

SYLLABUS

DESIGN STUDIO I

THE UNIVERSITY OF TEXAS AT ARLINGTON CAPPA SCHOOL OF ARCHITECTURE DESIGN STUDIO I-001 ARCH 5591 82422 FALL 2018 PIA SARPANEVA

INSTRUCTOR Pia Sarpaneva, Lecturer, Architect RA SAFA sarpan@uta.edu <https://www.uta.edu/profiles/pia-sarpaneva>

OFFICE Architecture Building 328

OFFICE HOURS Monday, Wednesday 12:00-1:00 by appointment

TELEPHONE 817- 272 2801 (School of Architecture Main Office)

SECTION INFORMATION Design Studio I, ARCH 5591, Section 001

CLASS MEETING TIME AND PLACE Monday, Wednesday, Friday 2:00-4:50 PM, ROOM 209

COURSE DESCRIPTION

ARCH 5591 (5 hours) Intensive studio course in architectonic theory and operations with emphasis on analytic, conceptual, and manipulation procedures.

SEMESTER STUDY

The center of the semester study is space as an architectural construct. The studio assignments address the principles, concepts and methods involved in the definition of architectural space. They focus in the exploration of particular design issues: perception of space, light and spatial definition, geometry and order, system and tectonic logic. The work progresses as a process of informed actions and proceeds cyclically. The exercises establish a design process that interconnects progressive stages of questioning and generation.

Architects operate in a physical reality that already exists. In every project a different condition and context is addressed. Architectural design is a process where new situations and challenges present possibilities unimagined before and where strategies need to be continuously re-assessed. The assignments develop and cultivate the student's personal attitude for this fundamental aspect of design. They emphasize a limited set of principles as a ground for disciplined decision-making. While the parameters of the concrete measurable subject of the study are restricted, they open up the perception of its experiential qualitative aspects. Informed making and critical thinking take place through exercises that encourage a discovery of methods of working that develop aesthetic judgment and means of self-evaluation. Ideas about space and form are developed through model studies. The conventions of architectural drawing are introduced and further explored as a means to discover and convey apparent and hidden attributes of three-dimensional constructs.

STUDIO CULTURE

Design studio courses are the foundation of the curriculum for the School of Architecture at the University of Texas at Arlington. The importance of developing good work habits and time management cannot be over-emphasized. Architecture is an exciting field that offers almost limitless creative opportunities. The core of the discipline is the studio culture. Working and discussing in the studio fosters a sense of camaraderie and community that allows for the free exchange of ideas. Eventually it is through the peer group that most learning occurs. Maintaining a healthy, productive studio culture in and out of the set class times is highly encouraged.

EXPECTATIONS FOR OUT-OF-CLASS-STUDY

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 15-20+ hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for pin ups, etc.

CRITICISM AND LEARNING

The ability to be open and forthright is the foundation to learning. To achieve true advancement in the work and the abilities of the students, a constructive and critical attitude is demanded of everyone. In sustaining a positive learning environment it is important that students consult the studio faculty for any concerns that appear to constitute a situation of conflict.

REQUIRED TEXTBOOKS AND COURSE MATERIALS

In place of required textbooks this studio course assigns required readings to accompany different stages of the working process. Students are required to study and analyze these texts and share their observations in recurring studio discussions. A list of required supplies will be provided at the first meeting of this studio course.

SKETCHBOOK

In their daily professional life architects encounter situations where it is necessary to express thoughts in both sketching and writing. This communication needs to be universally clear both in print and content. The sketchbook provides an opportunity to continue developing these skills. Students are required to use a sketchbook, dedicated to the studio, for discussion notes and commentary, sketch investigations, lecture and reading notes. (FABRIANO A5 dotted page notebook is recommended)

GROUP DISCUSSIONS

Class discussions constitute an important component in the building and fostering of constructive critical attitude and preparing the students for public speaking and collaborative work. Group discussions in studio pin ups and critiques advance one's ability to communicate design intentions and outcomes in a shared forum.

LEARNING OBJECTIVES

Importance in the studio is placed on the individual process of working, to the methods and techniques deployed in that process, and its relationship to the final product. Consistency and discipline in the exploration during the working process is as important as it is in the final product. Gaining self-reliance and proficiency is expected of students in the following:

Decision making, analysis and critique

Establishing operating principles and design criteria that allow a cohesive working process.

Developing design proposals based on principles and criteria.

Putting forth intelligent, tenacious effort that results in production of work.

Responding positively and insightfully to criticism with consequent work.

Identifying significant accomplishments, deficiencies, and latent potential, both in other's work and in one's own work.

Skills, abilities and technique

Communicating design intentions and outcomes visually and verbally with clarity and accuracy.

Integrating technique and content in drawing and modeling.

Conducting self-directed investigations and self-critiquing the outcomes.

Participating in and contributing to group discussions in studio pin ups and critiques of work in progress.

Representing the definition, hierarchy, and atmospheric quality in architectural space using appropriate drawing/modeling types and techniques.

STUDENT LEARNING OUTCOMES

This course will address the following outcomes, as outlined by the National Architectural Accreditation Board (NAAB).

Understanding

Capacity to classify, compare, summarize, explain, and/or interpret information.

Ability

Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation.

Professional Communication Skills: Understanding of writing and speaking effectively and using representational media appropriate for both within the profession and with the general public.

Design Thinking Skills: Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

Investigative Skills: Ability to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

Architectural Design Skills: Ability to effectively use basic formal, organizational and environmental principles and the capacity of each to inform two- and three-dimensional design.

Ordering Systems: Ability to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

Use of Precedents: Ability to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects.

MAJOR EXERCISES AND PROJECTS

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Pia Sarpaneva

Weeks 1-3

Lectures and studies will introduce the student to the concept of architectural space. Studies focus on proportions, sequence, light, mass+void, movement and structure with corresponding reading assignments.

Weeks 4-6

Lectures and studies will introduce the student to the concept of architectural tectonics. Studies focus on 'assembly' as an entity that includes an hierarchical internal order, inherent elements and articulation of structure with corresponding reading assignments.

Weeks 7-9

Lectures and studies will introduce the student to the concept of floorplan- section integration. Studies focus on tectonic principles and atmospheric/experiential aspects. Historical and contemporary examples are studied with corresponding lectures and reading assignments.

Weeks 10-14

Lectures and studies will introduce the student to the concepts of formal ordering system and tectonic principles. Studies focus on the integration of spatial and tectonic qualities applying findings from the previous studies.

Weeks 13-15

Lectures and studies will introduce the student to the concept of architectural proposal. Studies focus on developing an architectural proposal by applying findings principals from the previous studies.

Week 16

This week will be reserved for the Final Studio Review Discussions. Each student will be responsible for submitting a physical printed portfolio of the semester work as well as a digitally saved one. This portfolio will be due at the end of the semester.

SEMESTER REVIEWS

Early Progress Report are after four weeks of studio work to indicate the fulfillment of the learning objectives at this point of the semester. Mid Semester Report are halfway into the semester. There is a review process on each assignment that includes pre-views, views and re-views, each accompanied with a discussion. The semester will conclude in a final review and discussion.

FINAL REVIEW WEEK

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

CAPPA School of Architecture all day **Final Studio Reviews** are **Wednesday December 5 - Friday December 7, 2018**.

DOCUMENTATION

You are required to submit a digitally saved portfolio by the last day of classes in order to receive a final grade. Detailed instructions for documentation requirements will be provided in studio. Some original work may be collected by the faculty for future presentation and display.

GRADE EQUIVALENCES

Exceptional	A+	110
Excellent	A	100
	A-	90
Good	B	85
	B-	80
Satisfactory	C	75
	C-	70
Poor	D	60
Failing	F	50

GRADE CLASSIFICATIONS

The grade in this studio course will result from the fulfillment of the learning objectives, assessment and attendance criteria; the completion of the studio assignments; the participation and contributions in class pin-ups, discussions and reviews; and the conclusion of semester work presented in the final review. Make notice that for Final Semester Grades the UTA policy only recognizes full letter grades.

Fulfillment of the learning objectives will be assessed weekly during individual and group reviews and discussions. Class contributions and participation will be recorded daily based on completion of assignments and appropriate contributions to class discussions. Students will be evaluated on both verbal (oral and written) presentation of their work and drawn/modeled presentation of their work as follows:

A Learning objectives very well demonstrated. Excellent achievement. (89.6-100.0)

Process: Work evidences high degree of development from its initial tentative ideas. The working process is carefully maintained and documented. Studies are well organized. Work is carefully crafted. There is clear evidence of willingness and enthusiasm for exploratory and experimental approaches to the work. Surprises and discoveries are enjoyed and made the basis for further development.

Development: The work shows substantial evidence of improvement over the course of the semester. Each assignment exceeds the last in depth and breadth of thinking and execution. The assignments evidence discoveries or findings that are consequential to later work.

The general approach to all assignments is fresh and vivid. There is clear evidence of intellectual search beyond the studio (library, reading, lecture attendance) that has strong influence on the work. The class discussions and pin-ups are used as a resource.

B Learning objectives well demonstrated. Good achievement. (79.6-89.5)

Process: Work evidences strong development from its initial tentative ideas. The working process is well maintained and documented. Studies are generally well organized. Work is well crafted. There is evidence of exploratory and experimental approaches but with a tendency for surprises to slow the work rather than propel it.

Development: The work shows clear evidence of improvement over the course of the semester. Work reaches a higher level of completion with evidence of a greater depth and breadth of thinking and execution. Work evidences discoveries and findings but these do not always have influence on later work.

The general approach to all assignments is adequate and engaged. There is evidence of intellectual search beyond the studio (library, reading, lecture attendance) with moderate influence on the work. The class discussions and pin-ups are often used as an affirmation more than as a resource.

C Learning objectives competently demonstrated. Satisfactory achievement. (69.6-79.5)

Process: Work evidences some development from its initial tentative ideas but does not benefit from the possible outcomes of a given situation. The working process is maintained and documented but evidences gaps and omissions. Studies are organized. Work is of average craft. The completion of the work does not reach beyond the immediate requirements. Surprises tend to be regarded as obstacles.

Development: The work shows some evidence of improvement over the course of the semester but often pauses or regresses. Work reaches the same level of completion over the course of the semester but does not evidence much depth and breadth of thinking and execution. There is some evidence of discoveries and findings but the work misses opportunities latent in the assignments.

The general approach to all assignments is moderately engaged. There is little evidence of intellectual search beyond the studio (library, reading, lecture attendance) and consequently the work lacks dimension. The class discussions and pin-ups are sometimes used as an affirmation but often not utilized at all.

D Learning objectives poorly demonstrated. Poor achievement. (59.6-69.5)

Process: Work does not evidence development beyond the tentative initial ideas. The working process is poorly maintained and documented. Studies are poorly organized. The working process results in little product with poor craft and inadequate completion.

Development: The work shows little evidence of improvement. Work reaches the same level of completion and evidences little depth and breadth of thinking and execution. The work does not generate discoveries or findings and habitually ignores opportunities latent in the assignments.

The general approach to all assignments lacks commitment. There is almost no evidence of intellectual search beyond the studio (library, reading, lecture attendance). The class discussions are underutilized.

F One or more learning objectives not competently resolved. Failure. (0.0-59.5)

Process: Work does not evidence a discernible development beyond the tentative initial ideas. The working process is not maintained and documented. Studies are not organized. Work evidences a lack of care for the outcome and/or a high degree of crudeness.

Development: The work shows no evidence of improvement. The work remains unresolved over the course of the semester and/or does not evidence any depth and breadth of thinking and execution. The work does not generate discoveries or findings. Opportunities latent in the assignments are not identified.

The general approach shows no evidence of a commitment to the discipline in terms of effort in work and thinking. The class discussions are not utilized.

INCOMPLETE GRADE

A grade of Incomplete (I) will be issued only in the most acute circumstances, where all of the following criteria are met: The student experiences an unexpected setback in the course due to a documented medical problem, family problem, military duty, or other uncontrollable outside circumstance; the student is in good standing in the course at the time of the aforementioned circumstance; it is in the best interest of student and instructor that the student receives an incomplete grade, and the student and instructor agree upon a timeline for fulfilling the requirements of the course.

ATTENDANCE POLICY

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. **As the instructor of this section I have established the following attendance policy: Attendance is required.** Students are allowed three (3) absences for which it is not required to provide a reason. After three absences each new absence will result in a half (½) letter grade reduction in the final course grade. Late arrivals and early departures will result in a half (½) absence. Disappearing during class may result in an absence being noted.

However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. **If you have other responsibilities (family, work, other courses) you will need to plan your schedule accordingly. It is not acceptable to study for other classes during studio time. Outside work obligations and/or personal issues are not acceptable for incomplete work or absences.**

SCHEDULE

DESIGN STUDIO I

THE UNIVERSITY OF TEXAS AT ARLINGTON CAPPA SCHOOL OF ARCHITECTURE DESIGN STUDIO I - 001 ARCH 5591 82422 FALL 2018 PIA SARPANEVA

weekly studio hours M W F 2:00 – 4:50 PM ARCH 209

week 01	aug 22	W			<i>introduction, discussion, syllabus / rainer maria rilke: letters to a young poet</i>	
	aug 24	F	pre-view	STUDY 1	unit pair	
week 02	aug 26	M	view	STUDY 1	unit pair	
	aug 29	W	re-view	STUDY 1	unit pair start STUDY 2: transition sequence	DEAN'S WELCOME 12 PM AT MAC
	aug 31	F	view	STUDY 2	transition sequence	
week 03	sep 03	M			<i>martin luther king day no class</i>	
	sep 05	W	view	STUDY 2	transition sequence	
	sep 07	F	re-view	STUDY 2	transition sequence start STUDY 3: assembly	
week 04	sep 10	M	view	STUDY 3	assembly	LECTURE 4 PM: ALBERTO KALACH
	sep 12	W	re-view	STUDY 3	assembly start STUDY 4: hierarchy	
	sep 14	F	pre-view	STUDY 4	hierarchy	LECTURE 4 PM: WALTER HOOD
week 05	sep 17	M	view	STUDY 4	hierarchy	
	sep 19	W	re-view	STUDY 4	hierarchy start STUDY 5: tectonic section	
	sep 21	F	view	STUDY 5	tectonic section	
week 06	sep 24	M	view	STUDY 6	tectonic section start STUDY 6: antecedent	
	sep 26	W	re-view	STUDY 6	antecedent start Study 7: compilation project	LECTURE 4 PM: BARBARA BESTOR
	sep 28	F	pre-view	STUDY 6	interior+exterior start STUDY 7: section development	
week 07	oct 01	M	pre-view	STUDY 7	section development	LECTURE 4 PM: JAVIER SANCHEZ
	oct 03	W	view	STUDY 7	section development	
	oct 05	F	re-view	STUDY 7	development start STUDY 8: floorplan development	
week 08	oct 08	M	pre-view	STUDY 8	floorplan development	
	oct 10	W	view	STUDY 8	floorplan development	
	oct 12	F	view	STUDY 8	floorplan development	
week 09	oct 15	M	view	STUDY 8	sectional space	
	oct 17	W	view	STUDY 8	sectional space	
	oct 19	F	re-view	STUDY 8	sectional space start STUDY 9: structural section	
week 10	oct 22	M	pre-view	STUDY 9	spatial order + structural system	
	oct 24	W	view	STUDY 9	spatial order + structural system	LECTURE 4 PM: MAX LEVY
	oct 26	F	view	STUDY 9	spatial order + structural system	
week 11	oct 29	M	view	STUDY 9	spatial order + structural system	PANEL DISCUSSION 4 PM: NASON & NESBIT
	oct 31	W	view	STUDY 9	spatial order + structural system	
	nov 02	F	re-view	STUDY 9	spatial order + structural system	
week 12	nov 05	M	pre-view	STUDY 10	spatial order + perspectival space	
	nov 07	W	view	STUDY 10	spatial order + perspectival space	
	nov 09	F	re-view	STUDY 10	perspectival space start STUDY 10: project presentation	
week 13	nov 12	M	pre-view	STUDY 11	project presentation	
	nov 14	W	view	STUDY 11	project presentation	LECTURE 4 PM: PETER TRUMMER
	nov 16	F	view	STUDY 11	project presentation	
week 14	nov 19	M	view	STUDY 11	project presentation	
	nov 21	W			<i>thanksgiving holiday no class</i>	
week 15	nov 26	M	view	STUDY 11	project presentation	
	nov 28	W	view	STUDY 11	project presentation	
	nov 30	F	re-view	STUDY 11	project presentation	
week 16	dec 03	M	final review week		project final presentation + semester process	
	dec 05	W	final review week			
	dec 07	F	final review week			

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. -Pia Sarpaneva

DROP POLICY

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period (Aug 24-30). After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://web.uta.edu/aao/fao/>). Census Date is Friday, September 7, 2018. Adds are not permitted after Census Date.

Last Day to Drop is by 4:00 PM with advisor permission on Friday, November 2, 2018. It is the student's responsibility for dropping a course. The instructor may not drop a student for any reason.

USE OF AEROSOL MATERIAL, PAINTS, AND OTHER HAZARDOUS CHEMICALS

Due to health and safety regulations and University policy, no spray paints, adhesives and other hazardous aerosol products are allowed in the building. Furthermore, no painting or use of flammable or other hazardous chemicals is allowed anywhere in the building, including and especially the fire stairs. Use of such chemicals is dangerous to your health and safety and that of other building occupants. It is also against the law. Spray painting and similar activities are only permissible in the approved ventilated spray booths in the School Shop. **Violations of this policy will be subject to both academic and civil penalties.**

DISABILITY ACCOMMODATIONS

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified by the Office for Students with Disabilities (OSD)**. Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability. **Counseling and Psychological Services, (CAPS)** www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

NON-DISCRIMINATION POLICY

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

TITLE IX POLICY

The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu.*

ACADEMIC INTEGRITY

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>. Faculty are encouraged to discuss plagiarism and share the following library tutorials <http://libguides.uta.edu/copyright/plagiarism> and <http://library.uta.edu/plagiarism/>

ELECTRONIC COMMUNICATION

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

STUDENT FEEDBACK SURVEY

At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>

CAMPUS CARRY

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

EMERGENCY EXIT PROCEDURES

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.



Students are encouraged to subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at <https://mavalert.uta.edu/> or <https://mavalert.uta.edu/register.php>

STUDENT SUPPORT SERVICES

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](#), [major-based learning centers](#), developmental education, [advising and mentoring](#), personal counseling, and [federally funded programs](#). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/studentssuccess/success-programs/programs/resource-hotline.php>

The **IDEAS Center** (2nd Floor of Central Library) offers **FREE** [tutoring](#) to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in, or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

The **English Writing Center (411LIBR)**: The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at <https://uta.mywconline.com>. Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. <http://library.uta.edu/academic-plaza>

Architecture Librarian to Contact Mitch Stepanovich stepanovich@uta.edu 817-272-2945

Research or General Library Help Academic Plaza Consultation Services library.uta.edu/academic-plaza
Ask Us ask.uta.edu/
Library Tutorials library.uta.edu/how-to
Subject and Course Research Guides libguides.uta.edu
Librarians by Subject library.uta.edu/subject-librarians
Research Coaches <http://libguides.uta.edu/researchcoach>

Resources A to Z List of Library Databases libguides.uta.edu/az.php
Course Reserves pulse.uta.edu/vwebv/enterCourseReserve.do
Study Room Reservations openroom.uta.edu/
FabLab fablab.uta.edu/

EMERGENCY PHONE NUMBERS

911	general emergency
817-272-3003	UT Arlington Police Department on-campus emergency
2-3003	UT Arlington Police Department (campus phone)
817-272-3381	UT Arlington Police Department Non-emergency number

Stop. Think. Protect Yourself. You Have Choices.

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor.

This graphic provides each member of the UTA community with information and options for responding to an active threat. These options are not chronological, but are designed to address dynamic situations. Assess the situation (your location, the location of the threat, type of threat, etc.), identify and weigh your options, develop a plan of action and commit to it.

Additional information for active threat and other emergency situations can be found through the links below:

police.uta.edu/activeshooter

police.uta.edu/em

YOUR OPTIONS TO AN ACTIVE THREAT

You Have Choices!

A V O I D	<ul style="list-style-type: none"> • AVOID the situation. <u>Stay away</u> from the area/campus. • If you can safely leave the area, RUN away. • Always be aware of your surroundings. • Know your exit and escape options. • If in a parking lot, get to your car and leave. • Get others to leave and prevent others from entering the area, if possible. • If in an unaffected area, stay where you are. • When you are safe, call UTA PD at 817.272.3003 or 911 with information you have.
D E N Y	<p>If you can't leave the area safely, DENY or slow entry to the intruder:</p> <ul style="list-style-type: none"> • Lock/barricade doors with heavy items. • Turn off lights/projectors/equipment. • Close blinds and block windows. • Stay away from doors and windows. • Silence phones and remain quiet. <u>Don't let your phone give you away</u>. • HIDE and take cover to protect yourself. • Be prepared to run or defend yourself.
D E F E N D	<p>If you can't AVOID or DENY entry to the intruder, DEFEND your location:</p> <ul style="list-style-type: none"> • As a last resort, FIGHT <u>for your life</u>. • Use physical force and any weapons available - fire extinguishers, books, chairs, belts, umbrellas, pens/scissors, hot coffee/drinks, trash cans, etc. • Use the element of surprise. • Work together as a team. Develop a plan. Commit to your actions. Your life depends on it. • Be aggressive, loud, and determined in your actions.
<p align="center">Follow ALL instructions.</p> <p align="center">For more information, go to: police.uta.edu/activeshooter</p> <div>  <div> <p>Emergency: 817.272.3003</p> <p>Non-Emergency: 817.272.3381</p> <p>police.uta.edu</p> </div> </div>	

