ARCH 3626 P83 | ARCHITECTURE DESIGN VI
SPRING 2024

Information Item	Information
Instructor:	Dr. Jessica April Ward	Assistant Professor
Section # and CRN:	ARCH 3626P83 2420-23850
Office Location:	School of Architecture, Prairie View A&M University, Room 239
Office Phone:	(832) 372-5497
Email Address:	jaward@pvamu.edu
Office Hours:	M + TH 1:00 PM - 3:00 PM Email for Appointment. Email the Professor for additional meeting hours and dates if needed. Students are advised to make appointments with the professor ahead of time via email and be specific with the subject matter to be discussed.
Mode of Instruction:	FACE TO FACE
Course Location:	**School of Architecture, Prairie View A&M University, Studio VI**
Class Days & Times:	M, T, W 3:30 – 6:20 PM LAB; TH 3:30 AM – 5:20 PM LECTURE
Catalog Description:	"(6-0) Credit 6 semester hours. Problem solving and presentation of advanced design principles, concepts and ideas as applied to architectural problems."
Prerequisites:	ARCHITECTURE STUDIO VI
Co-requisites:	N/A

Required Texts and Reading:	**T<u>he Architect's Studio Companion: Rules of Thumb for Preliminary Design</u>**, Edward Allen, Joseph Iano, 5th Edition, Wiley, 2011, ISBN: 0470641916 (PDF Version available for reference in the Google Folder)
	Architectural Graphic Standards (Student or Full Edition) the American Institute of Architects edited by Bruce Bassler 978-0-470-08546-2
	Professor will provide PDFs of Books when available and supplemental Required Handouts, Links, Maps, Files and Videos as needed.
Recommended Reading(s):	<u>Building Codes Illustrated; A Guide to Understanding the International Building Code;</u> Author: Francis D. K. Ching; Publisher: John Wiley & Sons, Inc.(PDF Version available for reference in the Google Folder
	<u>Green Building Illustrated;</u> Author: Francis D. K. Ching; Publisher: John Wiley & Sons, Inc.
	Manual of Section: Paul Lewis, Marc Tsurumaki, David J. Lewis https://www.amazon.com/s?k=manual+for+section

Syllabus Version 1.0 - Professor may update the syllabus as needed, and will send out/ upload the revised version.

Course Learning Objectives:

	Upon successful completion of this course, students will be able to:	NAAB Outcome # Alignment	Core Curriculum Objective Alignment
1	Understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.	SC.1	Health, Safety, and Welfare in the Built Environment
2	Understand the fundamental principles of life safety, land use, and current environmental laws and affordable housing regulations that apply to buildings and sites in Texas.	SC.3	Regulatory Context
3	Expand knowledge of research-based environmental and sustainable design principles and specifications.	PC.5	Research and Innovation
4	Apply site-specific and climate-responsive strategies to architectural design.	PC.3	Ecological Knowledge and Responsibility (understanding of advanced building performance, adaptation, and resilience principles)

Shared NAAB Values:

Environmental Stewardship and Professional Responsibility:
Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them.

Leadership, Collaboration, and Community Engagement:
Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.
SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

Major Course Requirements:

Method of Determining Final Course Grade

Course Grade Requirement	% of Overall Grade	Possible Points
MAJOR ASSIGNMENTS		
Houston Land Trust Research, Design & Presentation	25%	
● Site Analysis and Research		100
● Conceptual Design and Space Planning		100
● Site Plan Design Iterations		100
● Architectural Floor Plans, Elevations, and 3D Models		100
● 3D Digital Visualization Models & Renderings		100
● Final Physical Site and House Models		100
Prairie View Historical Commission	25%	
● Historic Rural/ Urban Mapping and Research		100
● Master Plan Case Study Analysis		100
● Interactive Map & Timeline		100
● Master Plan - Prairie View Historic District		100
● Visualization - 3D Master Plan		100
● Include 3D Visualization of Campus Entry		100
Hurricane Resistant Research and Detailing	25%	
● Fortified Home training		100
● Construction detailing and fabrication		100
Attendance & Participation	25%	
● Weekly progress pinups and sketchbook assignments		100
● Teamwork		100
● Midterm Presentation (Community Client Presentation)		100
● Final Presentation (Community Client Presentation)		100
Total:		
Extra Credit: Enscape Rendering and/ or Ai Visualizations		

Grading Criteria and Conversion:

  A = 90 – 100 points
  B = 80 – 89 points
  C = 70 – 79 points
  D = 60 – 69 points
  F = 59 points or below

Grading Matrix

A – (high pass) exceptional performance; strongly exceeding the requirements of the course problem, showing strong academic initiative and independent resourcefulness. **90 to 100 Points**

B – (pass) performance above the norm; accurate and complete; beyond the minimum requirements of the course problem; work demonstrates marked progress and initiative. **80 to 89 Points**

C – (pass) satisfactory work that adequately meets minimum requirements and demonstrates satisfactory comprehension, communication skills, and effort; demonstrates little initiative to investigate the problem without substantial prodding of the instructor; work shows little improvement. **70 to 79 Points**

D – (low pass) unsatisfactorily meets minimum requirements; demonstrates minimum comprehension of the course problem, communication skills, and effort at an inferior level; initiative lacking; improvement not noticeable. **60 to 69 Points**

F – (fail) does not meet minimum requirements; fails to adequately demonstrate comprehension of the course problem, communication skills, and effort requiring repeating the course. **59 Points and below**

Grading Rubric for Assignments and Final Grades:

A+/-:

An excellent or distinguished response to the assignment or project. The work is: clear, intentional, controlled, well written, thoughtful, shows rigorous and independent thinking, critical inquiry and reconsideration, illustrates a wholeness and multiplicity of depth, synthesizes the material into a precise investigation, imaginative design solution, and **develops a personal language.**

This student is a great verbal and visual communicator and illustrates mastery of time-management. Self-motivated, this student is focused on the work during studio time and consistently updates drawings based on the initial concepts and incorporates feedback.

This student is an excellent researcher and demonstrates clear knowledge of research skills (materials, environmental, climate, social context, etc.), proper documentation of sources/ case studies/ precedents, and accurate use of architectural language and graphic conventions to relay design intent. This student is very motivated to succeed in the class, participates often, and (in the appropriate course studio setting) takes measures to connect with their instructors and their peers in a mature and reasoned manner, **and contributes intellectually to studio discussions**.

The studio **design work is comprehensive, going above and beyond to integrate all course goals, objectives, and basic components.** Student's architectural project displays advanced, integrated design/ systems thinking, with construction level details that exhibit thoughts about making and materials. The work consistently stands out as exemplary among their peers. The student has created original and innovative work from baseline precedents and turns in work on time and as requested by the Professor.

B+/-:

A good response to the assignment or architectural design project. The work is: well written, thoughtful, shows clear and independent thinking, and begins to illustrate critical inquiry. **The language is somewhat creative, but a bit derivative, a bit fragmented, good communicator verbally and/or visually, but not great.** Motivated.

This student is a good communicator, but could work a bit harder on clarity, argument, research, and documentation of sources and personal design process. They are motivated to succeed in the class and occasionally participate in class discussions (where applicable), or attempt to meet with their instructor in a timely manner. **Their work shows promise of development and synthesis.**

C

Under-achieves expectations. **The C range student is basically getting work done in this course, but without clarity of thought and little or no critical inquiry.** The work is either just below or well below (depending upon the +/-) the average for the class.

This student shows little or no personal voice and is somewhat (or completely) unfocused. This student may be somewhat competent in their written and graphic work, but it is often fragmented and the material is either not (or more often than not) synthesized, analyzed or developed with creative detail or lacks attention to details. This student rarely participates in class discussions and does not make (or rarely makes) an attempt to meet with their instructor to go over their work. **Often the student is unfocused during studio time (lacking personal direction for the day when other students are busy).**

Written, graphic and/or oral presentations are incomplete or in poor resolution or quality. Personal design process, workflow, and time management are lacking organization and method. Few critical thinking skills such as argument and support are exhibited in their work, and they often resort to opinion instead of reason.

This student occasionally shows motivation to succeed, but it is not on a consistent basis. With consistent dedication to improving in those areas where the work and skills are insufficient (and by using the resources provided by their instructor and the university centers for writing and learning) this student could improve. Often, this student does not have the required personal laptop computer, struggles with graphic (hand drawn or otherwise) conventions and architectural computer programs. Work is consistently turned in late and/ or the student is missing assignments in the design process. This student may exhibit some behaviors that are disruptive to other students such as talking or being on their phone for things not related to the project or assignment

D-F

A final grade of a "D" or "F" in this course illustrates that the student did not meet the expectations or requirements of the course or the curriculum.

Fails all expectations of the requirements and expectations of this course. This student may have missed all or most of their assignments, classes, and presentations.

They show no interest in their work. They made no attempt to improve their situation. There is a serious, consistent lack of work and/ or excessive personal absence in the course (unexcused). Their work is without any clarity of thought, shows no critical inquiry or use of architectural graphic conventions or skill in drawing programs.

No personal voice, may plagiarize, unfocused and fragmented work, material not synthesized, cynicism, lack of taking responsibility for the quality of the work. Made little or no effort to contact their instructor to find out how to do better within the course. When applicable, this student does not participate in class discussions and may be disrespectful to their peers or instructor. Work that has been turned in, is not reflective of progressive learning throughout the time of the course. They illustrate no motivation or creativity.

Receiving a grade of D or F is not a passing grade for advancement to the next architecture design studio.

Detailed Description of Major Assignments:

Assignment Title or Grade Requirement	Description
Assignments	**Weekly Assignments, Process and Progress work are required.** Weekly Progress is graded. Work must be printed and pinned at the desk or wall for full credit. Format of work can include, sketches, models, trace drawings, design and/ or material research, progress drawings, models and renderings. Late assignments require a University approved absence through the Office of Student Conduct. Without a University approved absence partial credit is at the discretion of the Professor on a case by case basis.
Midterm Review	**Midterm presentation of work is required.** Only University approved absences through Academic Affairs are eligible for late or make up midterm reviews. No exceptions other than University approved absences. **Midterm Review Presentations are a Major Deadline-** students are responsible for time management required to meet the deadline. **Failure to present will prevent you from passing the course.**
Final Review	**Final presentation of work is required.** Only University approved absences through Academic Affairs are eligible for late or makeup reviews. No exceptions other than University approved absences. **Final Review Presentations are a Major Deadline-** students are responsible for time management required to meet the deadline. **Failure to present will prevent you from passing the course.**
Architecture Studio Attendance Policy	Attendance, participation, and consistency in work ethic are required during Architecture Design lab and lecture hours. **Every eight (8) class days (2 weeks) missed without a University Approved absence will be considered an excessive amount and result in a letter grade reduction.** This includes both lab and lecture hours. This includes non-consecutive absences. All absence paperwork must be submitted and approved through the Office of Student Conduct by the student for official University approval. For reference: 8 undergraduate course days (2 weeks) is the equivalent of 20 contact hours and 12.5% of the total required contact hours for the semester (160). Your overall course grade (whatever it is) will be reduced by one whole letter grade for each unapproved accumulation of 8 days of absences. Late arrivals, early exit: Every 4 late arrivals and/or early exits will indicate a pattern of inconsistent attendance and will result in a reduction of the final attendance points. Arriving 15 minutes or more late and/ or leaving 15 minutes or more early without University or Professor approval constitutes "late". You will be dropped from the course for non-attendance during the first attendance reporting week of classes.

Course Calendar – Architecture Design V

Modules	Topic	Assignment	SCHEDULE
Start Here **Week One:** **January 16-19, 2024**	**INTRO, CASE STUDIES + RESEARCH**	• Read Syllabus, Assign Working Groups • READ - Articles from Professor • Watch - Videos from Professor	
Week Two: **January 22-26, 2024**	**MAPPING + TRAINING**	• UPDATE Fab Center Trainings • Site Mapping & Research • Review of Project Descriptions	• Reading + Sketch Due • Fab Center Trainings on Wednesday & Thursday
Week Three: **January 29 - February 2, 2024**	**COMMUNITY CLIENT - PROJECT KICK OFFS**	• Monday at Rice University with the Houston Land Trust (29th) • Wednesday with the Prairie View Historical Commission (31st)	• Site Visit + Sketches • Project Selection • Upload Site Sketches + Photos to MIRO
Week Four: **February 5-9, 2024**	**PRE-DESIGN: RESEARCH, CASE STUDIES + MAPPING CONTINUED**	• Hou Land Trust - Evaluate and Modify Existing Floor Plans to Code & Lot Constraints • PV Historic Commission - Palimpsest, Nollie Mapping & Timeline	• Monday / Tuesday Guest Lecture • Case Study sketches + research
Week Five: **February 12-16, 2024**	**PRE-DESIGN: RESEARCH, CASE STUDIES + MAPPING CONTINUED**	• Hou Land Trust - Evaluate and Modify Existing Floor Plans to Code & Lot Constraints • PV Historic Commission - Palimpsest, Nollie Mapping & Timeline	• Monday Weekly PinUps Begin • Thursday Weekly Lectures Begin

Week Six: **February 19-23, 2024**	**CONCEPTUAL DESIGN**	• Hou Land Trust Site Plan Iterations • PV Historic Commission Master Plan Iterations	• Monday PinUp • Thursday Lecture
Week Seven: **February 26 - March 1, 2024**	**CONCEPTUAL DESIGN**	• Hou Land Trust Site Plan Iterations • PV Historic Commission Master Plan Iterations	• Monday PinUp • Thursday Lecture
Week Eight: **March 4-8, 2024**	**PINUP**	• ALL PROJECTS - Midterm Review • Community Client Feedback	• PinUp TBA • NO Thursday Lecture
Week Nine: **March 11-15, 2024**		SPRING BREAK	

Week Ten: **March 18-22, 2024**	**DESIGN DEVELOPMENT**	• ALL PROJECTS	• Monday PinUp • Thursday Lecture
Week Eleven: **March 25-29, 2024**	**DESIGN DEVELOPMENT**	• ALL PROJECTS	• GUEST PIN UP • NO Thursday LECTURE • 26 - 28 Professor Out
Week Twelve: **April 1-5, 2024**	**FINAL PRESENTATION DEVELOPMENT**	• ALL PROJECTS	• Monday PinUp • Thursday Lecture
Week Thirteen: **April 8-12, 2024**	**FINAL PRESENTATION DEVELOPMENT**	• ALL PROJECTS	• Monday PinUp • NO Lecture
Week Fourteen: **April 15-19, 2024**	**FINAL PRESENTATION DEVELOPMENT**	• ALL PROJECTS	• Monday PinUp • NO Lecture

Week Fifteen: **April 22-26, 2024**	**Last Day of Classes: April 26th**	**FINAL PRESENTATIONS TBA** • ALL PROJECTS	
Week Sixteen:			

Student Support and Success

John B. Coleman Library

The John B. Coleman Library's mission is to enhance the scholarly pursuit of knowledge, to foster intellectual curiosity, and to promote life-long learning and research through our innovative services, resources, and cultural programs, which support the Prairie View A&M University's global mission of teaching, service, and research. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. Library Website Phone: 936-261-1500

Academic Advising Services

Academic Advising Services offers students various services that contribute to student success and lead toward graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students connect to success early in the semester. We help refer students to the appropriate academic support services when they are unsure of the best resource for their needs. Faculty advisors support some students in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors within Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major on the advising website. Phone: 936-261-5911

The University Tutoring Center

The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support are offered face-to-face in the UTC and virtually in online sessions. Other support services available for students include Supplemental Instruction, Study Breaks, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: pvtutoring@pvamu.edu; University Tutoring Website

Writing Center

The Writing Center provides well-trained peer tutors to assist students with writing assignments at any stage of the writing process. Tutors help students with various writing tasks from understanding assignments, brainstorming, drafting, revising, editing, researching, and integrating sources. Students have free access to Grammarly online writing assistance. Grammarly is an automated proofreading and plagiarism detection tool. Students must register for Grammarly by using their student email address. In addition, students have access to face-to-face and virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; Writing Center Website, Grammarly Registration

Panther Navigate

Panther Navigate is a proactive system of communication and collaboration between faculty, academic advisors, and students that is designed to support student success by promptly identifying issues and allowing for

intervention. Panther Navigate helps students by providing a central location to schedule advising appointments, view campus resources, and request assistance. Students who recognize that they have a problem that negatively affects their academic performance or ability to continue school may self-refer an academic early alert. To do so, students will log in to Canvas and click on Student Alerts on the left sidebar within a course. Students also have the option to download the Navigate Student app. Phone: 936-261-5902; Panther Navigate Website

Student Counseling Services

The Student Counseling Services offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and assists students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Hobart Taylor, 2nd floor; Phone: 936-261-3564; Health & Counseling Center Website

Office of Testing Services

The Office of Testing Services serves to facilitate and protect the administration of educational and professional exams to aid students, faculty, staff, and the community in their academic and career goals. We provide proctoring services for individuals who need to take exams for distance or correspondence courses for another institution, exams for independent study courses, or make-up exams. In order for a proctored exam to be administered by our office, the instructor of the course must first submit the online PVAMU Testing Services – Test Proctoring Form (this form can only be completed by the instructor) to the Office of Testing Services 72 hours prior to the first exam being administered. Once the Test Proctoring Form has been submitted, the instructor will inform their testers so they can then register for an appointment with our office on one of the selected proctored exam test dates within the testing window for the exam and pay the applicable fees. To access the OTS – Test Proctoring Form, to schedule a proctored exam appointment, or to find more information about our proctoring services, please visit the OTS – Proctoring Service website. Location: Wilhelmina Delco, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: aetesting@pvamu.edu; Testing Website

Office of Diagnostic Testing and Disability Services

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, contact the Office of Disability Services. As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring non-standardized test administrations, ASL interpreters, ALDs, digital recorders, Livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; Disability Services Website

Center for Instructional Innovation and Technology Services (CIITS)

Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend classes in the traditional manner. CIITS supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit CIITS Student Website. Phone: 936-261-3283 or email: ciits@pvamu.edu.

Veteran Affairs

Veteran Services works with student veterans, current military, and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall, Rm. 102; Phone: 936-261-3563; Veteran

Office for Student Engagement

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development, and campus governance. Location: Memorial Student Center, Rm. 221; Phone: 936-261-1340; [Student Engagement Website](#)

Center for Careers & Professional Development

This center supports students through professional development, career readiness, and placement and employment assistance. The center provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the center website for information regarding services provided. Location: Anderson Hall, 2nd floor; Phone: 936-261-3570; [Center for Careers & Professional Development Website](#)

University Rules and Procedures

Academic Misconduct

Academic dishonesty is defined as any form of cheating or dishonesty that has the effect or intent of interfering with any academic exercise or fair evaluation of a student's performance. The college faculty can provide additional information, particularly related to a specific course, laboratory, or assignment.

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with the *University Administrative Guidelines on Academic Integrity*, which can be found on the [Academic Integrity webpage](#). Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the *University Administrative Guidelines on Academic Integrity*, the University Online Catalog, and the Student Code of Conduct, the following are examples of prohibited conduct. This list is not designed to be all-inclusive or exhaustive. In addition to academic sanctions, any student found to have committed academic misconduct that is also a violation of criminal law may also be subject to disciplinary review and action by the Office of Student Conduct (as outlined in the Student Code of Conduct).

Forms of Academic Dishonesty:

1. Cheating: Deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not learned, giving or receiving aid unauthorized by the instructor on assignments or examinations. Examples: unauthorized use of notes for a test; using a "cheat sheet" on a quiz or exam; any alteration made on a graded test or exam which is then resubmitted to the teacher;
2. Plagiarism: Careless or deliberate use of the work or the ideas of another; representation of another's work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another's paper or answers, failure to identify information or essays from the internet and submitting or representing it as your own; submitting an assignment which has been partially or wholly done by another and claiming it as yours; not properly acknowledging a source which has been summarized or paraphrased in your work; failure to acknowledge the use of another's words with quotation marks;
3. Collusion: When more than one student or person contributes to a piece of work that is submitted as the work of an individual;
4. Conspiracy: Agreeing with one or more persons to commit an act of academic/scholastic dishonesty; and
5. Multiple Submission: Submission of work from one course to satisfy a requirement in another course without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill

a requirement and receive credit in a different course.

PVAMU's General Statement on the Use of Generative Artificial Intelligence Tools in the Classroom

Generative Artificial Intelligence (GAI), specifically foundational models that can create writing, computer code, and/or images using minimal human prompting, are increasingly becoming pervasive. Even though ChatGPT is one of the most well-known GAIs currently available, this statement includes any and all past, current, and future generations of GAI software. Prairie View A&M University expects that all work produced for a grade in any course, be it face-to-face or virtual, will be the sole product of a student's endeavors to meet those academic goals. However, should an instructor permit their students to use artificial intelligence as a resource or tool, students must not substitute the substance of their original work with the results of using such GAI tools. This clearly violates the University's Administrative Guidelines on Academic Integrity and its underlying academic values.

Nonacademic Misconduct

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the ability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. The Office of Student Conduct will adjudicate such incidents under nonacademic procedures.

Sexual Misconduct

Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university's sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance (titleixteam@pvamu.edu) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like assistance or have questions, they may contact the Title IX Coordinator, Dr. Zakiya Brown, at 936-261-2144 or titleixteam@pvamu.edu. More information can be found at Title XI Website, including confidential resources available on campus.

Protections and Accommodations for Pregnant and Parenting Students

The U.S. Department of Education's Office for Civil Rights (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex, sexual orientation, and gender identity in education programs or activities that receive federal financial assistance. This protection includes those who may be pregnant and parenting. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Students seeking accommodations related to pregnancy or parenting should contact the Office of Title IX for information, resources, and support at titleixteam@pvamu.edu. Additional information and/or support may be provided by the Office of Disability Services or the Office of the Dean of Students.

Non-Discrimination Statement

Prairie View A&M University does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or gender identity in its programs and activities. The University is committed to supporting students and complying with The Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment.

If you experience an incident of discrimination or harassment, we encourage you to report it. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Director of Equal Opportunity & Diversity has been designated to handle inquiries regarding the non-discrimination policies and can be reached at Harrington Science Building, Suite 109, or by phone at 936-261-1744 or 1792.

Class Attendance Policy (See the University Online Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports the full academic development of each learner, whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or the Internet. **Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in the assignment of a grade of "F."** Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

Participation and absences are accumulated beginning with the first day of class. If you do not come to class, you may assume that you have received zero (0) points for the class period unless you have a university-approved excuse.

*Attendance Reporting Period: (Show (SH) / No Show (NS)). Students who do not attend classes during this period, will be marked as a no show (NS) in Panthertracks, resulting in course removal.

Grade Grubbing 'Grade grubbing' is a new term that has come about due to students bothering, harassing, or pestering their instructors over grades when the fault for performance lies with the student. This sort of behavior has no place in this institution of higher learning. Forcing instructors to compromise their ethics with threatening requests or any requests to inflate grades is an unfair responsibility placed on the instructor and a poor reflection on the student. This behavior is rude, offensive and wastes the instructor's time.
Examples:
• "Rounding up my grade will help my GPA."
• "I need a passing grade to keep my scholarship."
• "I need a passing grade to get off of academic probation/suspension."
• "Can you give me a few points to get a higher grade?"
• "I understand that you don't accept late work, but I did the assignment or my part of the group project, can you please make an exception?"
• "I know you do not offer extra credit, but can I write an essay to bring up my grade?"
• "I misunderstood the instructions. Can I still turn in my assignment late?"
• "I was wondering if there is anything I can do to bring up my grade, I am so close to an A."
• "I need a passing grade to graduate/get into graduate school."
• "My grade should be rounded up because I worked hard, came to every class, and never missed assignments."
• "If I do not get a passing grade, I will be in trouble with my parents."
Wearing down the instructor by arguing, begging, and pleading to possess academic expectations without taking personal responsibility is harassment, disrespectful, and inappropriate and will be reported to the Office of Student Conduct.

Makeup Work for Legitimate Absences
Prairie View A&M University recognizes that there are a variety of legitimate circumstances in which students will miss coursework and that accommodations for makeup work will be made. If a student's absence is **excused by the Dean of Students/Office of Student Conduct**, the instructor must either provide the student an opportunity to make up any quiz, exam, or other work contributing to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. Students are encouraged to work with instructors to complete makeup work before known scheduled absences (University-sponsored events, administrative proceedings, etc.). Students are responsible for planning their schedules to avoid excessive conflicts with course requirements.

Excused absences are in one of the following classifications:
• Participation in an activity appearing on the University authorized activity list from the athletics coach, band director, organization advisors, etc.
• Death or major illness in a student's immediate family.

- Illness of a dependent family member.
- Participation in legal proceedings that requires a student's presence.
- Religious holy day.
- Confinement because of illness.
- Required participation in military duties.

If you miss class for one of these reasons, you must provide a memorandum plus supporting documentation to clear the absence from your record to the Dean of Students/Office of Student Conduct using the Request for a University Excused Absence form. See Absence Verification Process in the syllabus.

The excuse/s will be accepted after your professor receives the authorized university excuse letter. There will be NO exceptions to this rule. Email documents from students will not be accepted to clear these absences.

Absence Verification Process
All non-athletic absences (e.g., Medical, Death/Funeral, Court/Legal-related, etc.) for which a student seeks to obtain a **valid excuse must be submitted to the Dean of Students/Office of Student Conduct,** with supporting documentation, for review and verification. Please use the Online Reporting Forms to access/complete/submit the *Request for a University Excused Absence* form for an excuse. Upon receipt, a staff member will verify the documentation and provide an official university excuse, if applicable. The student is responsible for providing the official university excuse issued by the Office for Student Conduct to the professor(s). Questions should be directed to the Dean of Students via email: deanofstudents@pvamu.edu or phone: (936) 261-3550 or Office for Student Conduct via email: studentconduct@pvamu.edu or phone: (936) 261-3524.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rest with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the University Online Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

If the recorded grades were entered mistakenly, the student must address the error to the instructor to correct the error. If the student believes that the faculty's grading was inappropriate in view of the standards and procedures outlined in the syllabus, the student must follow protocol by doing the following:

•   Fill out the Student-Informal Grade Appeal Form with supporting documentation and submit to the Faculty Member and Department Chair/Head to initiate the informal appeal process.

•   If the student does not accept the results of the Faculty Member Informal Grade Appeal Response from the instructor, the student must fill out the Student Formal Grade Appeal Form (link to form) and submit with documentation to the School of Architecture Grade Appeals Committee appointed by the Dean.

•   If the student does not accept the results of the School of Architecture Grade Appeals Committee, the forms and documentations will be forwarded to the School of Architecture Associate Dean.

•   If the student does not accept the results of the Associate Dean, the forms and documentation will be forwarded to the School of Architecture Dean.

•   If the student does not accept the results of the School of Architecture Dean, student must fill out a Grade Appeal to the university.

Technical Considerations

Minimum **Recommended Hardware and Software:**

·   Intel PC or laptop with Windows 10 or later version; Mac with OS Catalina
·   Smartphone or iPad/tablet with wi-fi*
·   High-speed internet access
·   8 GB memory

- · Hard drive with 320 GB storage space
- · 15" monitor, 1024 x 768, color
- · Speakers (internal or external)
- · Microphone and recording software
- · Keyboard & mouse
- · Most current version of Google Chrome, Safari, or Firefox

Note: Be sure to enable Java & pop-ups in the web browser preferences

* Some courses may require remote proctoring. At this time only Chromebooks, laptops, and desktops running Windows or Mac work with our proctoring solution, but iPads are not compatible. Most other applications will work with Android or Apple tablets and smartphones.

Participants should have a basic proficiency of the following computer skills:

- · Sending and receiving email
- · A working knowledge of the Internet
- · Microsoft Word (or a program convertible to Word)
- · Acrobat PDF Reader
- · Windows or Mac OS
- · Video conferencing software (Zoom)

Netiquette (online etiquette)

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussion boards. Foul or abusive language will not be tolerated. Do not use ALL CAPS for communicating to others AS IT CAN BE INTERPRETED AS YELLING. Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you." Limit and possibly avoid the use of emoticons. Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post, and the message might be taken seriously or sound offensive.

Video Conferencing Etiquette

When using Zoom, WebEx, or other video conferencing tools, confirm the visible area is tidy, clear of background clutter, inappropriate or offensive posters, and other distractions. Ensure you dress appropriately and avoid using high traffic or noisy areas. Stay muted when you are not speaking and avoid eating/drinking during the session. Before the class session begins, test audio, video, and lighting to alleviate technology issues.

Technical Support

Students should go to [Password Reset Tool](#) if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services at 936-261-3283 or email ciits@pvamu.edu.

Communication Expectations and Standards

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can occur in a seminar fashion. The use of the discussion board will accomplish this. The instructor will determine the exact use of discussion boards.

It is strongly suggested that students type their discussion postings in a word processing application such as Word and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, copy and paste to the discussion board.

COVID-19 Campus Safety Measures

In accordance with the latest guidelines from the PVAMU Health Services, the following measures are in effect until further notice.

· Students who are ill will be asked to adhere to best practices in public health, such as masking, handwashing, and social distancing, to help reduce the spread of illness across campus.

· Mandatory self-reporting will no longer be required by students. Students will be responsible for communicating with their professors regarding COVID, similarly to any other illness.

· There will be no mandatory isolation. Students who are too ill to engage in classroom activities will be responsible for securing the appropriate documentation to support the absence.

· Students who self-isolate will be responsible for communicating with their professors and securing an excuse from Student Conduct.

· All students will have access to TimelyCare, a telehealth platform that provides virtual medical care 24/7 and by appointment in the Student Health Clinic. Students are encouraged to enroll with TimelyCare at the beginning of the semester, at timelycare.com/pvamu.

Students will have access to COVID testing in the Student Health Clinic by appointment. Testing is for students who are symptomatic ONL

ARCHITECTURE STUDIO MATERIAL LIST

Trace Paper

Architecture Mechanical Pencil .5 Thickness (at least)

Architecture Pen Set

Architecture Markers

Architecture GRID/ GRAPH Paper

Architecture SKETCHBOOK