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor.
An advanced study of architectural design and practice in the global context with a focus on Asia and India. Includes consideration of the similarities and differences between the cultural, economic, and regulatory frameworks.

5133  Professional Practice and Construction in a Global Setting
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor.
An advanced study of national and international business and legal environments in the construction industry. Topics include agreement and delivery options, forms of construction, project procedures and administration, liability, contract documents, and ethics. (Formerly titled “Advanced and International Professional Practice and Ethics.”)

5163  Current Issues and Topics in Contemporary Architecture
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor.
A critical survey of the leading issues, theories, writings, projects, and built works of architecture over the past 20 years.
5173 Architectural Theory and Criticism
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor.
A survey of contemporary architectural theory and criticism from 1950 to the present. May be repeated for credit once, when topics vary.

5183 Fundamentals of Architectural Design: Principles & Representation
(3-0) 3 hours credit. Prerequisites: Graduate standing and permission of the Architecture Graduate Advisor of Record.
An introduction to the basic principles and skills associated with architectural design for graduate students enrolled in the M.Arch. 3 program.

5196 Fundamentals of Architectural Design: Studio
(1-10) 6 hours credit. Prerequisites: Graduate standing and permission of the Architecture Graduate Advisor of Record.
An introductory design studio for graduate students enrolled in the M.Arch. 3 program. Considers design as an exploration of theoretical ideas and translation into architectural and urban spaces.

5203 History and Theory of Preservation
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor.
An introduction to the history, philosophy, and methodology of historic preservation and restoration.

5233 Architectural Surveys and Measured Drawings
(3-0) 3 hours credit. Prerequisites: Graduate standing and ARC 5203, or consent of instructor.
A survey of documentation and interpretation of sites and buildings and graphic recording techniques.

5303 International Practice
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor.
An in-depth study of the professional, legal, social, and cultural issues that affect international architecture, construction, and urban development.

5313 International Housing Design and Neighborhood Planning
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor.
An examination of the evolution of international housing planning and design with emphasis on sustainable design methods, materials, techniques, and solutions.

5323 International Community Planning and Design
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor.
A study of sustainable design, planning, economic, financial, and environmental issues that shape multicultural communities, regions and borders. (Formerly ARC 6233. Credit cannot be earned for both ARC 5323 and ARC 6233.)

5333 Introduction to Urban and Regional Physical Planning
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor.
An introduction to planning for human needs as related to the physical layout and spatial design of communities and regions.

5343 History and Theory of Urban and Regional Planning
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor.
A survey of the history and theories of urban and regional planning. Includes consideration of the values and ethics of the planning profession and methods of participation.
5353 Structure and Function of Cities and Regions  
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor.  
A study of the social, political, economic, and changing physical design, form, and infrastructure of cities and regions.

5363 Urban Planning Methods II  
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor.  
Introduction to software in mapping, visualization, database graphics, and GIS for applications in urban and regional planning.

5373 Planning and Design of Suburbs  
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor.  
A survey of the historical evolution and relationship between suburbs and central cities, contemporary trends in suburban planning, and sustainable development options.

5383 Planning and Housing for Rural Communities  
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor.  
A survey of the comprehensive planning of small towns and housing in rural areas. Includes consideration of growth management techniques.

5403 Historic Preservation Seminar  
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor.  
An advanced study of selected topics in architecture, design, preservation, and planning. May be repeated once for credit, when topics vary.

5413 Advanced Topics in Construction Systems  
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor.  
A survey of selected topics in construction systems and management.

5423 Legal and Economic Aspects of Preservation  
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor.  
A survey of the laws and regulations that affect preservation of the built environment, nationally, regionally, and locally. Includes considerations of fundamentals of legal protection for and regulation of historic cultural resources in light of contemporary attitudes toward the historic environment, and the economic bases of the use of historic buildings and sites examined in terms of contemporary social and cultural attitudes that determine effective strategies of preservation action.

5513 Advanced Building Technology & Structures  
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor.  
An advanced study of building technology and structures. Includes consideration of sustainable techniques, technologies, building enclosure, structural behavior and systems, the integration of heating, cooling and ventilating systems, lighting, acoustics, electrical, plumbing and water, security, vertical circulation, and site and transportation for new and existing buildings.

5533 Contemporary Materials in Architecture and Design  
(1-4) 3 hours credit. Prerequisite: Graduate standing or consent of instructor.  
A survey and examination of contemporary materials from multiple perspectives. Includes consideration of the characteristics and applications of existing, new, and emerging materials. Includes design project.

5543 Advanced Digital Design and Fabrication Technologies in Architecture  
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor.  
An in-depth examination of contemporary digital design and fabrication technologies in architecture and other design disciplines.
5563 **Fabric Structures and Smart Textiles for Designers**  
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor.  
A hands-on introduction to lightweight fabric structures and smart textiles. Includes consideration of innovative means to integrate structural smart fabrics within architectural design environments.

5603 **Advanced Seminar in Architectural History**  
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor.  
An in-depth study or survey investigating selected topics in architectural history. May be repeated once for credit, when topics vary.

5613 **American Architecture**  
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor.  
A survey of the development of the architecture of the United States from the earliest human settlements to the present.

5643 **Modern Architecture of Mexico**  
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor.  
A survey of the architecture and urbanism of Mexico from Independence in 1821 to the present.

5653 **Pre-Columbian and Colonial Architecture of Mexico**  
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor.  
A survey of the architecture and urbanism of Mexico during the pre-Columbian and Colonial eras.

5663 **The Architecture and Cities of Northern Mexico**  
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor.  
A detailed survey of the architecture and urbanism of the border states of Northern Mexico, primarily focusing on the modern era from 1821 to the present.

5673 **Advanced Topics in the Architecture and Urbanism of Mexico**  
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor.  
An in-depth study of the major currents of thought and critical ideas regarding the architecture and urbanism of Mexico. Topics include the impacts of nationalism, modernity, tectonic culture, globalization, post-colonialism, automobile suburbia, and hybrid border architecture and urbanism.

5713 **Environmental Architecture and Sustainability**  
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor.  
A study of history and theory of environmentally sustainable design. Includes the review of the general discourse of sustainability and consideration of the tools and techniques employed to produce sustainable architectural environments. (Formerly ARC 5153. Credit cannot be earned for both ARC 5713 and ARC 5153.)

5723 **Applications in Sustainable Design**  
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor.  
An introduction to the integration of environmental performance criteria in architectural design. Includes the application of simulation methods, design decision support tools, rating systems (e.g., LEED), and consideration of building energy consumption patterns, conservation strategies, solar shading, solar access, integration of electric and daylight, and the life cycle analysis of materials and systems.

5753 **Advanced Construction Management**  
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor.  
An advanced study of organization of construction resources and activities to include consideration of scheduling, methods of construction, project planning and management, cost accounting, and personnel utilization. (Formerly ARC 5633. Credit cannot be earned for both ARC 5753 and ARC 5633.)
6003 Morphology of the Architecture and Landscape of South Texas and Borderlands  
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor.  
An examination of environmental conditions, cultural traditions, social patterns, building conventions, and aesthetic  
intentions that have influenced the architecture and planning of communities of South Texas, the Southwest, and the  
North Mexican borderlands. (Formerly ARC 6123. Credit cannot be earned for both ARC 6003 and ARC 6123.)

6013 Theories and Philosophies of Regionalism  
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor.  
A survey of the discourse of architectural regionalism. Includes consideration of regionalist theory and practice in the  
twentieth century, regional planning, critical regionalism, bioregionalism, sustainability, and issues such as modernity,  
globalization, cultural identity, authenticity, place, and tradition. (Formerly ARC 5213. Credit cannot be earned for  
both ARC 6013 and ARC 5213.)

6023 Vernacular Architecture  
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor.  
An introduction to contemporary and past vernacular architecture. Includes specific consideration of global architecture  
developed by nonprofessionals and builders in response to climate, material availability, sociocultural patterns, and  
economic constraints that condition the adaptation of housing, farm, and industrial structures. (Formerly ARC 5623.  
Credit cannot be earned for both ARC 6023 and ARC 5623.)

6103 Design Process and Human Perception  
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor.  
An examination of design processes as they relate to spatial, experiential, and perceptual considerations in architectural  
design. Includes exploration of architectural environments through philosophy, psychology, history, and literature.

6126 Advanced Design Studio I  
(1-10) 6 hours credit. Prerequisite: Graduate standing.  
An introduction to advanced architectural design, including the role of research, program preparation, and technological  
integration in architectural design.

6136 Advanced Design Studio II  
(1-10) 6 hours credit. Prerequisite: ARC 6126.  
An advanced architectural design studio, which includes the integration of building materials, services, and systems,  
technical documentation and comprehensive design.

6146 Advanced Design Studio III  
(1-10) 6 hours credit. Prerequisites: Graduate standing and consent of instructor.  
An advanced architectural design studio, which allows faculty and students to explore a range of architecture-related  
topics in a studio setting. Content varies.

6213 Biomimicry and Physical Computing in Design  
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor.  
A hands-on course using biomimicry to learn from biological processes. Includes physical computing, robotic  
technologies, and kinetic structures to develop working models of design solutions using biomimicry.

6313 Health and the Built Environment  
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor.  
A survey course examining the relationships between the design of the built environment and human health from  
physiological, psychological, organizational, sociological and ecological perspectives.

6323 Architecture, Health and Wellness  
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor.  
An examination of the evidence-based approach to the design of healthy work, educational, residential, and recreational  
environments.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6333</td>
<td>Healthcare Design</td>
<td>3-0</td>
<td>Graduate standing or consent of instructor.</td>
<td>An examination of planning and design considerations for clinical and therapeutic healthcare facilities.</td>
</tr>
<tr>
<td>6413</td>
<td>Preservation Technology</td>
<td>3-4</td>
<td>Graduate standing or consent of instructor.</td>
<td>A survey of techniques of preservation: methods of analysis, history of materials, and technology used in old buildings. Includes emphasis on buildings as integrated sets of subsystems and how these are affected by the processes of material deterioration, conservation, and techniques of intervention. May be repeated for credit once, when topics vary.</td>
</tr>
<tr>
<td>6423</td>
<td>Architectural Conservation Theory</td>
<td>3-0</td>
<td>Graduate standing or consent of instructor.</td>
<td>An advanced study and critical analysis of current design theory and techniques for conservation of historic sites.</td>
</tr>
<tr>
<td>6433</td>
<td>Research Methods in Architecture</td>
<td>3-0</td>
<td>Graduate standing or consent of instructor.</td>
<td>An examination of theories and methods in architectural research. Includes a critical review of theoretical perspectives and considers a range of research methods and techniques used in architectural research.</td>
</tr>
<tr>
<td>6816</td>
<td>Study Abroad: Advanced Design Studio III</td>
<td>0-12</td>
<td>Consent of instructor.</td>
<td>An advanced architecture design studio associated with a study abroad program.</td>
</tr>
<tr>
<td>6823</td>
<td>Study Abroad: Advanced Architectural History/Theory</td>
<td>3-0</td>
<td>Consent of instructor.</td>
<td>An advanced study in architectural history/theory associated with a study abroad program; involves field trips.</td>
</tr>
<tr>
<td>6833</td>
<td>Study Abroad: Advanced Architectural Representation</td>
<td>0-6</td>
<td>Consent of instructor.</td>
<td>A graduate-level drawing and other media course associated with a study abroad program; involves field trips.</td>
</tr>
<tr>
<td>6931</td>
<td>Master’s Project Preparation</td>
<td>1</td>
<td>ARC 6126, ARC 6136, graduate standing and permission of the architecture Graduate Advisor of Record.</td>
<td>The course involves the research and preparation of a proposal for an independent design project. (Formerly ARC 6933. Credit cannot be earned for both ARC 6931 and ARC 6933.)</td>
</tr>
<tr>
<td>6943</td>
<td>Professional Internship</td>
<td>3</td>
<td>Graduate standing, 18 semester credit hours of graduate work, and consent of instructor.</td>
<td>Supervised professional practice experience with public agencies or private firms. Individual conferences and written reports required. May be repeated for credit, but not more than 6 hours will apply to the Master of Architecture degree or the Master of Science degree.</td>
</tr>
<tr>
<td>6951-3</td>
<td>Independent Study</td>
<td>1-3</td>
<td>Graduate standing and permission in writing (form available) of the instructor and the Graduate Advisor of Record.</td>
<td>Independent reading, research, discussion, and/or writing under the direction of a faculty member. For students needing specialized work not normally or not often available as part of the regular course offerings. May be repeated for credit, but not more than 6 hours, regardless of discipline, will apply to the Master of Architecture degree or the Master of Science degree.</td>
</tr>
</tbody>
</table>
6961 Comprehensive Examination  
1 hour credit. Prerequisites: Graduate standing and permission of the architecture Graduate Advisor of Record to take the comprehensive examination.  
Independent study course for the purpose of taking the Comprehensive Examination. The grade report for the course is either “CR” (satisfactory performance on the Comprehensive Examination) or “NC” (unsatisfactory performance on the Comprehensive Examination). Credit earned in ARC 6961 may not be counted toward the Master of Science degree. May be repeated once.

6973,6 Special Topics  
(3-0, 6-0) 3 or 6 hours credit. Prerequisite: Graduate standing or consent of instructor.  
An organized course offering the opportunity for specialized study not normally or not often available as part of the regular course offerings. Special Topics courses may be repeated for credit when topics vary, but not more than 6 semester credit hours for ARC 6973 or 12 hours for ARC 6976 will apply to the Master of Architecture degree or the Master of Science degree.

6983 Master’s Thesis  
3 hours credit. Prerequisites: Graduate standing and permission of the architecture Graduate Advisor of Record.  
May be repeated for credit but not more than 6 hours will apply to the Master of Science degree. Credit will be awarded upon completion of the thesis. Enrollment is required each term in which the thesis is in progress.

6996 Master’s Project  
(0-12) 6 hours credit. Prerequisites: ARC 6931, graduate standing, and permission of the architecture Graduate Advisor of Record.  
A comprehensive study focusing on an independent design proposal and the complete representation of the project. Students who earn a grade of “B” or better in this course will satisfy the comprehensive examination requirement.

COURSE DESCRIPTIONS  
CONSTRUCTION SCIENCE AND MANAGEMENT  
(CSM)

5133 Construction Practice in a Global Setting  
(3-0) 3 hours credit.  
Seminar dealing with national and international business and legal environments in the construction industry. Topics include agreement and delivery options, forms of construction, project procedures and administration, liability, contract documents, and ethics.

5413 Advanced Topics in Construction Systems  
(1-4) 3 hours credit.  
The management of the construction process pertaining to large, complex, and unique buildings. The management of sustainable construction, adaptive use of existing buildings, and historic preservation projects will be included.

5633 Advanced Construction Management  
(3-0) 3 hours credit. Prerequisite: Consent of instructor.  
Organization and integration of construction resources and activities to include consideration of ethical practice, scheduling, methods of construction, project planning and management, cost accounting, and personnel utilization.
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COLLEGE OF ARCHITECTURE

Bachelor of Science Degree in Construction Science and Management

Designed to meet the accreditation requirements of the American Council for Construction Education (ACCE), the construction science and management program combines courses in construction science, architecture and business to educate managers for the construction industry. The minimum number of semester credit hours required for the degree, including Core Curriculum requirements, is 123, at least 39 of which need to be at the upper-division level. Students obtaining a Bachelor of Science (B.S.) degree in Construction Science and Management pursue management careers in a wide variety of occupations throughout the construction industry. The degree also provides students with the opportunity to continue with their studies in a graduate program.

The curriculum prepares students to manage the skilled trades, technologists and craftspeople on the job site and effectively interact with architects, engineers, owners and other professionals who compose the team required by the complexities of modern building projects. Building owners recognize the need for fast project delivery, indoor/outdoor environmental quality, and short-term and life-cycle costing. Therefore, the curriculum emphasizes environmentally sustainable building practice, cost controls, communication skills, understanding the technical aspects of construction and the construction process, and the application of information technology to the construction industry. In addition to the formal academic curriculum, students will be required to obtain a construction management internship in the building industry between their sophomore and junior academic years. The program will strive to maintain a close partnership with the construction industry to provide quality graduates who will be in great demand.

Laptop Computer requirement: Students must have a laptop (notebook) computer upon entering the program. Software recommendations are designed to provide students with the basis for purchasing a computer that will be powerful enough to run the latest construction management, CAD, 3-D modeling, word-processing, business presentation, and spreadsheet software. It is intended to be upgradable in order to be of productive use for the duration of the academic program. A copy of the recommended minimum laptop specifications is available in the Department of Architecture or online at http://www.utsa.edu/architecture.

Core Curriculum requirements: Students seeking the Bachelor of Science degree in Construction Science and Management must fulfill University Core Curriculum requirements in the same manner as other students. The courses listed in the table below satisfy both degree requirements and Core Curriculum requirements; however, if these courses are taken to satisfy both requirements, then students need to take additional courses in order to meet the minimum number of semester credit hours required for this degree. For complete listing of courses that satisfy Core Curriculum requirements, see pages 5–9 of this catalog.

<table>
<thead>
<tr>
<th>Core Curriculum Component Area</th>
<th>Courses that Satisfy Core Curriculum and Degree Requirements</th>
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<tbody>
<tr>
<td>Communications</td>
<td>English Rhetoric/Composition (6 semester credit hours)</td>
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<td></td>
<td>All students must take the following six hours to meet this core requirement:</td>
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<tr>
<td></td>
<td>WRC 1013 Freshman Composition I</td>
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<tr>
<td></td>
<td>WRC 1023 Freshman Composition II</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics (3 semester credit hours)</td>
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<tr>
<td></td>
<td>MAT 1093 Precalculus</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>Science (6 semester credit hours)</td>
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<tr>
<td></td>
<td>ES 2013 Introduction to Environmental Systems I</td>
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<tr>
<td></td>
<td>and</td>
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<tr>
<td></td>
<td>PHY 1603, 1611 Algebra-based Physics I and Laboratory</td>
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<td></td>
<td>or</td>
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<td>PHY 1903, 1911 Engineering Physics I and Laboratory</td>
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</table>
### Core Curriculum Component Area

#### Humanities & Visual and Performing Arts

<table>
<thead>
<tr>
<th>Courses that Satisfy Core Curriculum and Degree Requirements</th>
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<tbody>
<tr>
<td><strong>Literature</strong> (3 semester credit hours)</td>
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<tr>
<td><strong>The Arts</strong> (3 semester credit hours)</td>
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#### Social and Behavioral Sciences

<table>
<thead>
<tr>
<th>Courses that Satisfy Core Curriculum and Degree Requirements</th>
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<tbody>
<tr>
<td><strong>United States History and Diversity</strong> (6 semester credit hours)</td>
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<tr>
<td><strong>Political Science</strong> (6 semester credit hours)</td>
</tr>
<tr>
<td><strong>Social and Behavioral Science</strong> (3 semester credit hours)</td>
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<tr>
<td><strong>Economics</strong> (3 semester credit hours)</td>
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</table>

#### World and Society Issues

<table>
<thead>
<tr>
<th>Courses that Satisfy Core Curriculum and Degree Requirements</th>
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<tbody>
<tr>
<td><strong>World and Society Issues</strong> (3 semester credit hours)</td>
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</table>

### Degree Requirements

**A.** 10 semester credit hours of mathematics and science (9 hours may also be used to satisfy Core Curriculum requirements in Mathematics and Natural Sciences):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>ES 2013</td>
<td>Introduction to Environmental Systems I</td>
<td></td>
</tr>
<tr>
<td>MAT 1093</td>
<td>Precalculus</td>
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</tr>
<tr>
<td>PHY 1603, 1611</td>
<td>Algebra-based Physics I and Laboratory</td>
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<tr>
<td>PHY 1903, 1911</td>
<td>Engineering Physics I and Laboratory</td>
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</table>

**B.** 77 semester credit hours in the major areas of study passed with a grade of “C” or better in each course:

1. **27 semester credit hours in architecture (ARC 1413 and ARC 2413 may also be used to satisfy Core Curriculum requirements):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>ARC 1213</td>
<td>Design I</td>
<td></td>
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<tr>
<td>ARC 1313</td>
<td>Architectural Drawing</td>
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<tr>
<td>ARC 1413</td>
<td>Architecture and Culture</td>
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<tr>
<td>ARC 2213</td>
<td>Building Technology I</td>
<td></td>
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<tr>
<td>ARC 2223</td>
<td>Building Technology II</td>
<td></td>
</tr>
<tr>
<td>ARC 2413</td>
<td>History of Architecture: Prehistory through Medieval</td>
<td></td>
</tr>
<tr>
<td>ARC 3233</td>
<td>Building Technology III</td>
<td></td>
</tr>
<tr>
<td>ARC 3343</td>
<td>Building Technology IV</td>
<td></td>
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<tr>
<td>ARC 3353</td>
<td>Building Technology V</td>
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</tbody>
</table>

2. **29 semester credit hours in construction science and management and civil engineering:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>CE 2103</td>
<td>Civil Engineering Measurements (Surveying for Construction)</td>
<td></td>
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<tr>
<td>CSM 2323</td>
<td>Construction Documents</td>
<td></td>
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<tr>
<td>CSM 4013</td>
<td>Construction Estimating I</td>
<td></td>
</tr>
</tbody>
</table>
CSM 4023 Construction Estimating II
CSM 4513 Construction Management I
CSM 4523 Construction Management II
CSM 4613 Sustainable Building Practice
CSM 4623 Construction Safety
CSM 4633 Construction Law
CSM 4931 Internship (must be repeated for credit in consecutive summer sessions)

3. 21 semester credit hours in business and related courses (ECO 2013 may also be used to satisfy Core Curriculum requirements):

    ACC 2013 Principles of Accounting I
    ACC 2033 Principles of Accounting II
    BLW 3013 Business Law
    ECO 2013 Introductory Macroeconomics
    ECO 2023 Introductory Microeconomics
    IS 1403 Business Information Systems Fluency
    MGT 3013 Introduction to Organizational Theory, Behavior, and Management

C. 15 semester credit hours of electives passed with a grade of “C” or better in each course:

1. 6 semester credit hours of prescribed electives selected from the following list:

    ARC 1226 Design II
    ARC 3433 Topics in Architecture and Thought
    SPN 2023 Intermediate Spanish II
    SPN 3153 Spanish for the Business/Management Fields

2. 6 semester credit hours of physical science electives selected from the following list and passed with a grade of “C” or better in each course:

    ES 3023 Society and Its Natural Resources
    ES 3203 Environmental Law
    GEO 1103 Introduction to Earth Systems (concurrent enrollment in GEO 1111 Introduction to Earth Systems Laboratory recommended)
    GEO 2113 Fundamentals of Geographic Information Systems (GIS)
    GEO 4023 Engineering Geology
    GEO 4063 Principles of Environmental Geology
    GEO 4623 Ground-Water Hydrology

3. 3 semester credit hours of a social and behavioral science elective passed with a grade of “C” or better (may also be used to satisfy Core Curriculum requirements)

COURSE DESCRIPTIONS
CONSTRUCTION SCIENCE AND MANAGEMENT (CSM)

2323 Construction Documents
(3-0) 3 hours credit. Prerequisites: ARC 2213 and enrollment as a major in Construction Science and Management. Introduction to construction documents and applicable software for use in communicating building design intentions to field personnel, including an understanding of how to interpret, explain, quantify and use construction documents to bid, construct and manage construction projects. (Same as ARC 4313. Credit cannot be earned for both CSM 2323 and ARC 4313.)
4013 Construction Estimating I  
(3-0) 3 hours credit. Prerequisites: CSM 2323 and enrollment as a major in Construction Science and Management. Introduction to estimating procedures for buildings related to quantity surveying, cost of materials and labor, life-cycle costs, and applicable software. (Same as ARC 4013. Credit cannot be earned for both CSM 4013 and ARC 4013.)

4023 Construction Estimating II  
(3-0) 3 hours credit. Prerequisite: CSM 4013. Continuation of CSM 4013 with emphasis on pricing work, subcontracting, and bidding strategies utilizing applicable software. (Same as ARC 4023. Credit cannot be earned for both CSM 4023 and ARC 4023.)

4513 Construction Management I  
(3-0) 3 hours credit. Prerequisites: CSM 4931 and enrollment as a major in Construction Science and Management. Introduction to management of the construction process and integration with allied professions. Introduction to applicable software. (Same as ARC 4613. Credit cannot be earned for both CSM 4513 and ARC 4613.)

4523 Construction Management II  
(3-0) 3 hours credit. Prerequisite: CSM 4513. Continuation of CSM 4513 with emphasis on scheduling and project delivery methods utilizing applicable software. (Same as ARC 4623. Credit cannot be earned for both CSM 4523 and ARC 4623.)

4613 Sustainable Building Practice  
(3-0) 3 hours credit. Prerequisite: Enrollment as a major in Construction Science and Management or permission of instructor. Ethics and application of environmental sustainability practice in building construction. Introduction to U.S. Green Building Council LEED program standards, methods, and procedures as applied to construction documents interpretation and construction.

4623 Construction Safety  
(3-0) 3 hours credit. Prerequisite: Enrollment as a major in Construction Science and Management or permission of instructor. Introduction to safety and safety programs, workers’ compensation, OSHA organization and structure, safety policies, standards, and record keeping. Emphasis will be on communication and job-site safety ethics and management. Satisfies the requirements for the 30-hour OSHA, CPR, and First Aid certification.

4633 Construction Law  
(3-0) 3 hours credit. Prerequisite: Enrollment as a major in Construction Science and Management or permission of instructor. Legal and ethical aspects of construction contracts, bonds, insurance, and bidding. Owner, architect, contractor, and subcontractor relationships.

4931 Internship  
1 hour credit. Prerequisites: CSM 2323 and enrollment as a major in Construction Science and Management. This is a full-time, on-site, construction work experience. Supervision by qualified construction manager and intern mentor to prepare the intern for building construction management functions on other than single-family residential projects. Instructor prior approval of details for individual work experience required. Must be repeated for credit and taken in consecutive five-week Summer Sessions.

Bachelor of Science Degree in Interior Design

The Bachelor of Science (B.S.) in Interior Design is a four-year Council for Interior Design Accreditation (formerly FIDER) accredited professional degree. The minimum number of semester credit hours required for the degree, including Core Curriculum requirements, is 132, at least 39 of which must be at the upper-division level. Students are advised to complete the B.S. in Interior Design degree coursework in the order indicated within the “Recommended Curriculum” issued by the College of Architecture for their catalog year.
**Transfer Students:** All transfer students are required to submit a bound portfolio (maximum size 8.5 inches by 11 inches) to the College of Architecture as soon as admittance to the University is approved. Portfolios must be received at the College of Architecture prior to the second week in March for Fall Semester admissions; and prior to the second week in August for Spring Semester admissions. The portfolio must clearly demonstrate creative and communicative skills in written and graphic form. A complete transcript of all professional courses accompanied by the catalog descriptions from the originating institutions must be included. Do not send slides or original work. A postage-paid, self-addressed return envelope must be included for return of the work to the candidate. The portfolio will be reviewed by a faculty committee to determine the student’s placement within the curricular sequence.

**Foundation to Technical Gateway:** Available openings within the Technical Sequence (third and fourth year courses) are limited and, therefore, entry is competitive. Entry is determined by a combination of portfolio review and overall grade point average (GPA) in accordance with the following formula (on a 4.0 scale):

- **Overall GPA** 50%
- **Portfolio Review** 50%

Students who fail to be admitted into the Technical Sequence may wait a year in order to resubmit a new portfolio and improve their overall GPA by that time.

**Portfolio Review:** All students in the B.S. in Interior Design program are required to submit their portfolio for review prior to entrance into the third year of their interior design studies. Without a portfolio submission, students will not be permitted to take any 3000-level or above courses in the Interior Design program. The bound portfolio (maximum size 8.5 inches by 11 inches) will be submitted in accordance with the schedule and information provided by the Department Chair in conjunction with the Design IV studio faculty. The portfolio must clearly demonstrate design and communicative skills in both written and graphic form. A Portfolio Review Committee composed of faculty from the College of Architecture will evaluate the portfolio.

**Laptop Initiative:** The Laptop Initiative program requires that students entering the second year of the design studio sequence (Design III) have their own laptop computers and required software. Digital technology will be integrated into the studio work and will be necessary in order to fulfill project requirements. Specifications for hardware and software bundles are available at the College of Architecture Web site (http://www.utsa.edu/architecture/) and the Department of Architecture office.

**Student Work:** The College of Architecture reserves the right to retain, exhibit, and reproduce work submitted by students. Work submitted for grading is the property of the College and remains such until it is returned to the student.

All candidates seeking this degree must fulfill the Core Curriculum requirements and the degree requirements, which are listed below.

**Core Curriculum requirements:** Students seeking the Bachelor of Science degree in Interior Design must fulfill University Core Curriculum requirements in the same manner as other students. The courses listed in the table below satisfy both degree requirements and Core Curriculum requirements; however, if these courses are taken to satisfy both requirements, then students will need to take additional courses in order to meet the minimum number of semester credit hours required for this degree. For a complete listing of courses that satisfy the Core Curriculum requirements see pages 5–9 of this catalog.

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<tr>
<th>Core Curriculum Component Area</th>
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<tbody>
<tr>
<td><strong>Communications</strong></td>
<td><strong>English Rhetoric/Composition</strong> (6 semester credit hours)</td>
</tr>
<tr>
<td></td>
<td>All students must take the following six hours to meet this core requirement:</td>
</tr>
<tr>
<td></td>
<td>WRC 1013 Freshman Composition I</td>
</tr>
<tr>
<td></td>
<td>WRC 1023 Freshman Composition II</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td><strong>Mathematics</strong> (3 semester credit hours)</td>
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<tr>
<td></td>
<td>Any three hours listed under this section on the list of core courses will satisfy this core requirement.</td>
</tr>
<tr>
<td><strong>Natural Sciences</strong></td>
<td><strong>Science</strong> (6 semester credit hours)</td>
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<tr>
<td></td>
<td>Three hours from Level One and three hours from Level Two will satisfy this core requirement.</td>
</tr>
<tr>
<td>Core Curriculum Component Area</td>
<td>Courses that Satisfy Core Curriculum and Degree Requirements</td>
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</tbody>
</table>
| Humanities & Visual and Performing Arts | **Literature** (3 semester credit hours)  
Any three hours listed under this section in the list of core courses will satisfy this core requirement.  
**The Arts** (3 semester credit hours)  
ARC 2413 History of Architecture: Prehistory through Medieval |
| Social and Behavioral Sciences | **United States History and Diversity** (6 semester credit hours)  
Any six hours listed under this section in the list of core courses will satisfy this core requirement.  
**Political Science** (6 semester credit hours)  
POL 1013 Introduction to American Politics, plus three additional hours listed under this section in the list of core courses will satisfy this core requirement.  
**Social and Behavioral Science** (3 semester credit hours)  
Any three hours listed under this section in the list of core courses will satisfy this core requirement.  
**Economics** (3 semester credit hours)  
Any three hours listed under this section in the list of core courses will satisfy this core requirement. |
| World and Society Issues | (3 semester credit hours)  
ARC 1413 Architecture and Culture |

**Degree Requirements**

A. 93 semester credit hours in the major passed with a grade of “C” or better in each course (ARC 1413 and ARC 2413 may also be used to satisfy Core Curriculum requirements):

1. **Foundation Sequence.** 39 semester credit hours of required lower-division architecture and interior design courses:

ARC 1213  Design I  
ARC 1226  Design II  
ARC 1313  Architectural Drawing  
ARC 1413  Architecture and Culture  
ARC 2116  Design III  
ARC 2126  Design IV  
ARC 2213  Building Technology I  
ARC 2413  History of Architecture: Prehistory through Medieval  
ARC 2423  History of Architecture: Renaissance through Nineteenth Century  
IDE 2143  Interior Materials and Assemblies I

2. **Technical Sequence.** 54 semester credit hours of required upper-division architecture and interior design courses:

ARC 3343  Building Technology IV  
ARC 3353  Building Technology V  
ARC 3613  History of Modern Architecture  
IDE 3153  Interior Materials and Assemblies II  
IDE 3213  History of Interiors and Furniture I  
IDE 3223  History of Interiors and Furniture II  
IDE 3236  Interior Design Studio I  
IDE 3246  Interior Design Studio II  
IDE 4133  Interior Design Topics  
IDE 4203  Interior Design Details and Construction Graphics
### COURSE DESCRIPTIONS

#### INTERIOR DESIGN

**IDE 2143 Interior Materials and Assemblies I**
(3-0) 3 hours credit. Prerequisite: ARC 2213 or consent of instructor. Study of materials and sustainable products used in interior spaces and their specification, installation, maintenance, and performance. (Formerly ARC 3143. Credit cannot be earned for both IDE 2143 and ARC 3143.)

**IDE 3013 Color and Light**
(3-0) 3 hours credit. Prerequisite: ARC 2126. Studies of psychological and physiological effects of color and light in the built environment. Light as a form determinant of interior space. Introduction to artificial illumination design. (Formerly ARC 3013. Credit cannot be earned for both IDE 3013 and ARC 3013.)

**IDE 3153 Interior Materials and Assemblies II**
(3-0) 3 hours credit. Prerequisite: IDE 2143 or consent of instructor. Continued study of materials used in interior spaces with an emphasis on textiles, furniture systems, and specifications. (Formerly ARC 3153. Credit cannot be earned for both IDE 3153 and ARC 3153.)

**IDE 3213 History of Interiors and Furniture I**
(3-0) 3 hours credit. Prerequisites: ARC 2413 and ARC 2423. Survey of social, aesthetic, technical, cultural, and professional forces that historically have influenced the use of interior space and furniture design in different cultures from prehistory through 1650. (Formerly ARC 3213. Credit cannot be earned for both IDE 3213 and ARC 3213.)

**IDE 3223 History of Interiors and Furniture II**
(3-0) 3 hours credit. Prerequisites: ARC 2413, ARC 2423, and IDE 3213. Survey of social, aesthetic, technical, cultural, and professional forces that historically have influenced the use of interior space and furniture design in different cultures from 1650 through the present. (Formerly ARC 3223. Credit cannot be earned for both IDE 3223 and ARC 3223.)

**IDE 3236 Interior Design Studio I**
(0-12) 6 hours credit. Prerequisites: ARC 2126, ARC 2423, ARC 2513, and IDE 2143. Interior design as the application of building construction systems and materials as key components in the art of shaping interior volumes. Project research and programming methods are applied and furniture selections are explored and integrated within a spatial context. (Formerly ARC 3236. Credit cannot be earned for both IDE 3236 and ARC 3236.)

**IDE 3246 Interior Design Studio II**
(0-12) 6 hours credit. Prerequisite: IDE 3236. Interior design focused on integrating mechanical, acoustical, and lighting systems through a consideration of the relationship between human activities and various interior environments. (Formerly ARC 3246. Credit cannot be earned for both IDE 3246 and ARC 3246.)

B. 3 semester credit hours of electives
4133  **Interior Design Topics**  
(3-0) 3 hours credit. Prerequisite: IDE 3246 or consent of instructor.  
Study of current trends and issues in interior design. May be repeated for credit when topics vary, but not more than 9 semester credit hours will apply toward a bachelor’s degree. (Formerly ARC 4133. Credit cannot be earned for both IDE 4133 and ARC 4133.)

4203  **Interior Design Details and Construction Graphics**  
(0-6) 3 hours credit. Prerequisites: IDE 2143 and IDE 3153.  
Project-driven course focusing on design and documentation of interior construction. (Formerly ARC 4203. Credit cannot be earned for both IDE 4203 and ARC 4203.)

4213  **Furniture Design and Construction**  
(0-6) 3 hours credit. Prerequisite: ARC 3216 or IDE 3236.  
Focuses on the essential qualities of the elements of furniture design and construction, emphasizing human factors and the use of materials and connections.

4233  **Computer Projects in Design**  
(2-2) 3 hours credit. Prerequisite: ARC 2513 or consent of instructor.  
Project-driven lecture/laboratory course exploring advanced issues associated with 3-D modeling, animation, photorealistic visualization, and computer-aided manufacturing. Considers the role these processes play in interior design. (Same as ARC 4233. Credit cannot be earned for both IDE 4233 and ARC 4233.)

4266  **Interior Design Systems Studio**  
(0-12) 6 hours credit. Prerequisites: ARC 3353, IDE 3153, IDE 3246, and IDE 4203.  
Comprehensive design and documentation to include integration and articulation of building assemblies, life safety issues, environmental, and furniture systems. (Formerly ARC 4266. Credit cannot be earned for both IDE 4266 and ARC 4266.)

4276  **Interior Design Topics Studio**  
(0-12) 6 hours credit. Prerequisites: ARC 3353, IDE 3153, IDE 3246, and IDE 4203 or consent of instructor.  
Topics-based exploration and application of advanced design theory relative to interior design. Covers design philosophy, programming, transformation processes, and design development. (Formerly ARC 4276. Credit cannot be earned for both IDE 4276 and ARC 4276.)

4333  **Practicum**  
3 hours credit. Prerequisites: IDE 3246 and consent of instructor.  
Offers students majoring in Interior Design participation in a variety of design development concerns. Students work under supervision 15 to 20 hours a week in an approved internship to gain knowledge of their respective professional fields.

4513  **Practice and Ethics**  
(3-0) 3 hours credit. Prerequisites: ARC 2126.  
A study of the currently applied ethical, legal, and professional criteria for the practice of interior design. Issues investigated include forms of practice, client relationships, team leadership, office organization, and project management.

4816  **Study Abroad: Studio**  
(0-12) 6 hours credit. Prerequisite: Permission of instructor.  
A studio associated with a study abroad program.

4823  **Study Abroad: History/Theory**  
(3-0) 3 hours credit. Prerequisite: Permission of instructor.  
A lecture/seminar course associated with a study abroad program; involves field trips.
4833  **Study Abroad: Observational Drawing**  
(0-6) 3 hours credit. Prerequisite: Permission of instructor.  
A drawing course associated with a study abroad program; involves field trips.

4911,3,6  **Independent Study**  
1, 3, or 6 hours credit. Prerequisites: Permission in writing (form available) of the instructor, the student’s advisor, the Department Chair, and the Dean of the College in which the course is offered.  
Scholarly research under the direction of the faculty member. May be repeated for credit, but not more than 6 semester credit hours of independent study, regardless of discipline, may apply to a bachelor’s degree.

4953,6  **Special Studies in Interior Design**  
(0-6) 3 hours credit, (0-12) 6 hours credit. Prerequisite: Consent of instructor.  
An organized course offering the opportunity for specialized study not normally or not often available as part of the regular course offerings. Special Studies may be repeated for credit when topics vary, but not more than 6 semester credit hours for IDE 4953 or 12 hours for IDE 4956, regardless of discipline, will apply to a bachelor’s degree.
DEPARTMENT OF ARCHITECTURE

Bachelor of Science Degree in Architecture

The Bachelor of Science (B.S.) in Architecture is a four-year preprofessional degree. The minimum number of semester credit hours required for the degree, including Core Curriculum requirements, is 123, at least 39 of which must be at the upper-division level. Students are advised to complete the B.S. in Architecture degree coursework in the order indicated within the “Recommended Curriculum” issued by the College of Architecture for their catalog year.

The B.S. in Architecture is a program that provides students with the opportunity to prepare for the continuation of studies in a professional graduate program, a Master of Architecture (M. Arch.). Completion of the B.S. in Architecture degree allows the graduate to pursue limited architectural practice but does not, in itself, fully prepare the graduate for architectural licensure. Students in the B.S. in Architecture program are advised that certification for architectural registration and professional practice by the National Council of Architectural Registration Boards (NCARB) requires, in virtually all cases, an accredited professional degree and broad architectural education such as that provided by the Master of Architecture (M. Arch.) program at UTSA.

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes two types of degrees: the Bachelor of Architecture and the Master of Architecture. A program may be granted a six-year, three-year, or two-year term of accreditation, depending on its degree of conformance with established educational standards.

Master’s degree programs may consist of a preprofessional undergraduate degree and a professional graduate degree, which, when earned sequentially, comprise an accredited professional education. However, the preprofessional degree is not, by itself, recognized as an accredited degree.

Transfer Students: All transfer students who have completed Architecture, Interior Design, or Design courses are required to submit a bound portfolio (maximum size 8.5 inches by 11 inches) to the College of Architecture as soon as admittance to the University is approved. Portfolios must be received at the College of Architecture prior to the second week in March for Fall Semester admissions, and prior to the second week in August for Spring Semester admissions. The portfolio must clearly demonstrate creative and communicative skills in written and graphic form. A complete transcript of all professional courses accompanied by the catalog descriptions from the originating institutions must be included. Do not send slides or original work. A postage-paid, self-addressed return envelope must be included for return of the work to the candidate. The portfolio will be reviewed by a faculty committee to determine the student’s placement within the curricular sequence.

Foundation to Technical Gateway: Available openings within the Technical Sequence (third and fourth year courses) are limited and, therefore, entry is competitive. Entry is determined by a combination of portfolio review and overall grade point average (GPA) in accordance with the following formula (on a 4.0 scale): overall GPA 50% and portfolio 50%. Students who fail to be admitted into the Technical Sequence may wait a year in order to resubmit a new portfolio and improve their overall GPA by that time.

Portfolio Review: All students in the B.S. in Architecture program are required to complete a portfolio review prior to their entrance into the third year of architectural studies. Without a portfolio submission, students will not be allowed to take 3000-level or above courses in the Technical Sequence. The bound portfolio (maximum size 8.5 inches by 11 inches) will be submitted in accordance with the schedule and information provided by the Department Chair in conjunction with the Design IV studio faculty. The portfolio must clearly demonstrate design and communicative skills in written and graphic form. A Portfolio Review Committee composed of faculty in the College of Architecture will evaluate the portfolio.

Laptop Initiative: The Laptop Initiative program requires that students entering the second year of the design studio sequence (Design III) have their own laptop computers and required software. Digital technology will be integrated into the studio work and will be necessary in order to fulfill project requirements. Specifications for hardware and software bundles are available at the College of Architecture Web site (http://www.utsa.edu/architecture/) and the Department of Architecture office.
All candidates seeking this degree must fulfill the Core Curriculum requirements and the degree requirements, which are listed below.

**Core Curriculum requirements:** Students seeking the Bachelor of Science degree in Architecture must fulfill University Core Curriculum requirements in the same manner as other students. The courses listed in the table below satisfy both degree requirements and Core Curriculum requirements; however, if these courses are taken to satisfy both requirements, then students will need to take additional courses in order to meet the minimum number of semester credit hours required for this degree. For a complete listing of courses that satisfy Core Curriculum requirements see pages 5–9 of this catalog.

<table>
<thead>
<tr>
<th>Core Curriculum Component Area</th>
<th>Courses that Satisfy Core Curriculum and Degree Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications</td>
<td><strong>English Rhetoric/Composition</strong> (6 semester credit hours)  All students must take the following six hours to meet this core requirement:</td>
</tr>
</tbody>
</table>
|                                        | WRC 1013 Freshman Composition I  
|                                        | WRC 1023 Freshman Composition II  |
| Mathematics                            | **Mathematics** (3 semester credit hours)  MAT 1093 Precalculus |
| Natural Sciences                       | **Science** (6 semester credit hours)  PHY 1603 Algebra-based Physics I  
|                                        | or  PHY 1903 Engineering Physics I  
|                                        | And one other science course; the following are recommended:  ANI 2033 Introduction to Physical Anthropology  
|                                        | ANI 2043 Introduction to Archaeology  
|                                        | AST 1013 Introduction to Astronomy  
|                                        | CHE 1073 Basic Chemistry  
|                                        | CHE 1103 General Chemistry I  
|                                        | ES 2013 Introduction to Environmental Systems I  
|                                        | GEO 1013 The Third Planet  
|                                        | GEO 1103 Introduction to Earth Systems  
|                                        | GRG 2613 Physical Geography  
|                                        | PHY 1623 Algebra-based Physics II  |
| Humanities & Visual and Performing Arts| **Literature** (3 semester credit hours)  Any three hours listed under this section in the list of core courses will satisfy this core requirement.  
|                                        | **The Arts** (3 semester credit hours)  ARC 2413 History of Architecture: Prehistory through Medieval  |
| Social and Behavioral Sciences         | **United States History and Diversity** (6 semester credit hours)  Any six hours listed under this section in the list of core courses will satisfy this core requirement.  
|                                        | **Political Science** (6 semester credit hours)  POL 1013 Introduction to American Politics, plus three additional hours listed under this section in the list of core courses will satisfy this core requirement.  
|                                        | **Social and Behavioral Science** (3 semester credit hours)  Any three hours listed under this section in the list of core courses will satisfy this core requirement.  
|                                        | **Economics** (3 semester credit hours)  Any three hours listed under this section in the list of core courses will satisfy this core requirement.  |
| World and Society Issues               | (3 semester credit hours)  ARC 1413 Architecture and Culture  |
Degree Requirements

A. 6 semester credit hours of mathematics and science (may also be used to satisfy Core Curriculum requirements in Mathematics and Natural Sciences):

MAT 1093 Precalculus

PHY 1603 Algebra-based Physics I

or

PHY 1903 Engineering Physics I

B. 72 semester credit hours in the major passed with a grade of “C” or better in each course (ARC 1413 and ARC 2413 may also be used to satisfy Core Curriculum requirements):

1. Foundation Sequence. 39 semester credit hours of required lower-division architectural courses:

ARC 1213 Design I
ARC 1226 Design II
ARC 1313 Architectural Drawing (formerly Visual Communication)
ARC 1413 Architecture and Culture
ARC 2116 Design III
ARC 2126 Design IV
ARC 2213 Building Technology I (formerly Construction Materials and Concepts)
ARC 2223 Building Technology II (formerly Structures I)
ARC 2413 History of Architecture: Prehistory through Medieval
ARC 2423 History of Architecture: Renaissance through Nineteenth Century

2. Technical Sequence. 33 semester credit hours of required upper-division architectural courses:

ARC 3216 Architecture Studio I
ARC 3226 Architecture Studio II
ARC 3233 Building Technology III (formerly Structures II)
ARC 3343 Building Technology IV (formerly Environmental Systems I)
ARC 3353 Building Technology V (formerly Environmental Systems II)
ARC 3433 Topics in Architecture and Thought
ARC 3613 History of Modern Architecture
ARC 4246 Architecture Systems Studio

C. 15 semester credit hours of electives

It is strongly recommended that the electives should include 6 semester credit hours of foreign language courses.

COURSE DESCRIPTIONS
ARCHITECTURE
(ARC)

1213 Design I [TCCN: ARCH 1303.]
(0-6) 3 hours credit. Prerequisite: Completion of or concurrent enrollment in ARC 1313.
Introduction to design through a focus on design literacy and the creative conceptualization of issues fundamental to design of human environments. Through direct engagement with materials and processes of making, projects investigate basic design elements such as line, form, color, and texture in conjunction with the principles of rhythm, balance, proportion, and scale. Introduction to architectural precedents, architectural ideas, and architectural conventions.
1226 Design II
(0-12) 6 hours credit. Prerequisites: ARC 1213 and ARC 1313.
Design as a broadly synthetic process which stresses creative and conceptual development through representational visualization. Projects focus on the concerns of interior spatial qualities and design. Explores the role of color, light, and spatial experience in the development of human environments. Introduction to building typologies, space planning, critical thought pertaining to the built environment, and continued concern with architectural precedents. (Formerly ARC 1223. Credit cannot be earned for both ARC 1226 and ARC 1223.)

1313 Architectural Drawing [TCCN: ARCH 1307.]
(0-6) 3 hours credit.
Exploration of graphic processes and techniques used by architects and interior designers in the study of material and spatial conditions. Covers orthographic and axonometric projection, section, and perspective through analytical, representational, and transformative drawing techniques. Completion of or concurrent enrollment in this course is required in order to take ARC 1213. (Formerly titled Visual Communication.)

1413 Architecture and Culture [TCCN: ARCH 1305.]
(3-0) 3 hours credit.
Introduces architecture by exploring its sources within culture and the dynamic interrelationship between humans and the environment. Draws from diverse sources and cultures in the exploration of architectural order, including Western and non-Western traditions, art, philosophy, literature, music, history, language, myth, ritual, oral, and written traditions, and popular culture.

1513 Great Buildings and Cities of the World
(3-0) 3 hours credit.
Introducing buildings and urban fabric that are universally considered timeless contributions to the cultural heritage of the world. Examples are presented within the context of diverse cultures and express a variety of different aesthetic, political, and religious values. Draws from diverse sources from Western and non-Western traditions, from high culture and vernacular sources, and span from antiquity to the present.

2116 Design III
(0-12) 6 hours credit. Prerequisite: ARC 1226.
Architectural and interior design with a focus on development of creative concepts and processes of design. Projects are located in nonurban contexts with special consideration given to building-to-site integration, topography, spatial experience, spatial relationships, programming, and overall organizational concepts, and detailing. Includes digital technology modules which introduce and integrate various programs into course material. Laptops and software are required.

2126 Design IV
(0-12) 6 hours credit. Prerequisites: ARC 2116, and concurrent enrollment in ARC 2213 or IDE 2143.
Architectural and interior design with a focus on full development of design processes and creative, conceptual capacities utilized by designers. Focus on urban projects with consideration given to historical precedents, urban contextual response, architectural theory, and architectural order, and detailing. Introduction to the role of fire and life safety concerns, building codes, ADA accessibility, and zoning regulations as formative in design. Includes digital technology modules which introduce and integrate various programs into course material. Laptops and software are required.

2213 Building Technology I
(3-0) 3 hours credit. Prerequisite: ARC 1226 or enrollment as a major in Real Estate Finance and Development. Concepts and skills fundamental to structure, construction, building enclosure, sustainability, and interior environments. Analysis and selection of materials, components, and assemblies. Introduction to the historical role of materials in architectural and interior design. Completion of or concurrent enrollment in this course is required in order to take ARC 2223. Concurrent enrollment in ARC 2116 is recommended for ARC and IDE majors. (Formerly titled Construction Materials and Concepts.)
2223 Building Technology II  
(3-0) 3 hours credit. Prerequisites: Completion of or concurrent enrollment in ARC 2126, ARC 2213, MAT 1093, and PHY 1603 or PHY 1903.  
Introduction to architectural structures and the principles and systems of structural materials. Course considers the spatial, structural, sustainability, and aesthetic qualities possible in the articulation of structure through architectural design. (Formerly titled Structures I.)

2413 History of Architecture: Prehistory through Medieval [TCCN: ARCH 1301.]  
(3-0) 3 hours credit.  
Introduction to the history of architecture, urbanism, and material culture from prehistory to the 15th century. Explores the varied ways in which architecture reflects and shapes social, religious, and political concerns in the Western and non-Western world. Concurrent enrollment in ARC 2116 is recommended for ARC and IDE majors.

2423 History of Architecture: Renaissance through Nineteenth Century [TCCN: ARCH 1302.]  
(3-0) 3 hours credit.  
Introduction to the history of architecture, urbanism, and material culture from the 15th to the 20th century. Explores the varied ways in which architecture reflects and shapes social, religious, and political concerns in the Western and non-Western world. Concurrent enrollment in ARC 2126 is recommended for ARC and IDE majors.

2513 Introduction to Digital Design Media  
(2-2) 3 hours credit.  
Introduction to 2-dimensional image processing, as well as 3-dimensional and 4-dimensional digital design media. Addresses design skills, principles, techniques, procedures, and knowledge of how digital media impacts the design process, profession, and design culture.

3113 Presentation Graphics  
(0-6) 3 hours credit. Prerequisites: ARC 1226 and ARC 1313.  
Principles and techniques of composition for presentation graphics. Exercises in architectural rendering in various media.

3203 Housing Design and Development  
(3-0) 3 hours credit. Prerequisite: ARC 2126 or enrollment as a major in Real Estate Finance and Development.  
Evolution of housing design and development with emphasis on site and market analyses, zoning, codes, and infrastructure issues.

3216 Architecture Studio I  
(0-12) 6 hours credit. Prerequisites: ARC 2126, ARC 2223, ARC 2413, ARC 2423, and completion of or concurrent enrollment in ARC 3233.  
Architectural design as the application of building technology and materials as key components in the art of architecture. Examines methods for analyzing and developing the tectonics of an architectural assembly and the principles of structure and its material construction. Projects consider the urban fabric as context and site for architectural investigation.

3226 Architecture Studio II  
(0-12) 6 hours credit. Prerequisite: ARC 3216.  
Architectural design focused on environmental control systems and their integration into projects that range in scale and scope. Covers programming skills through a consideration of the relationship between human activities and architectural environments. Projects consider both urban and nonurban settings with a focus on critical response to their respective setting.

3233 Building Technology III  
(3-0) 3 hours credit. Prerequisites: ARC 2126 and ARC 2223.  
Continued introduction to architectural structures which considers the physical principles that govern classical statics and strength of materials. Graphical and mathematical design of structural systems. Consideration of the role of structural articulation and sustainability in the design of buildings. Completion of this course is required in order to take ARC 4246. (Formerly titled Structures II.)
3343 Building Technology IV  
(3-0) 3 hours credit. Prerequisites: ARC 2126 and ARC 2213.  
Environmentally responsive design of buildings and the natural and artificial systems that support them, including  
heating, ventilation and cooling, water and waste, and solid waste management. (Formerly titled Environmental  
Systems I.)

3353 Building Technology V  
(3-0) 3 hours credit. Prerequisite: ARC 3343.  
Light and sound as building form determinants and the natural and artificial systems that support them, including  
illumination, electrical design, and acoustics. (Formerly titled Environmental Systems II.)

3433 Topics in Architecture and Thought  
(3-0) 3 hours credit.  
Study of the relationship between the built environment and thought. Examines ideas and processes that give shape  
to built form. Readings are drawn from a multitude of sources including art, literature, philosophy, science, and  
aricultural theories of different cultures and historical periods. Work includes a research and writing component.  
May be repeated for credit when topics vary. (Formerly ARC 1423.) (Formerly titled Architecture and Thought.)

3533 History of Building Technology  
(3-0) 3 hours credit.  
Survey of the history of building technology to the present time. (Formerly ARC 2433. Credit cannot be earned for  
both ARC 3533 and ARC 2433.)

3613 History of Modern Architecture  
(3-0) 3 hours credit.  
Study of the social, aesthetic, theoretical, technical, cultural, and professional forces that form, shape, and communicate  
modern architecture. Completion of ARC 2413 and ARC 2423 is recommended for ARC and IDE majors.

4013 Building Construction Estimating I  
(3-0) 3 hours credit. Prerequisites: ARC 2126 and ARC 2213 or enrollment as a major in Real Estate Finance and  
Development.  
Introduction to estimating procedures related to quantity surveying, cost of materials and labor, and life-cycle costs.  
(Same as CSM 4013. Credit cannot be earned for both ARC 4013 and CSM 4013.)

4023 Building Construction Estimating II  
(3-0) 3 hours credit. Prerequisite: ARC 4013.  
Continuation of ARC 4013 with emphasis on pricing work, subcontracting, and bidding strategies. Review of major  
cost-estimating software. (Same as CSM 4023. Credit cannot be earned for both ARC 4023 and CSM 4023.)

4113 Project Development  
(3-0) 3 hours credit. Prerequisite: ARC 3203 for Real Estate Finance and Development majors or consent of  
instructor.  
The application of building/development practices to architectural and planning projects.

4143 Architecture Topics  
(3-0) 3 hours credit. Prerequisite: ARC 2126 or consent of instructor.  
A study of current trends and issues in architecture. May be repeated for credit when topics vary, but not more than  
9 semester credit hours will apply to a bachelor’s degree.

4153 Topics in International Architecture  
(3-0) 3 hours credit. Prerequisite: ARC 2126 or consent of instructor.  
An examination of current international trends and issues in architecture and urbanism. May be repeated once for  
credit when topics vary.
4223  **Topics in Design Computing**  
(2-2) 3 hours credit. Prerequisite: ARC 2513 or consent of instructor. 
Theory-based seminar course exploring critical, spatial and philosophical issues relative to the impact of digital 
technologies within the field of architecture. Involves some usage of 2-D and 3-D digital media.

4233  **Computer Projects in Design**  
(2-2) 3 hours credit. Prerequisite: ARC 2513 or consent of instructor. 
Project-driven lecture/lab course exploring advanced issues associated with 3-D modeling, animation, photo-realistic 
visualization, and computer-aided manufacturing. Considers the role these processes play in architectural and interior 
design. (Same as IDE 4233. Credit cannot be earned for both ARC 4233 and IDE 4233.)

4246  **Architecture Systems Studio**  
(0-12) 6 hours credit. Prerequisites: ARC 3226, ARC 3233, and ARC 3353. 
Architectural design with a focus on the interrelationship of the systems responsible for the design and development 
of architectural environments. Includes theoretical and pragmatic consideration of the building systems, including 
environmental, structural, mechanical, movement, enclosure, and assembly at multiple scales. Includes modules 
which examine the specific requirements of technical documentation, accessibility (ADA), vertical circulation, and 
building codes.

4256  **Architectural Research Studio**  
(0-12) 6 hours credit. Prerequisite: ARC 3226. 
Research-based exploration and application of advanced design theory relative to topics in architecture and urban 
design. (Formerly titled Architecture Topics Studio.)

4313  **Construction Graphics**  
(3-0) 3 hours credit. Prerequisites: ARC 3226 or IDE 3246; ARC 3233 (for architecture majors); and ARC 3353. 
A study in the preparation of construction documents and their use in communication of design concepts among the 
designer, owner, contractor, and others. Students will be required to prepare detailed construction documents. (Same 
as CSM 2323. Credit cannot be earned for both ARC 4313 and CSM 2323.)

4333  **Practicum**  
3 hours credit. Prerequisites: ARC 3226, IDE 3246 or enrollment as a major in Real Estate Finance and Development, 
and consent of instructor. 
Offers students majoring in architecture, interior design, and real estate finance and development participation in a 
variety of design, development, and construction concerns. Students work under supervision 15 to 20 hours a week in 
an approved internship to gain knowledge of their respective professional fields.

4423  **History and Theory of Urban Form**  
(3-0) 3 hours credit. Prerequisites: ARC 2126, ARC 2413, and ARC 2423. 
Concentrates on the origins of the contemporary city, its current condition, and emerging theories of urban design.

4613  **Construction Management I**  
(3-0) 3 hours credit. Prerequisite: ARC 2126 or enrollment as a major in Real Estate Finance and Development. 
The study of the management of the construction process and its integration with allied professions. (Same as 
CSM 4513. Credit cannot be earned for both ARC 4613 and CSM 4513.)

4623  **Construction Management II**  
(3-0) 3 hours credit. Prerequisite: ARC 4613. 
Continuation of ARC 4613 with emphasis on scheduling and project delivery methods. (Same as CSM 4523. Credit 
cannot be earned for both ARC 4623 and CSM 4523.)

4816  **Study Abroad: Studio**  
(0-12) 6 hours credit. Prerequisites: ARC 3216 and permission of instructor. 
An architecture studio associated with a study abroad program.
4823  **Study Abroad: History/Theory**  
(3-0) 3 hours credit. Prerequisite: Permission of instructor.  
A lecture/seminar course associated with a study abroad program; involves field trips.

4833  **Study Abroad: Observational Drawing**  
(0-6) 3 hours credit. Prerequisite: Permission of instructor.  
A drawing course associated with a study abroad program; involves field trips.

4911,3,6  **Independent Study**  
1, 3, or 6 hours credit. Prerequisites: Permission in writing (form available) of the instructor, the student’s advisor, the Department Chair, and the Dean of the College in which the course is offered.  
Scholarly research under the direction of a faculty member. May be repeated for credit, but not more than 6 semester credit hours of independent study, regardless of discipline, may apply to a bachelor’s degree.

4953,6  **Special Studies in Architecture**  
(0-6) 3 hours credit, (0-12) 6 hours credit. Prerequisite: Consent of instructor.  
An organized course offering the opportunity for specialized study not normally or not often available as part of the regular course offerings. Special Studies may be repeated for credit when the topics vary, but not more than 6 semester credit hours for ARC 4953 or 12 hours for ARC 4956, regardless of discipline, will apply to a bachelor’s degree.
Procedures for Evaluating Student Transfer Credit and Advanced Placement

The University of Texas at San Antonio supplies an official evaluation of transfer credit to each new student as soon as possible following admission to the University. This evaluation shows the equivalency of courses completed elsewhere to courses at UTSA and indicates their applicability to the UTSA Core Curriculum.

The Texas Higher Education Coordinating Board has approved core curricula in the following course work areas:

- Arts and Sciences (including mathematics and natural sciences)
- Business Administration
- Engineering
- Art
- Criminal Justice

Although the courses represented in these core curricula at various institutions may not be precisely equivalent to courses in the UTSA Undergraduate Catalog, students who have successfully completed the core curricula at other qualifying institutions are given full credit toward the appropriate degree at UTSA.

UTSA has reciprocal course transfer agreements with many other universities and regional community colleges in Texas and across the Southwest. Core curriculum courses are transferable in all public universities in Texas. Undergraduate college credits completed at other U.S. institutions are evaluated on the basis of UTSA equivalency tables and according to the guidelines described below. All transferrable academic work must be from a college or university accredited by a recognized regional accrediting association.

Credits completed at institutions outside the U.S. must be evaluated on an individual basis, at the student’s expense, by a foreign credentials evaluation service as designated by the Office of Admissions and Registrar. Transfer credit from foreign institutions is acceptable by UTSA on the basis of a favorable outcome of this evaluation process.

Transfer credit for community college work may not exceed 66 semester credit hours. Students who have completed more than 66 acceptable semester credit hours may apply specific completed, transferable courses to specific course requirements to avoid having to repeat the courses. The semester credit hours for additional courses may not be applied toward the minimum semester credit hour requirements for a baccalaureate degree. No upper-division credit may be earned at the junior college level of study.
All transfer students are required to submit a bound portfolio (maximum 8 ½ x11 inches in size) to the College of Architecture as soon as admittance to the University is approved. A complete transcript of all courses accomplished, as described within the catalog from the originating university, must also be provided. Portfolios are then reviewed by a portfolio review committee so as to determine the transferring student’s placement within the College’s studio sequence.

The portfolio review determines the equivalence of specific courses in the professional program and awards credit for courses with substantially matching content. Portfolio reviews for transfer students determines if the student has mastered the appropriate body of knowledge in two-dimensional and three-dimensional composition, conceptual thinking, technical and historical knowledge, and graphic communication skills as a part of a student’s basic design oriented education.

Students whose work does not exhibit acceptable preparation to succeed in College curriculum are advised to take remedial coursework in subject areas where deficiencies exist and to eventually resubmit their portfolios for additional review when better prepared to undertake upper level courses.

For transfer students into the graduate program, students’ transcripts and portfolios from accredited professional graduate programs are reviewed for admission consideration as part of the general pool of master degree candidate applicants (refer to explanation of graduate applicant procedural process). If admitted, transfer credit hours of generally no more than 6 credit hours for course work deemed comparative to UTSA’s curriculum are evaluated with hours of credit awarded as determined applicable by Graduate Advisor of Record in consultation with Graduate Program Committee members (graduate applicant review task force).

**Procedures for Evaluating Student Progress**

Students are expected to maintain a level of scholastic achievement that would allow them to meet the grade requirements for graduation. Students who fail to maintain the minimum required grade point average (GPA) of 2.0 in all undergraduate work and 3.0 in all graduate course work attempted at UTSA are placed on academic probation or on academic dismissal as appropriate. UTSA’s grade point averaging system is based on a 4.0 scale.

Students whose overall UTSA grade point average falls below 2.0 at the undergraduate level and below 3.0 at the graduate level are placed on academic probation. Academic probation is lifted when a student achieves a 2.0 overall GPA at the undergraduate level and 3.0 overall GPA at the graduate level. Students placed on academic probation must achieve a term GPA of 2.0 at the undergraduate level and 3.0 at the graduate level in each semester of probation in order to remain enrolled.
Students on academic probation whose semester GPA is below 2.0 at the undergraduate level and 3.0 at the graduate level will be placed on academic dismissal. Students cannot graduate while on academic probation. Students placed on academic dismissal must petition for reinstatement or readmission to the College for future enrollment after one long semester has elapsed from date of dismissal.

In years past, a structured portfolio review (conducted by a task force committee of undergraduate faculty including the Undergraduate Advisor of Record and Coordinator of Interior Design) was held for all second year students at the end of their second semester of studies as the primary “gateway” qualification of students’ abilities requiring substantiation in order to advance to upper level course work. Under current catalog requirements, greater emphasis (50% of evaluation) has been placed on students’ overall academic performance (GPA) as weighed in conjunction with the required portfolio submission (50% of evaluation) as part of the upper level advancement evaluation process.

Portfolio submission guidelines are handed out to students throughout their first two years of studies to assist them in properly documenting their work and preparing a portfolio.

While the process of reviewing students’ academic accomplishments at the end of their second year of studies has evolved over the past several years (in the name of improving on a difficult process that relies on both objective and subjective judgments of students’ development), along with the standards for advancing to upper level course work having grown more rigorous with College offerings in greater demand, a solid critical mass of underclassman are continuing to excel in the College’s all important upper level ranks of study.

As a result of the prescribed second year review of each student’s worthiness to advance, successful gateway participants obtain written authorization and registrar clearance before being able to enroll in 3000 level courses. Students that are found to be unfit to advance beyond the second year gateway are advised to reapply after one full year during which a stronger portfolio and improved overall GPA might be achieved.

The College’s advising center is responsible for preparing a degree plan audit for each undergraduate student toward insuring that uniform requirements of course work are met by all degree candidates prior to graduation. The University’s Graduate School is responsible for auditing all Master degree candidates prior to graduation and clearing students for degree confirmation. Undergraduate students are able to obtain information about degree requirements and any necessary counseling from the College’s designated advisors on a regular basis. Undergraduate and Graduate students are responsible for completing all coursework and preparing on-line personal audits of degree requirements (that are confirmed by the University) well in advance of the term in which graduation is anticipated.
Graduate students must maintain an overall GPA above 3.0 with no more than 6 semester hours of the grade of “C” being accepted toward graduation. Various categories of causes for academic probation, dismissal and reinstatement are described within the University’s Graduate Catalog.

Each graduate student’s progress is monitored by the College’s Graduate Advisor of Record. To assist all graduate students’ in meeting their degree goals, a Program of Study (POS) form is completed by each Master Degree candidate in consultation with the GAR who is responsible for keeping the document on file within the College. This document is used for auditing purposes prior to graduation.
### M Arch 2 sequence

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<th>Course Name</th>
<th>Credits</th>
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### M Arch 3 sequence

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### Required Courses

- **NAAB Criteria**
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  - Master's Project
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### Department of Architecture

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