COURSE DESCRIPTION
East Austin is changing. We lament the cultural and personal loss caused by rapid gentrification but often shy away from engaging with the forces driving this change. Rapid development is happening and it is our role as architects to critically engage with that reality to better shape the future of our city. This studio will explore how dense, affordable, multi-generational housing combined with a transit oriented education center can act as a proof of concept for a more thoughtful, beneficial and sensitive evolution of a neighborhood. All research and work in the studio will build toward a single primary project, paced throughout the course of the semester.

STUDIO OBJECTIVES
Comprehensive Studio emphasizes architecture as a tectonic expression. Projects are expected to address the full range of potential issues embodied in an architectural design; however, aspects that directly impact how projects exist in the physical environment, including site relationships and materiality/construction, will be a particular concentration. Therefore, the studio will have a strong focus on the design implications of technical issues, particularly their potential for design generation and as a repository of meaning. In addition, the thoughtful design and craftsmanship of presentation documents at all phases and scales will be emphasized.

Issues of construction and assemblies are framed within a set of concerns that are present in any type of construction, such as expansion & contraction, moisture infiltration and evacuation, ventilation, primary and secondary structure, logic of connections, differential settlement, etc. Particular attention will be given to the nature of detail drawings and the final product produced by the students will result in a presentation package that will be comprehensive in content and scale.

METHODOLOGY
The primary subjects of the studio are the design potentials of techniques of building and siting. While students will be expected to produce exquisitely crafted documents of their design proposals at the site, building, and detail scales, specific software tools will not be dictated.

General material and format considerations will be suggested by the instructor throughout the course, however, investigation and experimentation is strongly encouraged at all stages of production and design. In addition to digital production methods, portions of the studio process will include hand sketches and drawings as well as physical models; students should equip their studio workspace appropriately.

COLLABORATION
Students will work in self selected groups of two on one design project over the semester. The exercises given throughout the semester will be at the service of this project.
PROJECT PROGRAM OVERVIEW
This studio project will build towards a complex, urban infill design which incorporates a range of programs including housing, education, transit, and parks. The mix of programs and user groups is intended to address the needs of the community (historic, current and future) while critically engaging and grappling with the role of the architect in shaping growth in rapidly gentrifying neighborhoods. The challenge is to bridge a wide range of urban scales and generational needs in a single project. Issues of scale, identity, site, in addition to tectonic considerations such as structural and material logic will be examined with thorough sets of drawings and models. The projects will be instruments of urban transformation, and viewed as catalytic examples with potential to project an alternative model for urban development.

SITE
The project site is an irregularly shaped triangular lot between the Metro Rail line and a freight rail line, fronting both East 6th and East 5th Street. The lot is currently undeveloped and owned by Capital Metro. For the purposes of this studio, the small southernmost connection rail segment between the Metro line and the freight line will be eliminated, opening up the site to East 5th Street. Students will be expected to analyze site conditions (including existing buildings), respond to site characteristics such as soil, topography, vegetation, and watershed in the development of project design and understand principles of environmental systems such as passive heating and cooling, daylighting, solar orientation, and acoustics.
STUDIO ASSIGNMENT PROGRAM

Housing:

Students to propose a strategy for housing spatial arrangements to specifically address the need for high density, affordable housing which serves the needs of all age groups and extended family support networks. Housing units may be a single module, or a collection of varied modules. Stacking and module repetition is encouraged.

- **Housing Units**: 30 units totaling +/- 35,000sf net area (plus circulation). Housing units should include all standard components including living, dining, kitchen, restrooms and bedrooms. Units should explicitly address the needs of either cohabitating, multi generational families or propose individually tailored units which can be aggregated into a supportive whole.

- **Circulation**: To include all horizontal and vertical circulation. Must meet egress code at minimum.

Community Education Center:

The Community Education Center is intended to serve both residents of the proposed housing development as well as the community at large. Like the housing, the center should serve users of all age groups while remaining flexible and community focused.

- **Multipurpose classrooms / Lecture Room**: 3,000sf. Flexible presentation room for lectures and exhibits.
- **Child Care Room**: 1,500sf. Play room with areas for toys, reading and direct access to the playground. To have (1) dedicated restroom.
- **After School Student Library**:
  - Library: 350sf. Small collection library focused on youth.
  - Reading / Study Space: Quiet space for individuals or teams to study and relax
  - **Collaboration / Meeting Room**: 150sf. Small, sound-isolated meeting room serving the Student Library.
- **Skills Training Computer Lab**: 1,200sf. Individual workstations with instructor demonstration / projection area.
- **Demonstration Kitchen**: 1,200sf kitchen + 800sf dining. Fully equipped teaching kitchen including a range, ovens, refrigerators and sinks. Dining room to accommodate small meals prepared in the demonstration kitchen.
- **Admin Offices**: Administration space for the Education Center staff
  - Directors Office: 300sf
  - Staff Room: 300sf
  - Janitorial Room: 200sf
- **Public Restrooms / Circulation / Storage**: As needed and required by code.
- **Outdoor Playground**: 7,000sf. To serve the residents, community and child care room.
- **Community Garden / Park**: 20,000sf.

Metro Stop / Additional Requirements:

A small metro stop platform on the Capital Metro red line will allow residents and the immediate neighborhood to access more of the city without a personal vehicle.

- **Metro Platform**: 15’x150’. Must include a shade canopy strategy.
- **Parking**: 6 ADA compliant parking spaces.
RESOURCES

Ideas
- Langmore, John “Fault Lines: Portraits of East Austin”
- Ford, Ed “Details of Modern Construction (vol. 1 & 2)”
- Pet Architecture - Atelier Bow Wow
- Made in Tokyo - Atelier Bow Wow
- Marklee, Johnston “A House is a House is a House”
- Aureli, Pier “Less is Enough”
- Harris, Steve and Deborah Burke “Architecture of the Everyday”
- Charbonnet, Francois “Defining Criteria”

Systems
- Ching, Francis, Building Structures Illustrated
- Herzog, Thomas, Krippner, Roland, and Werner Lang, Facade Construction Manual

Codes

General Reference Books
- Ching, Francis, Architectural Graphics fourth edition
- Ramsey/Sleeper, Architectural Graphic Standards

Periodicals
Detail
ElCroquis
ThePlan
GA:GlobalArchitect
## Schedule

<table>
<thead>
<tr>
<th>Week 01</th>
<th>Wed 1/22</th>
<th>Lottery</th>
<th>Studio Intro</th>
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<tr>
<td></td>
<td>Fri 1/24</td>
<td>Introduction</td>
<td>EX01: Programming Issued</td>
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<td>Programming + Precedent Analysis Begin</td>
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<tr>
<th>Week 02</th>
<th>Mon 1/27</th>
<th>Desk Crits</th>
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<tr>
<td>Wed 1/29</td>
<td>Pin Up</td>
<td>EX01: Programming Due</td>
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<tr>
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<td>Fri 1/31</td>
<td>EX02: Site Analysis Issued</td>
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<tr>
<th>Week 03</th>
<th>Mon 2/3</th>
<th>Site Visit</th>
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<tr>
<td>Wed 2/5</td>
<td>Desk Crits</td>
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<tr>
<td>Fri 2/7</td>
<td>Landscape Seminar</td>
<td>Alissa Priebe</td>
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<th>Mon 2/10</th>
<th>Desk Crits</th>
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<tr>
<td>Wed 2/12</td>
<td>Pin Up</td>
<td>EX02: Site Analysis Due</td>
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<tr>
<td>Fri 2/14</td>
<td>EX03: Design Concept Issued</td>
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<th>Week 05</th>
<th>Mon 2/17</th>
<th>Desk Crits</th>
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<tr>
<td>Wed 2/19</td>
<td>Pin Up</td>
<td>EX03: Design Concept Due</td>
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<tr>
<td>Fri 2/21</td>
<td>EX04: Detailing Issued</td>
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<th>Week 06</th>
<th>Mon 2/24</th>
<th>Reference Materials</th>
<th>Desk Crits</th>
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<tr>
<td>Wed 2/26</td>
<td>Pin Up</td>
<td>EX04: Detailing Due</td>
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<tr>
<td>Fri 2/28</td>
<td>EX05: Schematic Design Issued</td>
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<tr>
<th>Week 07</th>
<th>Mon 3/2</th>
<th>Structures Seminar</th>
<th>Sam Covey</th>
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<tr>
<td>Wed 3/4</td>
<td>Desk Crits</td>
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<td>Fri 3/6</td>
<td>Desk Crits</td>
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<th>Week 08</th>
<th>Mon 3/9</th>
<th>MEP Seminar</th>
<th>Positive Energy</th>
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<tr>
<td>Wed 3/11</td>
<td>Pin Up</td>
<td>EX05: Schematic Design Due</td>
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<tr>
<td>Fri 3/13</td>
<td>EX06: Systems Issued</td>
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| Week 09 | Mon 3/16 | Spring Break |

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ARC 561C-Advanced Design – Comprehensive Studio
Ryan Lemmo: Ryan.Lemmo@austin.utexas.edu +
Stephanie Lemmo: Stephanie.Lemmo@austin.utexas.edu
<table>
<thead>
<tr>
<th>Week 10</th>
<th>Mon 3/23</th>
<th>Desk Crits</th>
<th>Systems Axonometric Due</th>
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<tbody>
<tr>
<td>Wed 3/25</td>
<td>Pin Up</td>
<td>EX06:Systems Due</td>
<td>Mechanical &amp; Structural System Due</td>
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<tr>
<td>Fri 3/27</td>
<td>EX07:Design Development Issued</td>
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<td>Week 11</td>
<td>Mon 3/30</td>
<td>Construction Seminar: Brett Greig</td>
<td>Building Envelope Detail Due</td>
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<td>Wed 4/1</td>
<td>Desk Crits</td>
<td>Updated Wall Sections + Details Due</td>
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<td>Fri 4/3</td>
<td>Desk Crits</td>
<td>Cartoon Set Due</td>
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<td>Week 12</td>
<td>Mon 4/6</td>
<td>Desk Crits</td>
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<tr>
<td>Wed 4/8</td>
<td>Pin Up</td>
<td>EX07:Design Development Due</td>
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<td>Fri 4/10</td>
<td>Desk Crits</td>
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<td>Week 13</td>
<td>Mon 4/13</td>
<td>Final Production</td>
<td>Peredo Lecture</td>
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<td>Wed 4/15</td>
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<td>Fri 4/17</td>
<td>Final Review Production</td>
<td>Final Site Plan</td>
<td>Diagrams Due</td>
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<td>Week 14</td>
<td>Mon 4/20</td>
<td>Final Review Production</td>
<td>Final Plan</td>
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<td>Wed 4/22</td>
<td>Desk Crits</td>
<td>Final Wall Sections 1/2”, 1” Due</td>
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<tr>
<td>Fri 4/24</td>
<td>Final Review Production</td>
<td>Final Details 3” or larger Due</td>
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<tr>
<td>Week 15</td>
<td>Mon 4/27</td>
<td>Final Review Production</td>
<td>Updated Interior + Exterior Perspectives Due</td>
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<td>Wed 4/29</td>
<td>Desk Crits</td>
<td>Final Drawings Due</td>
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<tr>
<td>Fri 5/1</td>
<td>Final Review Production</td>
<td>Final Model 1/8” Due</td>
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<tr>
<td>Week 16</td>
<td>Mon 5/4</td>
<td>Final Review Week</td>
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<td>Wed 5/6</td>
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<tr>
<td>Fri 5/8</td>
<td>Last Day of Classes</td>
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**Final Review: Date t.b.a.**

Note: The published schedule is for planning purposes only. Instructors may revise the calendar as necessary. Students will be notified on any changes at least one class meeting in advance.
GENERAL COURSE INFORMATION

PREREQUISITES
ARC 521E (formerly 520E) and ARC 521G (formerly 520G) with a grade of at least C in each; registration for ARC 335M; and satisfactory completion of third-year portfolio review

LEARNING OUTCOMES
Students will focus on developing abilities in the following learning outcomes, with emphasis on architecture as a tectonic expression: structural systems, construction methods and materiality, assembly, and spatial and formal compositions.

Design + Composition
Students develop the ability to prepare a comprehensive program for the project while assessing both client and user needs. The program analysis, along with critical thinking skills developed in previous studios should inform the spatial and formal compositions of the project. The design should respond to analysis and reviews of site, relevant laws and standards.

Sustainability
Ability to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants and users, and reduce the environmental impacts of building construction. Respond to site characteristics such as soil, vegetation, and topography.

Systems
The design should address environmental systems, structural systems, building envelope, building materials and assemblies.
-Environmental Systems – solar orientation, active and passive heating and cooling, daylighting and artificial illumination, indoor air quality
-Structural Systems – understanding of forces on a building, appropriate selection and application of structural system.
-Building Envelope – appropriate application of building envelope systems and associated assemblies relative to thermal transfer, moisture, performance, and aesthetics.
-Service Systems – understanding of basic principles of plumbing, electrical and vertical transportation systems
-Building Materials and Assemblies – appropriate selection of construction materials, products, components and assemblies.

Life Safety
Ability to apply basic life safety principles to design, including egress requirements.

Accessibility
Understanding and ability to apply basic barrier-free access in and around buildings.

Professional Communication Skills
Ability to write and speak effectively and use representational media appropriate for both within the profession and with the general public.

Pre-Design
Ability to prepare a comprehensive program for an architectural project that includes an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

Codes and Regulations
Ability to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards

Technical Documentation
Ability to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

Financial Considerations
Understanding of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

Research
Understanding of the theoretical and applied research methodologies and practices used during the design process.

Integrated Evaluations and Decision Making Design Process
Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

Integrative Design
Ability to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

Project Management
Understanding of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.
COORDINATION BETWEEN COMPREHENSIVE STUDIO AND CONSTRUCTION 5

Comprehensive Studio is coordinated with the Construction 5 course. This indirectly occurs through the alignment of syllabus and course scheduling, and also directly occurs through organized participation of the Construction 5 instructor with Comprehensive Studio content and vice-versa. The Construction 5 course has its own research agenda and content, and also generally acts in support of Comprehensive Studio.

STUDIO CULTURE

The School of Architecture believes in the value of the design studio model. Studio learning encourages dialogue, collaboration, risk-taking, innovation, and learning-by-doing. The studio offers an environment where students can come together to ask questions and make proposals, which are developed and discussed among classmates, faculty, visiting professionals, and the public-at-large. Studio learning offers intensive one-on-one instruction from faculty members, and provides the opportunity for each student to develop his/her critical thinking skills and spatial and material sensibilities. The design studio offers a synthetic form of education, where project-based learning becomes the foundation for developing an understanding of and commitment to the school’s core values — broadmindedness, interconnectivity, professionalism, exploration and activism — all in service of architecture's fundamental mission: to improve the quality of the built and natural environments.

https://soa.utexas.edu/programs/architecture/architecture-studio-culture

DESIGN CONVERSATIONS: JESSEN LECTURES

The School of Architecture offers a wide range of opportunities for students to extend the design conversations taken place in studios (Lecture Series, Goldsmith Talks, Exhibitions, etc.). Students are encouraged to participate and be engaged. Students in studio are expected to attend all the Jessen Lectures (three per semester) by lead practitioners from around the world). The lectures and the group discussions in studio that follow are important for the holistic education of intellectually engaged students and participation will have an impact on students’ grades (see below).

EVALUATION CRITERIA

While each project contains certain quantifiable elements for evaluation, a significant portion of each grade is derived from broader and more subjective criteria. Student work will be evaluated according to its rigor and evolution over the semester.

Grades are subject to deductions for late arrivals, absences, and late or incomplete work at the discretion of the instructor.

Grading for an assignment is broken into four components, each of which is given roughly equal weight:

Pursuit: the consistent and rigorous development and testing of ideas.
- The ability to formulate a query or thesis and pursue a self-determined concomitant method of inquiry
- The ability to identify and implement various processual mechanisms (software, sketch drawing and models, etc.) in the development of the design
- Initiative as demonstrated in work ethic – Does the student do what is asked; go beyond what is asked; direct their own efforts; eager to produce the next iteration of the design?

Grasp: the ideas and understanding of the project at hand and integration of knowledge introduced in companion courses.
- A strong and clearly stated design objective
- Spatial acuity as demonstrated in plan – including reasonable disposition of programmatic elements – and sectional development
- Synthetic and critical thinking: the ability to holistically organize a project as demonstrated through creative engagement with issues of materiality, structures and construction, structural and environmental system integration, building materials and assembly, sustainable practices, etc. in support of the design objective
- Structural competence and material sensitivity as demonstrated in wall thickness, floor plates, and assembly

Resolution: of the design objective; the demonstration of competence, completeness, and finesse in the final design presentation.
- Quality of presentation: clarity of communication; appropriateness of media strategy and level of skill displayed through the work presented at all stages of the design process; technical documentation

Engagement: the active participation in studio activities, leadership, collaboration, group discussions and reviews.

A student must earn a letter grade of C or better in order for the course to count towards a degree in the School of Architecture and to progress into the next studio. A letter grade of C- will not satisfy degree requirements.

GRADE DESCRIPTIONS

All grades are subject to deductions for absences, Late work and late arrivals

A/A-
Excellent
Project surpasses expectations in terms of inventiveness, appropriateness, visual language, conceptual rigor, craft, and personal development. Student pursues concepts and techniques above and beyond what is discussed in class. Project is complete on all levels.

B+/B/B-
Above Average
Project is thorough, well presented, diligently pursued, and successfully completed. Student pursues ideas and suggestions presented in class and puts in effort to resolve required projects. Project is complete on all levels and demonstrates potential for excellence.

C+/C
Average
Project meets the minimum requirements. Suggestions made in class and not pursued with dedication and rigor. Project is incomplete in one or more areas.

C-/D+/D/D-Poor
Project is incomplete. Basic grasp of skill is lacking, visual clarity or logic of presentation are not level-appropriate. Student does not demonstrate the required competence and knowledge base.
F  Fail
Project is unresolved. Minimum objectives are not met. Performance is not acceptable. Note that this grade will be assigned when students have excessive unexcused absences.

X  Excused Incomplete
Can be given only for legitimate reasons of illness or family emergency. Simply not completing work on time is not an adequate cause for assigning this evaluation. It may only be used after consultation with the Associate Deans’ offices and with an agreement as to a new completion date. Work must be completed before the second week of the next semester in which the student is enrolling, according to the School of Architecture policy.

ATTENDANCE
Punctual and regular attendance is mandatory. Participation is expected. With three (3) unexcused absences, the student’s final grade for the course will be lowered by a full letter grade. The final grade will be lowered by a full letter grade for each unexcused absence thereafter. Aside from religious observances, absences are only excused with written documentation of a medical issue or family emergency. The student is responsible for completing work missed due to excused absences and initiating communication with the instructor to determine due dates.

If a student is late (5 minutes after the start of class) three (3) times, it will be counted as one (1) unexcused absence. Students should notify the instructor prior to class if lateness or absence is known in advance. Students must notify instructors directly regarding lateness or absences; asking a classmate to inform the instructor is not acceptable.

RELIGIOUS OBSERVANCES
A student shall be excused from attending classes of other required activities, including examinations, for the observance of a religious holy day, including travel for the purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. University policy requires students to notify each of their instructors as far in advance of the absence as possible so that arrangements can be made.

By UT Austin policy, you must notify the instructor of the pending absence at least fourteen days prior to the date of a religious holy day. If you must miss a class, an examination, an assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

ACADEMIC INTEGRITY
Each student in the course is expected to abide by the University of Texas Honor Code: “As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.” Representing the work of others as your own, including plagiarism, is taken very seriously at UT. You must cite your sources when you use the words or ideas of others; otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT’S Academic Honesty and the University Honor Code which can be found at the following web address: http://deanofstudents.utexas.edu/jsj/acint_student.php

Q DROP POLICY
If you want to drop a class after the 12th class day, you’ll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop.

PERSONAL PRONOUNS
Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student’s legal name, unless they have added a “preferred name” with the Gender and Sexuality Center (http://diversity.utexas.edu/genderandsexuality/publications-and-resources/). The instructor will gladly honor your request to address you by a name that is different from what appears on the official roster and by the gender pronouns you use (she/he/they/ze, etc). Please advise the instructor of any changes early in the semester so appropriate updates may be made to their records.

MENTAL HEALTH AND SUPPORT SERVICES
Taking care of your general well-being is an important step in being a successful student. If stress, test anxiety, racing thoughts, feeling unmotivated, or anything else is getting in your way, there are options available for help:

In-house CARE counselor (see below)

For immediate support visit/call the Counseling and Mental Health Center (CMHC):

M-F 8am-5pm  |  SSB, 5th floor  |  512-471-3515  |  cmhc.utexas.edu

CMHC Crisis Line:
24/7  |  512-471-2255  |  cmhc.utexas.edu/24hourcounseling.html

Free services at CMHC:

- Mental health & wellness articles: cmhc.utexas.edu/commonconcerns.html
- MindBody Lab: cmhc.utexas.edu/mindbodylab.html
- Classes, workshops, and groups: cmhc.utexas.edu/groups.html
CARE PROGRAM
Counselors in Academic Residence (CARE) Program places licensed mental health professionals within the colleges or schools they serve in order to provide better access to mental health support for students who are struggling emotionally and/or academically.

Abby Simpson (LCSW) is the assigned CARE counselor for the School of Architecture. Faculty and staff may refer students to the CARE counselor or students may directly reach out to her. Please leave a message if she is unavailable by phone.

Abby Simpson, LCSW | BTL 114B | 512-471-3115 (M-F 8am-5pm)
https://cmhctexas.edu/CARE_simpson.html

STUDENTS WITH DISABILITIES
This class respects and welcomes students of all backgrounds, identities, and abilities. Instructors are committed to creating an effective learning environment for all students, but this is possible only if you discuss your needs early. Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities at 471-6259 (voice) or 512-410-6644 (Video Phone) as soon as possible to request an official letter outlining authorized accommodations. For more information, visit http://ddce.utexas.edu/disability/about/

THE SANGER LEARNING CENTER
All students are welcome to take advantage of Sanger Learning Center’s classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. More than 20,000 students use the services at the Sanger Learning Center each year to improve their academic performance. For more information, please visit http://ugs.utexas.edu/slc or call 512-471-3614 (JES A332).

UNDERGRADUATE WRITING CENTER
http://uwc.utexas.edu

BEVOCAL
BeVocal is a university-wide initiative to promote the idea that individual Longhorns have the power to prevent high-risk behavior and harm. At UT Austin all Longhorns have the power to intervene and reduce harm. To learn more about BeVocal and how you can help to build a culture of care on campus, go to: https://wellnessnetwork.utexas.edu/BeVocal/

BCAL
Concerns regarding the safety or behavior of fellow students, Teaching Assistants (TA), or Professors can be reported to the Behavior Concerns Advice Line (BCAL): 512-232-5050. Calls can be made anonymously. If something doesn’t feel right, it probably isn’t. Trust your instincts and share your concerns.

FOOD PANTRY & CAREER CLOTHES CLOSET
Student Emergency Services in the Office of the Dean of Students has launched UT Outpost (UA9 Building, 2609 University Ave; ring bell for service) to support students on our campus that is equipped with a food pantry, and a career clothes closet to ensure every Longhorn has access to professional clothes for job and internship interviews. Emergencies and financial hardships can interfere with student success beyond the classroom, and this program will serve as an additional resource for students. Learn more: http://deanofstudents.utexas.edu/emergency/utoutpost.php

TITLE IX REPORTING:
Title IX is a federal law that protects against sex and gender based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:
1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university’s relevant policies: https://titleix.utexas.edu/policies

Faculty members and certain staff members are considered “Responsible Employees” or “Mandatory Reporters,” which means that they are required to report violations of Title IX to the Title IX Coordinator. Your instructor is a Responsible Employee and must report any Title IX related incidents that are disclosed in writing, discussion, or one-on-one.

Before talking with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email advocate@austin.utexas.edu. For more information about reporting options and resources, visit https://titleix.utexas.edu or contact the Title IX Office at titleix@austin.utexas.edu.

SECURITY, SAFETY, AND SUSTAINABILITY
The studio is an exceptional learning environment. Since it is a place for all, it necessitates the careful attention to the needs of everyone. All spraying of fixative, spray paint, or any other substance should be done in the shop. Security is a necessary component for a studio that is accessible to you and your colleagues 24 hours a day, 7 days a week. Do not leave your studio without your studio key and do not leave your studio unlocked. Hold yourself and your studiomates accountable for the security of your shared space.

The studio is an opportunity to apply sustainability principles, being mindful to recycle and reuse to reduce material consumption at UTSAO. Recyclable materials should be placed in blue bins or any other containers with white bags. The Material Exchange, a give-and-take system for students to donate materials and take what they need for studio and fabrication

ο Brief assessments and referral services: cmhctexas.edu/gettingstarted.html
coursework, is available throughout the semester to all UT students in the UTSOA Technology Lab. All unwanted, reusable materials should be brought to the Material Exchange station in the Technology Lab at the end of the semester.

EMERGENCY EVACUATION
In the case of emergency evacuation:
- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Students should familiarize themselves with all exit doors of each classroom and building they may occupy. Remember that the nearest exit door may not be the one used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class. In the event of an evacuation, follow the instruction of faculty or class instructors.
- Reentry into a building is prohibited unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services offices.

Information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency.

BUILD LAB POLICY
All students, faculty, and staff who wish to use the UTSA Build Lab must take the EHS’s online training. As this training is supplemental to UTSA's Build Lab training, no one is excluded or grandfathered from the requirement; both are required in order to use the Build Lab’s tools and equipment. The Build Lab has a card reader installed at the entrance. Those who have taken the online EHS training will be able to gain access during operating hours by swiping their UT ID cards at the door.
More information can be found at: https://wikis.utexas.edu/display/SOABuildLab/BuildLab+Access+and+Training.