Architecture Program Report

Institution:

Truckee Meadows Community College

Date: **April 2023**

NAAB

National Architectural Accrediting Board, Inc.

NAAB

Architecture Program Report (APR)
2020 Conditions for Accreditation
2020 Procedures for Accreditation

Institution	
Name of Academic Unit	

Degree(s) *(check all that apply)*
 	
Track(s) *(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:*
 	
150 semester undergraduate credit hours
 	
Undergraduate degree with architecture major + 60 graduate semester credit hours
 	
Undergraduate degree with non-architecture major + 90 graduate semester credit hours)
	☒ Bachelor of Architecture
	
	    Track: 150 semester credit hours
	
	☐ Master of Architecture
	
	    Track:
	    Track:
	
	☐ Doctor of Architecture
	
	    Track:
	    Track:

Application for Accreditation	**First Term of Continuing Accreditation**
Year of Previous Visit	2022 Initial Candidacy Visit
Current Term of Accreditation *(refer to most recent decision letter)*	Initial Accreditation (Three-Year Term)
Program Administrator	Kreg Mebust
Chief Administrator for the academic unit in which the program is located *(e.g., dean or department chair)*	Kreg Mebust
Chief Academic Officer of the Institution	Jeff Alexander
President of the Institution	Karin Hilgersom
Individual submitting the APR	Kreg Mebust
Name and email address of individual to whom questions should be directed	kmebust@tmcc.edu

Submission Requirements:
- The APR must be submitted as one PDF document, with supporting materials
- The APR must not exceed 20 MB and 150 pages
- The APR template document shall not be reformatted

INTRODUCTION

Progress since the Previous Visit (limit 5 pages)

Program Response:
ACCREDITATION CONDITIONS:
Context and Mission – Architectural Program Leadership Approach/Org. Chart.
Truckee Meadows Community College (TMCC), by nature, will have its own unique institutional approach versus a university.   Institutionally at TMCC, areas of study are divided amongst five divisions. Serving the architecture program is the Division of Technical Sciences as distinguished by the focus on career and technical fields; home to the architectural program. Other programs within Technical Sciences include Transportation, Welding, Machining, Advanced Manufacturing, HVAC, and Aviation.

To the reader, in the context of this APR, The Division of Technical Sciences, the Applied Technology Center and the Edison Campus are all one in the same place. More often, the campus located at 475 Edison way is referred as "Edison" or the "Edison Campus."

Hierarchically, Edison is led by the Dean, Director, and Chair. All three positions oversee all programs; none solely for architecture. This appeared to be a concern for last year's Visiting Team (virtually). To mitigate, the Edison has created a Program Leadership Council (PLC), a subset to the Program Advisory Boards.

Advisory Boards (ABs). Each program has their own Advisory Board (AB).   All ABs are comprised and lead by discipline practitioners. Each program is required to have a board and to hold meetings once per semester.

[Advisory Handbook](#)
At this moment, the PLC will meet monthly throughout each semester and will be led by an architect. The PLC will be comprised of the following positions: Architects (2-3), fulltime architecture faculty, Technical Sciences Chair, and a student representative. The PLC and its utility are threaded throughout the document.
[Click here to access the Program Leadership Council Org Chart.](#)

Curriculum Formation – Associate Degree. During the AY21-22 term, the existing Associate Degree Parent name has been changed from "Construction and Design" to "Architecture and Construction." Under the Parent Degree exists three emphases: 1) Architecture and Residential Design, 2) Landscape Architecture, and 3) Construction Management.   At the moment course status report. *Course sequencing and pre-requisites can be found in each PDF.*

1) AAS Architecture and Residential Design [Catalog Page](#)
2) AAS Landscape Architecture [Catalog Page](#)
3) AAS Construction Management [Catalog Page](#)
4) Bachelor of Architecture [Catalog Page](#)

Courses currently being taught / Section Quantity / Modality
Course List (year one, semester one - Fall)
    ENG 101 – Composition I / Face-to-Face (offered every semester)

AAD 100 – Intro. to Arch. (Elec.) / 2 sections / Online – asynch. (offered every semester)
AAD 101 – Design with Nature / 1 section / Face-to-Face
AAD 125 – Construction Drawing and Detailing (offered every semester)
AAD 180 – Design Foundation I / 1 section / Face-to-Face (offered every semester)
AAD 181 – Design Foundation I Discussion / 1 section / F-2-F (offered every semester)

AAD 201 – History of the Built Env. / 4 sect. / online – asynch. (offered every semester)
Math 126 – Pre-Calculus I / Face-to-Face (offered every semester)
AAD 223 – Graphic Software for Arch, Const, Dsgnr, & Planrs /one section/Face-to-Face
AAE 280 – Design Foundations II / 1 section / Face-to-Face

AAE 282 – Design Foundations III / 1 section / Face-to-Face
ENG 102 – Composition / Face-to-Face and online options (offered every semester)
PHY 100 – Introduction to Physics / Face-to-Face (offered every semester)

AAD 230 – Design with Climate / 1 section / Face-to-Face
GEOL 100 – Earthquakes, Volcanoes, and Nat. Disasters / Face-to-Face

AAD 350 – Design Studio I / 1 section / Face-to-Face
ABS 321 – Construction Technologies I / 1 section / Face-to-Face
ABS 331 – Environmental Control Systems I / 1 section / Face-to-Face
ABS 341 – Structures for Architects I / 1 section / Face-to-Face

AAD 351 – Design Studio II / 1 section / Face-to-Face
ABS 332 – Environmental Control Systems II / 1 section / Face-to-Face
ABS 440 – Structures for Architects II / 1 section / Face-to-Face

Courses in process of curriculum Development / Section Quantity / Modality
AAD 256 – Intro. to Land Use Planning / 1 section / F2F (will be offered every semester)
AAD 261 – Intro. to Topo & Design Tech. / 1 sect. / F2F (will be offered every semester)

AAD 452 – Integrated Design Studio I / 1 section / Face-to-Face
AAD 461 – Urban Theory and Design I / 1 section / Face-to-Face
AAD 410 – Professional Practice I / 1 section / Face-to-Face

AAD 453 – Integrated Design Studio II / 1 section / Face-to-Face
AAD 413 – Professional Practice II / 1 section / Face-to-Face
AAD 462 – Urban Theory and Design II / 1 section / Face-to-Face

AAD 463 – Urban Theory and Design III / 1 section / Face-to-Face
AAD 456 – Integrated Design Studio III / 1 section / Face-to-Face
AAD 480 – Thesis (research) / 1 section / Face-to-Face

AAD 475 – Portfolio Design
AAD 485 – Thesis Design Studio

Further, if the Accreditation Conditions have changed since the previous visit, the APR must include a brief description of changes made to the program as a result of changes in the Conditions.

This section is limited to 5 pages, total.

Program Response:

This will be Truckee Meadow Community College's first visit, aside from the virtual tour.

<u>NARRATIVE TEMPLATE</u>

1—Context and Mission

To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.

Program must specify their delivery format (virtual/on-campus).

Program Response:

Truckee Meadows Community College is part of the Nevada System of Higher Education (NSHE) and governed by the Board of Regents. The Chancellor is appointed by the Board to serve as the NSHE's chief executive officer. NSHE is a state government unit in Nevada that oversees their public system of colleges and universities. On March 03, 2022 NSHE approved TMCCs program proposal – Bachelor of Architecture (BArch).   TMCC is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU) and approved the BArch program proposal on May 20, 2022.

Established in 1971, Truckee Meadows Community College (TMCC) is a public institution located in Reno, Nevada. The college serves more than 25,000 students each year in credit and non-credit programs at four college sites. Of the four sites, the "APR" will focus on the Dandini Campus and the Edison Campus.

Campus Vicinity Map

Relevant to the APR, is the relationship between the Dandini Campus (Main Campus) and the Edison Campus. The Main campus is the central location for Human Resource, Student Support Services, Student Government Association, Disability Resource Center, main library, campus facilities, Admissions and Records, Academic Advising, Institutional Research, Student Life Center, Information Technology support, Assessment and Planning, Marketing, etc. Each satellite campus is supported by the Main Campus. Support services at the Edison Campus includes full time representatives from the Library, Academic Advising, Admission and Records and Facilities.

The mission of Truckee Meadows Community College is to be a leader in innovative education, meeting student and community needs. TMCC creates a future you will love with accessible, innovative educational opportunities.   The values upon which Truckee Meadows Community College bases its mission and vision statements are the principles, standards, and qualities the College considers worthwhile and desirable. Truckee Meadows Community College is committed to:

> *Student access and success. Excellence in teaching and learning. Evidence of student progress through assessment of student outcomes. Nurturing a climate of innovative and creative thought. Collaborative decision making. Community development through partnerships and services. Ethical practices and integrity. Respect, compassion, and equality for all persons. Embracing diversity and inclusion. Responsible and sustainable use of resources. Fostering attitudes that exemplify responsible participation in a democratic society. A healthy environment and a healthy college community*

Truckee Meadows Community College Bachelor of Architecture
BArch Vision
By nature, architecture is bound to the site; TMCC acknowledges that our Great Basin Region should inform the architectural program. We also embrace our community niche of career and technical readiness and in turn provide pedagogical content that promotes leadership, vision, social responsibility and sustainability to prepare students for entry level and professional positions, continued and advanced studies, and lifelong learning in architecture.

Pedagogical Influencers – Introduction
The architecture program embraces the mission and culture found at TMCC, it takes shape by where it is geographically located. As a student progresses, design problems follow a hierarchical ordering of cognitive skills from remembering to creating. The influencing factors are outlined below.

Geographic Setting
Reno (elevation of 4,415') is about 50 miles from Tahoe City and 58 miles from South Lake Tahoe. Lake Tahoe is a high altitude (elevation of 6,224') large freshwater lake in the Sierra Nevada Mountains, straddling the border of California and Nevada. The region is known for snowfall, strong wind gusts, active seismic activity, approximately 300 days of sunshine and 7.5 inches of annual rainfall; predominantly in the form of snow.

> **Pedagogical Impact(s).** TMCCs strategic location offers regional uniqueness. The Lake Tahoe watershed is exceptionally fragile and is undergoing significant economic transformation due to climate change and tourism. The Mountain Western states face challenges of high winds and snow accumulation while the Great Basin has its own challenges with drought conditions and emerging solar and building electrification trends.

Reno/Sparks Diversity https://datausa.io/profile/geo/reno-nv
In 2020, Reno, NV had a population of 251k people with a median age of 36.1 and a median household income of $61,860. Between 2019 and 2020 the population of Reno, NV grew from 246,500 to 250,903, a 1.79% increase and its median household income grew from $58,790 to $61,860, a 5.22% increase. The largest ethnic groups in Reno, NV are Caucasian (72%), Latino (24%), Asian (7.2%) and Black/African American (3.2%).

> **Pedagogical Impact(s).** We envision our students to be prepared to enter the workforce by working for one of our many architectural firms or as new business startups. TMCCs architecture program more than mirrors our community with Caucasian (39%), Latino (51%), Asian (1%), and Black/African (1%). To the diversity found in Reno, third year architectural students design a cultural center that embraces an emerging ethnic culture found in the region.

Geographic Setting – Manufacturing / Housing
Over the past 7-10 years, the Reno-Sparks has experienced a growth rate of over 20%. Nevada is one of only a handful of states that does not impose a state income tax on its residents; this has caused residents of more expensive states on the west coast to settle in Nevada to save money. The manufacturing worker base grew to an all-time of 5 percent of Nevada's employment landscape. The New York times states that approximately 8.8 million square feet is under construction in the Reno-Sparks area.

According to Reno Mayor Schieve, Reno is one of the least affordable cities in the country relative to median income (RGJ., Affordable Housing Crisis., October, 2019). "Housing continues to be our No. 1 concern," said Mike Kazmierski, president and CEO of the Economic

Development Authority of Western Nevada. "At some point, if we don't address housing, we will create so many other problems in the community from having more homeless people to loss of revenue for companies not deciding to come here "If nothing changes, it's going to get pretty bad." (RGJ Housing Crisis., March, 2019).

Pedagogical Impact(s). Nevada is one of the few states in the "lower 48" that offers a pathway for the licensed field of Residential Design (RD). In response, the architecture program offers challenging design problems that focus on single family detached homes to apartment complexes; in compliance with the RD state statutes. The architecture program is currently working with the University of Nevada Reno Cooperative Extension program on the relevant topic wildland fire defensible spaces and home hardening strategies.

Geographic Setting – Climate Change

Nevada now has the number one solar economy and the highest number of solar panels per capita in the nation – establishing Nevada as the Western hub for renewable energy. Reno is one of the leading cities able to measure its carbon footprint in real time, and Nevada is projected to reach 50% of electricity generated by renewable energy sources by 2030.

Pedagogical Impact(s). Climate change assessment and sustainable design practices are considered throughout the five-year curriculum; the students are encouraged to discover the particularities of the site where they are designing and understand those in different scales. Students learn the importance of understanding the site, climate conditions, and the strategy that works for such conditions. Throughout AAD 230 design with climate, ABS 331 environmental systems I, and ABS 332 Environmental Systems II, students gain a crescendo learning that starts from understanding the environment in more in-depth analysis to evaluating and applying suitable strategies to the site condition.

Students also learn to use software tools for much more granular analysis of site and climate conditions. For example, students use simple tools such as Climate Consultant to understand the particularities of a specific location; as a result, they can assess strategies that lay in concordance with Architecture 2030 and ASHRAE 90.1. Also, as they move ahead in upper-level courses, they explore more complex tools, and free access, such as Autodesk Insight, make them aware of the EUI of their buildings, construction systems, and material selection.

The Impact of our student's understanding of the site's location and climate is significant, as this results in students being able to develop interesting architectural structures that are aesthetic and follow the site's needs to account for climate change. Another essential aspect that the students explore in upper-level courses is the Building Life cycle assessment (LCA), which helps them understand the energy use and buildings' environmental Impact through all its faces. As a result, students have a broader understanding of their design decisions and what that signifies to climate change.

In the studio courses, the students apply all their previous learning; subsequently, students can propose strategies and analyze the impacts of their design decisions in actual studio projects. There has been a positive impact on the schools as students can tackle the project more sustainably, and their design solutions respond to baselines such as Architecture 2030, LEED, and any other they decide to use as a baseline.

In conclusion, the school of Architecture at TMCC pays special attention and allocates time to weave sustainable design knowledge, site, and in-depth climate understanding and the consequences of climate change in our environment throughout the five-year degree. As a result, the student's responses are positive as they recognize themselves

as agents of change in architecture and happily run the extra mile to apply everything learned in their designs.

Geographic Setting – Lake Tahoe Basin https://www.trpa.gov/tackling-tahoes-housing-crisis/
The current state of the lake has been shaped by significant human activity and management practices since the mid-1850's; first though widespread timber harvesting followed by urban development from the 1950's to the present. According to recent housing data, approximately half of Tahoe's workers now live outside the region and of those who do live here, nearly two-thirds don't earn enough to afford the living expenses of a typical family. For the Tahoe Regional Planning Agency (TRPA), providing for more affordable and achievable housing is fundamental to the integrity, sustainability, and climate resilience of the region. Not only do long and costly commutes into the basin take a toll on workers and their families, they add to local greenhouse gas emissions and compound our traffic problems.

>   **Pedagogical Impact(s).** TMCC is uniquely positioned to work with the Tahoe Regional Planning Association on the issues of fire suppression, scenic corridors, development densifications, affordable housing, and land-use patterns for better informed management issues to minimize detrimental ecological impacts on the lake and associated watershed ecosystems.

Geographic Setting – Water
Recently, Nevada's Governor announced a new group of drought advisors – including top water conservation and climate experts – to identify ways our state can conserve even more water in the future, find innovative ways to protect valley residents, and collaborate with other states dealing with drought and water shortages.

>   **Pedagogical Impacts(s).** TMCC has partnered with One Truckee River, a collaboration of public and private partners focused on the united concerns over waterway sedimentation buildup, water clarity, the homeless populations, safety and appropriate land-use patterns along the river.

Pedagogical Summary
TMCC has identified four strategic priorities: Access, Affordability, Quality, and Completion.

>   **Access.** TMCC benefits the community with four separate locations with easy access by bus (free passes to students), car, and bicycle. We are also geographically isolated from another public institution offering a similar BArch program. The nearest is a four-hour drive to the bay area.   The majority of our students are working and raising families; relocating often means an end to one's aspirations of higher education. TMCC has been designated as a Hispanic Serving Institution (HSI). What is an HSI? It is an institution that has enrollment of undergraduate fulltime equivalent students that is at least 25 percent Hispanic students at the end of the award year preceding the date of application and, has a federally designated minimum percentage of Pell Grant-eligible students.

>   **Affordability.** According to the National College of Attainment Network, "the average affordability gap, or amount of unmet financial need, at four-year institutions was $2,627 … whereas the average affordability gap at two-year institutions was $907." At TMCC our students are afforded the opportunity to make use of multiple scholarships. The five-year BArch pathway will be one of the most affordable routes to an architectural education in the country, with accreditation, it will be the only baccalaureate in the state.

>   **Quality.** There are many safeguards at TMCC that ensure high quality, they include: advisory boards, program unit reviews, and regular assessment cycles. **Advisory boards** are at the program level and are designed to provide awareness and guidance to

the rapidly changing pace of industry. They meet twice during an academic year and are comprised of practicing professionals. Although advisory boards do not set academic policy, their recommendations play an instrumental role in program development and student success. Unique to the architecture program, is the creation of the **Program Leadership Council (PLC)**, as explained throughout. **Program unit reviews** happen on a five-year cadence and provide a comprehensive review of the entire program. Review items include, completion rates, course offerings/sequencing, physical resources and personnel. **Assessments** for year one and two courses are individually assessed every 5 years; on a rotating cycle. Assessments address the course learning measures and outcomes along with suggesting/implementing strategies for improvement, where needed. As years three thru five rollout, the Student Criteria identify **"in bold"** where further evidence will be measured.

Completion. With the existing two-year associate degree in architecture, students were faced with only one option for continuing their architectural education: transfer to an institution out of the area. As stated, there nearest option to continue is a four-hour drive to the Bay Area. Consequently, many dreams to pursue architecture were halted.

In closing, TMCC imagines that an architectural graduate would have strengths in high desert and mountain design and is prepared to address responses associated with solar, building electrification, snow, drought, delicate watersheds, housing affordability, urban densification and fire suppression.

Program Delivery Modality. Even during the coronavirus pandemic, classes were taught face-to-face. As of this submission, we plan to keep the majority of our classes consistent with the in-person modality. The exception will include a class or two via web live synchronous and/or web asynchronous.

Realizing that the Pandemic created a new space in the traditional discourse of capturing the studio culture; course modalities will be reviewed the Architectural Advisory Board.

The program's role in and relationship to its academic context and university community, including how the program benefits–and benefits from–its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.

Program Response:

Institutional Setting
TMCC is strategically adjacent to the University of Nevada, Reno (NSHE), the Desert Research Institute (NSHE), the Truckee River bisecting Reno/Sparks, Lake Tahoe, and Sierra Nevada Mountains. The relationship and context to these amenities and to the BArch has and will continue to create a multitude of academic possibilities as outlined below.

Programs role within Truckee Meadows Community College / Campus-wide initiatives
The college is divided into five academic divisions that oversee similar programs. They include: 1) Business and Social Science, 2) Liberal Arts, 3) Life Sciences, Allied Health, and Public Safety Division, 4) Math and Physical Sciences, and 5) Technical Sciences. The architecture program resides in the division of Technical Sciences. The architecture program is located in the Applied Technology center (aka the Edison Campus), a satellite campus known for career and technical education. Housed alongside the program of Architecture includes Automotive, Diesel, Welding, Machining, Advanced Manufacturing and HVAC/R; each with the common goal of preparing

students to enter the workforce.   Within the Division of Technical Sciences resides another Bachelor Degree: Advanced Cyber Physical Manufacturing (four-year degree).

At the Division level of Technical Sciences, the program benefits from its position within the Applied Technology Center (aka "Edison") for a few substantial reasons: 1) Career and technical readiness is a common theme found within all Edison programs. 2) Tangential/shared learning opportunities abound with Machining, Welding, and HVAC/R. 3) Large, two story open spaces can be found for large scale student projects.

The sequencing of courses promotes learning communities that help cohorts of student's progress through the curriculum. For example, the first two years, students interact with allied degrees such as Landscape Architecture, Residential Design, and Construction Management.

Program involvement with Campus-wide Initiatives
Promoted understanding and inclusion of sustainability concepts across the College through pedagogy and curriculum.

Conducted many (+/- 50) "one-on-one" meetings with full-time and part-time instructors and collected their "Sustainability Stories" regarding the embedment of sustainable concepts and best practices into pedagogy.

Organized and led two "Professional Development Day" seminars with a focus on accomplishments and membership.

Created an active "Sustainability Champions" committee comprised of faculty, administration and SGA. The committee has met monthly throughout the academic calendar year.

Represented TMCC's sustainability vision by participating in the following campus-wide initiatives: Tobacco-Free Committee, Faculty Senate Water Bottle Initiative, RTC Discount Bus Program, the ban on plastic straws, the Garden Club and the Faculty Senate Library Committee symposium on "Nevada Warming."

Faculty can engage with the Faculty for Radical Empowerment and Enlightenment (FREE), and students may engage with the Student Government Association and Phi Theta Kappa.

Program involvement with Community-wide multi-disciplinary Initiatives
Created the expansion project for High Desert Montessori focusing on passive heating and cooling concepts.

Created the partnership with the City of Reno, the Eddy House, and Nevada Hopes on a design solution for the homeless youth in Reno. Design alternatives focus on passive heating and cooling concepts and proper orientation to an actual site. The event to date has been endorsed by Councilwomen Jardon and Brekhus.

Co-contributor to the City of Reno Resiliency Master Plan and created the resiliency indicators for Second Nature.

Collaborated with One Truckee River, a local non-profit raising awareness of development, homeless populations, and sedimentation.

Lake Almanor, California. Students collaborated with park planners on a park master plan that included walking trails, parking lots, and courts for basketball and pickleball.

Program involvement with other NSHE institutions

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Collaborative learning opportunities exist at the University of Nevada, Reno (UNR), Desert Research Institute (DRI) and the University of Nevada, Las Vegas (UNLV). For example, at UNR, discussions are in continuing with College of Engineering pertaining to the topic's hydrology, stream sedimentation, living with wildland fires, and seismic activity found in our region. At DRI, there lies the potential of pursuing National Science Foundation grants. There current focus is at the High School level focusing on sustainability; a natural area of interest. At UNLV, there is a common reciprocal theme of inviting guest jurors along with future project collaboration.

Program involvement with TMCCs Academic Plan / Master Plan
Students worked with TMCCs Facilities Manager to create a memorial garden masterplan for our "fallen" TMCC family members.

Students worked with TMCCs Facilities Manager in developing a creative entry statement for a "burn area" at the Dandini main entrance.

Program / Student / Faculty Recognition
Second Nature's Honorable Mention co-recipient alongside President Hilgersom.

Awarded the "Green Ribbon School Award." TMCC was the first community college in Nevada to apply.
Northern Nevada Food Bank "canstruction" design competition, student team – Structural Design winners.

Nevada Museum of Art "DICE" design competition, student team – First place winners as featured in the "Chancellor's Bulletin.

Nevada State Board of Landscape Architects fully supports the service provided to TMCC students.

Nevada State Board of Architects, Interior Design & Residential Design fully supports the service provided to TMCC students.

Department of Education – Representatives from the D.O.E. recognized the students' efforts and the curriculum for advancing the Nevada Science Standards. Outcomes will be advanced as a vital contribution to the Green Ribbon School application.

The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

Program Response:
TMCC encourages students and faculty to learn both inside and outside the classroom in many ways. They include:
Student Government Association (SGA) https://sga.tmcc.edu
TMCCs SGA is dedicated to advancing the overall quality of the academic environment. They offer many ways to get involved, make lifelong friendships, and represent fellow students to improve the College. Through a variety of programs and activities, the SGA provides support to recognized student organizations. The American Institute of Architects Student organization was responsible for designing and managing the construction of the Ric Licata (fallen professor of architecture) Memorial Shade trellis.

Phi Theta Kappa – TMCC Chapter https://www.tmcc.edu/ptk

Phi Theta Kappa is the oldest, largest and most prestigious honor society serving colleges worldwide, made up of more than 3.5 million members and nearly 1,300 chapters in nine nations. Membership requires a 3.4 GPA after completing twelve credits. The chapter mission is to practice leadership by way of service, academic excellence (scholarship), professional development, and fellowship.

Faculty for Radical Empowerment and Enlightenment (FREE) https://www.tmcc.edu/free
FREE is TMCC's longest-running interdisciplinary theme-based learning community, operating continuously since its founding in 2003. Learning Communities – theme collaborations among cohorts of educators and students – are forums for shared social-emotional learning to deepen academic engagement. FREE is an example of a "laboratory" learning community, focusing on imaginative evolving student-centered themes to engage previously scheduled courses into big picture academics through a year-long series of events.

Professional Development Office https://www.tmcc.edu/professional-development
TMCC's Professional Development Office provides workshops and training opportunities to expand the knowledge, increase the skills and foster the success of our students and staff. Development opportunities are offered year-round, with intensive trainings offered to employees at the start of each semester. TMCC stands financially behind faculty that are required to attend accreditation training and for areas of special interest. They work closely with administration for registration fees and daily travel stipends.

Nevada Museum of Art https://www.nevadaart.org
"For over 80 years, the Nevada Museum of Art has provided significant arts education programming for the public, school-aged youth, teachers, and artists in northern Nevada. Providing rich cultural programming for the community and region has been a central focus of the Museum's education mission…" Upcoming events include:

November and December '22 events include:
- American Silence: The photographs of Robert Adams with Sarah Greenough, Nov. 16, 2022

- Virtual Educator Evening: Understanding Ubuntu with Dr. Donald Easton-Brooks, Dec. 07, 2022
- Thoughts on Tap: Insure Domestic Tranquility, December 08, 2022
- E.L. Wiegand Collection: Representing the Work Ethic in American Art, through Jan. 01, 2023
- Harry Fonseca: Stone Poem #4, through January 01, 2023
- Symphony No. 3: Altered Landscape, A collaboration between the Reno Philharmonic and the
   Nevada Museum of Art, through January 01, 2023
Additional events include:
- NV Steam Conference, March 1 and 4, 2023
- Educator Evenings, occurring the first Wednesday of every month

The American Institute of Architecture Students
The AIAS has had an ephemeral track record, due to many factors beyond the scope and reach of this report. It is the hope of the program to fully support and promote an active and vibrant club. Activities would include field trips and competing in allied design competitions. Involvement would include participation with TMCCs PLC and as student representative to the AIA Northern Nevada.

Summary Statement of 1 – Context and Mission
This paragraph will be included in the VTR; limit to maximum 250 words.

Program Response:

Truckee Meadows Community College program of architecture has created two onramps: one via the ACE High School dual credit and a second for high school graduates and non-traditional

students returning for a second career.   The existing two-year associate degree, initiated in 1984, created a solid foundation for the next step, a Bachelor of Architecture.
- When accredited, TMCC will be the first 5-year BArch serving Nevada and the first community college in the United States.
- TMCCs curriculum is informed by the mountainous high desert environment found in the Truckee Meadows and beyond to Lake Tahoe.
- TMCC is in the community and for the community it serves, as claimed by our designation as a Hispanic Serving Institution. This qualifies us to apply for two types of federal funding grants: Title III and Title V.
- The first two-years offer students integrated learning environments shared by degree seeker of Residential Designers, Landscape Architects, and Construction Management.

While we take advantage of our location in the high desert at the foothills of the Sierra Nevada Mountain Ranges, TMCC is geographically isolated for students interested in pursuing the minimum state requirements of a five-year degree in Architecture; the nearest is a four-hour drive to the Bay Area.

2—Shared Values of the Discipline and Profession
The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession.

Program Response:

Design thinking
TMCC architectural creates a learning culture that respects differences and promotes multi-disciplinary collaboration. The first two years, students interact with allied degrees such as Landscape Architecture, Residential Design, and Construction Management.
The sequencing of courses promotes learning communities that help cohorts of student's progress through the curriculum. Students are asked to work on projects at a variety of scales, both on their own and in groups.

The program will rigorously teach the critical thinking required to provide exceptional design to our communities. The teaching staff is dedicated to encourage individual problem solving as well as collaborative problem solving. Learning will be directed toward research and analysis as a precursor to design. From community planning to individual building, and including sustainable architecture, students will be immersed in the discipline of architecture as a holistic way of thinking. Architects lead clients, engineering consultants, and participate in construction. The program will provide students with insight to leadership on all levels. Many of the faculty members are practicing architects who provide real-world feedback and guidance. Projects are presented formally in a setting that includes student and outside juror critiques. This will enrich the students' understanding of what is required to strengthen communication skills and validate the pros and cons to architectural solutions.

Design thinking is a human-centered problem-solving approach
In an ever-changing, increasingly complex world, it is more important than ever that our students have the knowledge and skills to solve problems, make sense of information, and to gather and evaluate evidence to make decisions. Architecture is about solving living problems. They can be felt globally and at home. An architectural design lab, with strong community partnerships, can begin to address pressing concerns such as the National

Housing Crisis, Protecting Residents from Wildfire and Global Warming.

Design thinking with context

Effective solutions for our living problems are created in the context of the place we live and its diverse viewpoints. Architecture is always bound to the site as a source of meaning and environmental influence. TMCC is located within two unique, critical, and underserved regions the Great Basin and the Northern Sierra Mountain range. TMCCs BArch program will allow students direct access to an unusual diversity of ecosystems ranging from Alpine Lake Systems to the ecological islands of the Great Basin to and the Sagebrush steppes of Nevada and Oregon. This kind of ecological diversity is rarely found and is typically not available in similar architectural programs. It is a rare and valuable opportunity to immerse students to learn within a vast array of circumstances.

The focus of TMCCs architecture program design methodology is generating an innovative future. TMCC's BArch program prepares students to design beautiful spaces and buildings, advocate for broader civic discourse, and lead the future of the architecture profession

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.

Program Response:

Environmental Stewardship

Environmental Stewardship is found in TMCCs Equity, Inclusion and Sustainability office and leads efforts towards our Core Value of stewarding our resources through conversation, education and healthy living choices. Of note, TMCC is powered by 100% renewable energy, is an official affiliate of Bee Campus USA, and since 2017 have signed a resilience commitment with Second Nature. Faculty and staff comprise our Sustainability Champions who implemented small and large practices to foster healthy environments at TMCC.

The early focus on sustainability and alternative energy sources formed a unique foundation for TMCC's architecture classes and made TMCC a trusted source for Reno's community. Increasingly, renewable energy systems are a fundamental element for built environments of the future. The importance of this learning focus can be substantiated by statistics such as, carbon dioxide emissions by sector include 28% buildings and operations, 11% building materials and construction, 32% industry; 23% transportation; and 6% other (Architecture 2030, 2020). TMCC students investigate these issues and examine building systems on a regional level to underscore the importance of being integrated into architectural designs. This approach is consistent with the goals of TMCC and the Nevada System of Higher Education (NSHE) to create an educational system that increases awareness of sustainability issues and produces students that can apply creative problem solving to the design of healthier environments.

Earth Day Celebration. https://www.tmcc.edu/news/2022/04/tmcc-celebrates-earth-day-big-way
Here are a few selected events that can be enjoyed at TMCC's Earth Day celebration:
Get your clothing repaired. Start the celebration by visiting a table sponsored by Patagonia where you can bring damaged clothing to get repaired. Did you know that the fashion industry is responsible for over 8% of the total greenhouse gas emissions? And, unless you incorporate sustainable practices into your wardrobe, it's likely only to get worse.

TMCCs ladybug release ceremony. In 2022, ladybugs are the new doves: considered by many to be harbingers of good luck, these red and black polka dotted beetles are beloved by sustainable agriculture because of their snacking habits. At the top of the ladybug menu are aphids and other plant-eating pests; instead of relying on pesticides to get rid of the pests, ladybugs offer a guilt-free natural solution.

If celebrating Earth Day outside is more your style, you can tour TMCC's pollinator garden, visit its wind turbines, solar-charging stations or chat with other visitors to campus who can tell you more about how you can support bees and other pollinators in your home gardens.

Green Ribbon School. https://www.tmcc.edu/news/2020/04/tmcc-named-green-ribbon-school
Earlier in 2020, TMCC became green in more ways than one. On Wednesday, April 22, 2020, the U.S. Secretary of Education named TMCC a 2020 U.S. Department of Education Green Ribbon School Postsecondary Sustainability Awardee. TMCC is the only educational institution in the state of Nevada to have been recognized by the U.S Department of Education for this honor, and since the inception of the Green Ribbon School award, the Nevada Department of Education acknowledges that TMCC is the first applicant to represent the state. There are only five postsecondary institutions across the country that received the award this year.

Climate Leadership Award.
https://www.tmcc.edu/news/2019/06/tmcc-takes-another-step-toward-sustainability
Earlier in 2019, TMCC received an Honorable Mention from the Climate Leadership Award for its excellence in student preparedness. The award, which is supported through a partnership with Second Nature and the U.S. Green Building Council (USGBC) recognized our efforts to create educational opportunities inside and outside of the classroom to prepare students for climate change, the new green economy and partnerships which have created experiential learning opportunities that link our campus to the community.

Sustainable Campus. https://www.tmcc.edu/news/2018/07/sustainable-campus-flourishing
Earlier in 2018, TMCC is worked towards a Resilience Dimension in Ecosystem Services in natural areas, which utilizes best environmental practices and consistent stewardship. The College has been recognized for significant coordination with the community to protect and restore natural and sensitive areas, as well as a robust knowledge of and education on local climate change impacts. This measurement also targets effective management of invasive species, and analyzes courses and extra-curricular activities which responsibly utilize natural areas.

Climate Commitment. https://www.tmcc.edu/news/2016/11/tmcc-joins-historic-climate-commitment
Earlier in 2016, TMCC signed Second Nature's Resiliency Commitment; a pledge to build a sustainable global future through leadership networks in higher education. Second Nature's climate leadership commitments are made by higher education officials toward positive changes at their institutions and beyond. Signing this commitment helps support the College's work to build greater community capacity to adapt to the changing climate and progress toward carbon neutrality.

Professional Responsibility
The AIA defines Health, Safety and Welfare:
> *Health: Those aspects of professional practice that improve the physical, emotional, and social well-being of occupants, users, and any others affected by buildings and sites.*
>
> *Safety: Those aspects of professional practice that protect occupants, users, and any others affected by buildings or sites from harm.*

Welfare: Those aspects of professional practice that enable equitable access, elevate the human experience, encourage social interaction, and benefit the environment.

As such, Health, Safety and Welfare (HSW) are broad considerations that infiltrate almost every aspect of architectural education. Awareness of and sensitivity to human health and welfare concerns are integrated into all design studios taught at TMCC. Safety aspects of architectural design are introduced in design studios, but studied in more depth in other course work, particularly in the upper division studios and professional practice courses.

In all design studios, the human context of design is paramount. Students will be asked to consider the intentions and impacts of their designs on a range of health and welfare concerns from access to daylight and fresh air to the equity and access issues at play in different communities and different project types. Focus on HSW topics reminds students that they are designing not for "occupants" but for actual humans who will be impacted everyday by using, visiting, or just passing by their creations. As students move into higher level studios, students will be asked to look at their work through the lens of more specific HSW concepts such as Universal Design, trauma-informed design, or passive ventilation.

The safety aspect of architectural design, particularly as it relates to the building codes and other regulatory requirements, will be part of the curriculum in the Professional Practice Courses. The IBC, IECC, ANSI 117.1 and locally zoning codes will be the primary focus, though students will be made aware of the larger number of other codes and regulations that architects are concerned with. The goal of this coursework is to understand the concepts underlying each code (whether that be life-safety, sustainability, or access), and how those concepts thread through each portion of them. Students will be asked to apply the code to their studio projects, gaining an understanding of the hierarchy, flow, and inter-relatedness of code sections. When completed with the Professional Practice coursework, student should have a framework with which to approach various building codes and an awareness of the resources through the ICC, AIA, and NCARB to gain further knowledge.

Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education.

Program Response:
Equity, Inclusion and Sustainability Office https://www.tmcc.edu/diversity
Equity, diversity, and inclusion are core at our College's mission. TMCC has incorporated "sustainability" believing that all have a right to it.   Students, faculty, and staff are part of an inclusionary environment that honors diversity and integration.   The Equity, Inclusion and Sustainability Office provide guidance and counsel to the leadership of the constituent groups of faculty, staff, students, administrators and external partners. The areas of focus for the Office include student equity, faculty recruitment and retention, curriculum, student cultural diversity center, and community engagement. In all of these efforts, TMCC strives to provide and inclusive environment where individuals from diverse backgrounds are welcomed.

For more students to complete postsecondary education, they must be able to afford it. Affordability is the key to access. Access to the TMCC's architecture program is achieved by: 1) Increasing student access via TMCC's Jump Start dual enrollment programs (high school students earning both high school and college credits). Free to our ACE high school students. 2) Aligning the curriculum to meet Nevada's rapidly growing workforce needs. 3) Increasing student access with multiple learning modalities, wide-ranging class scheduling, and

partnering with local industry on curriculum development and internship opportunities. 4) Creating the fastest and most affordable route toward licensure without compromising quality.

Inclusion

Inclusion involves supporting students with disabilities. TMCCs Disability Resource Center (DRC) can help students request reasonable modifications and services to make their college experience successful. The DRC aims to help students become self-sufficient while providing resources for their general and online courses. Students with documented disabilities have the right to free accommodations to ensure equal access to educational opportunities at Truckee Meadows Community College.

Closing the achievement gap among underserved populations

Where there are discrepancies in income among identifiable groups, TMCC must seek remedies. For example, the college is designated a Hispanic Serving Institution. This designation allows for Title III and Title IV federal funding.

Closing the Achievement Gap: Summary Points
- TMCC serves as a vital educational resource to the Hispanic Community.
- This program will serve students who delay college until they can afford to attend.
- Students can remain employed as they complete this degree, thus allowing students who support themselves and others to complete a bachelor's degree while maintaining life commitments.
- An inclusive curriculum that welcomes and supports students from various socio-economic, culturally, physically, and educationally diverse backgrounds.
- Students concerned about rising tuition costs will have an affordable route to licensure through a BArch program.
- Students who live in the area can stay, enter the local workforce and not have to leave family or other obligations to earn a relevant bachelor's degree.
- Prospective students are not priced out of the education market due to a lack of choice between bachelor's and master's programs.

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline.

Program Response:

Disseminating knowledge

We acknowledge our surrounding environment and recognize it as a catalyst and driver of innovation. TMCC looks towards our High Great Basin Desert as our classroom. Facts, information and skills are acquired by faculty and students through the theoretical and practical understanding of relevant design projects. We believe that our changing environment will also change behavior; therefore, a catalyst for driving/disseminating knowledge and innovation.

Ever-Changing Conditions

The high desert climate and terrain offers regional uniqueness as a basis to instruct for a wide range of environmental conditions. For instance, the Lake Tahoe watershed is exceptionally fragile and is undergoing significant economic transformation due to climate change and tourism. As well, all of the mountain west states (Montana, Idaho, Wyoming, Colorado, Utah, and New Mexico. Arizona and Nevada) experience high wind conditions, heavy snow accumulation, long periods of drought, and dramatic daily and seasonal temperature swings. Architectural design solutions must address these issues.

New Knowledge Advancing Architecture – Prompting Continuous Improvement
Having a real-time relationship with the ever-changing Great Basin Desert prompts and enables students to have an immediate understanding of how to create responsible / adaptable design solutions. With that, TMCC imagines that an architectural graduate would have unique training and design awareness to be proficient in regionally specific sustainable efficiencies, solar design strategies, building electrification, extreme weather effects, drought tolerance, delicate watersheds, urban densification, and wildfire protection.

Our career programs, employers and students exist in a rapidly changing environment. The pace of change requires that we review our curriculum and pedagogical practices often to make sure they are relevant, meeting employers' expectations and advancing architectural knowledge.

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.

Program Response:

Community Involvement. Community Service-Based Learning Philosophy
Gritty curiosity about our built environment dramatically affects the people we protect and serve. Our built environment provides the opportunity for the mind, body and spirit to learn and ask questions. Learning through the concept of "Community Service-Based Learning" explores the links between curiosity, culture, community, critical thinking, and the built environment. In turn, architecture becomes an active participant in learning and consequently the process places students in situations where they must think about their thinking and the people that they serve.

Architecture is a manifestation and expression of a design process. Students are taught how to apply a replicable design process to problems of the built environment, allowing them to serve their communities with versatility. As such, they must acknowledge and respond to the needs of the community with which they interact. When community groups join forces with students, they will both be more effective in reaching common goals, than in isolation.

Community Service Learning Projects:
    Historic Flick Ranch Master Plan. Design with Nature students interacted with the Nevada Division of Wildlife, the Flick Ranch Stakeholders & Nevada Historical Society for the development of separate master plans for their future growth.
    Community Arts Center, Minden, NV. Architectural design students interacted with The Carson Valley Arts Council for innovative renovations for their Community Arts Center.
    Sticks Retail Center, Midtown, Reno, NV. Architectural design students worked with a local developer for master planning and design guidelines for a seven-building infill project.
    V&T Railroad, Mound City, NV. Architectural design students worked with marketing representatives of the V&T Railroad for design solutions that were "contemporary and hip" for their interpretive railroad depot.
    High Desert Montessori School (HDMS), Reno, NV. Architectural design students worked with HDMS faculty and students to design an environmentally sustainable school for infants and toddlers.
    Homeless Youth Shelter, Reno, NV. Architectural design students worked with local service providers, City of Reno and local businesses to help solve the homeless youth problem.
    Animal Ark Interpretive Trail, Reno, NV. Design with Nature students worked with the non-profit Animal Ark and professional landscape architects for a collaborative effort to master plan an interpretive trail highlighting our local flora and fauna.

Reno Fire Department Fire Station. Reno, NV. Architectural design students worked with the City of Reno to create a new fire station at the corner of 4th and Valley road. Students were challenged with researching and applying local building codes, meeting the guidelines of the American Disabilities Act and the wishes of the firefighters.
Reno Bike Project, Reno, NV. Tenant improvement plans to solve circulation challenges.

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings.

Program Response:

Educational Breadth and Depth – Understanding the "Body of Knowledge"

Pedagogy. The pedagogical approach of the architecture program stays relevant by focusing on the topics found at hand in our Great Basin Region, promoting interdisciplinary learning, strong ties to our community and input from the Architectural Advisory Board.

Faculty. The unique nature of TMCCs teaching faculty is predominantly comprised of part-time faculty currently practicing architecture, land planning and landscape architecture in the community we serve and are deeply involved with the Nevada State Board of Architecture, NCARB and AIA. By nature, the educational breadth of our faculty will undoubtably permeate, influence and begin to define the "Body of Knowledge" to our students.

Curriculum. Of particular note is our approach to build/create a series of Professional Practice courses that will be designed to capture the "how to practice architecture" for our students. This is again, reinforced by part-time faculty practicing professionally in our region.

Aside from TMCC's vast catalog offerings of credit bearing courses, we also have a vibrant non-credit side of the college, which includes:

Lifelong Learning
TMCC Adult Basic Education https://www.tmcc.edu/adult-basic-education
The Adult Basic Education (ABE) program offers four different services, including English as a second language, literacy, high school equivalency preparation, and college and career transitioning. Learn how to succeed in the job market, write your resume and cover letter, and improve your communication, teamwork, problem-solving and critical thinking skills.
ABE is funded through a federal grant, which ensures that the course offerings are free or at minimal cost to you! Classes are offered Monday through Friday. Time of instruction is dependent on the program of enrollment. Gain the skill sets you'll need to land your dream job and reach your academic and professional goals.

All TMCC employees and their dependents are eligible for a tuition reduction program:

Grant in Aid. TMCC employees qualify for a tuition benefit called Grant-in-aid. An employee can choose to enroll in classes at any   the NSHE institutions by completing the corresponding application and submitting it to TMCC's Human Resources Office. The amount of benefit varies on the cost of tuition.

At the beginning of each semester, TMCC creates opportunities for all faculty and staff to partake in our Professional Development Days:

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TMCC Professional Development Days. This upcoming year will be TMCC's Year of Sustainability. With these events, attendees will find new ways to incorporate sustainability into their classes and their lives.   In addition, many events have been planned with the goal of inspiring presence and connection. There are plenty of opportunities to hear from colleagues on diverse subjects including topics that affect students and faculty. Topics include, but are not limited to, poverty, accessibility, sabbaticals, and software platforms like Packback, Canvas, and Global Learning Experience 360.

3—Program and Student Criteria

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

Program and Student Criteria Matrix

Column headings by year:

- **YEAR 1** — 1, 2: AAD101 3CR *Design With Nature*; AAD180 3CR *Design Foundations I*; AAD181 3CR *Design Foundations II*; AAD125 3CR *Const Drawing and Details*; AAD223 3CR *phic Software for Arch, Const, Dsgn, Planners*; AAD280 6CR *Fundamentals of Architecture Design I*
- **YEAR 2** — 3, 4: AAD201 3CR *History of the Built Environment*; AAD282 6CR *Fund. of Arch Design II*; AAD230 3CR *Design with Climate*; AAD256 3CR *Intro to Land Use Planning*; AAD281 3CR *Intro to Topo/Design Tech*
- **YEAR 2** — 5, 6: ABS321 3CR *Construction Tech I*; ABS341 3CR *Structural Systems I*; AAD350 6CR *Design Studio I*; ABS331 3CR *Env. Living Systems I*; ABS440 3CR *Structural Systems II*; AAD351 6CR *Design Studio II*; ABS332 3CR *Env. Living systems II*
- **YEAR 4** — 7, 8: AAD452 6CR *Integrated Design Studio I*; AAD461 3CR *Urban Theory and Design I*; AAD410 3CR *Professional Practice I*; AAD453 6CR *Integrated Design Studio II*; AAD462 3CR *Urban Theory and Design II*; AAD413 3CR *ProfessianI Practice II*
- **YEAR 5** — 9, 10: AAD455 6CR *Thesis Studio I*; AAD480 3CR *Thesis Research*; AAD416 3CR *Professioanl Practice III*; AAD475 6CR *Portfolio*; AAD485 6CR *Thesis Design*
- **Non-Curricular Activity**: AXP / IPAL; Year 5 Portfolio Submission; AIAS; Student Fair; Community Outreach; Studio Culture; Student / Professional Connection

Shared Values
- Design
- Env. Stewardship & Professional Respon.
- Equity, Diversity & Inclusion
- Knowledge & Innovation
- Leadership, Collab. & Community Engmt.
- Lifelong Learning

Program Criteria
- PC.1 Career Paths
- PC.2 Design
- PC.3 Ecological Know. & Respon.
- PC.4 History & Theory
- PC.5 Research & Innovation
- PC.6 Leadership & Collaboration
- PC.7 Learning & Teaching Culture
- PC.8 Social Equity & Inclusion

Student Criteria
- SC.1 HSW in the Built Environ. — Measurable / Introduced and or Reinforced
- SC.2 Professional Practice — Measurable / Introduced and or Reinforced
- SC.3 Regulatory Context — Measurable / Introduced and or Reinforced
- SC.4 Technical Knowledge — Measurable / Introduced and or Reinforced
- SC.5 Design Synthesis — Measurable / Introduced and or Reinforced
- SC.6 Building Integration — Measurable / Introduced and or Reinforced

*NAAB: National Architecture Accrediting Board

Level of accomplishment :
  U = Understanding
  A = Applied

[Click here to enlarge the Program and Student Criteria Matrix.](#)

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3.1 Program Criteria (PC)

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

Program Response:

TMCC's program, once accredited, will exist as the only professional program of architecture within Northern Nevada. Since Nevada has no state equivalency to that of NCARB, this will also exist as the sole path to licensure for youth within the Northern part of our State. Due to this the Nevada State Higher Education (NSHE) strongly supports the creation of this program. The Nevada State Board of Architecture, Interior Design, and Residential Design (NSBAIDRD) also strongly support these efforts for the same reasons. The education and resources relating to career pathways are covered in courses:
AAD 410 - Professional Practice I, AAD 413 - Professional Practice II, and AAD-416 - Professional Practice III. TMCC's program also has a licensing advisor Greg Erny, FAIA, who both contributes to our program's Advisory Council as a professional member of our community but is also heavily involved with both the NSBAIDRD as well as NCARB.

Approach

Prior to beginning their 3rd year course work, students are introduced to the general outline of the path to licensure, with an appropriate focus on the educational requirements that they can fulfill through the TMCC BArch program. This introduction occurs during counseling and early studios. The path to licensure will be reinforced in more detail within the curriculum of the professional practice courses in years 4 & 5. Course work will include information on the educational, experience, and testing requirements of NCARB. Students who are already employed in the field of architecture will be encouraged, but not required, as part of the course work to begin their record with NCARB. With the recent changes to both AXP (Architectural Experience Program) as well as within the NSBAIDRD, we encourage candidates to begin earning AXP experience as early as possible during their collegiate education, with the hope that they can complete a significant portion of their experience hours while they are fulfilling their educational requirements. The ARE (Architect Registration Examination) requirements and testing divisions will be covered, which not only will help students to accurately plan for their future careers, but also encourages greater retention of information they are exposed to in their coursework by clarifying the stakes: licensure.

There are many career paths in architecture or related to architecture that do not require licensure, ranging from working within an architectural firm, to representing owners, construction management, technology, graphic arts, and fabrication to name a few. These are not only discussed within the program but our faculty exhibit a wide array of practice models and have professional experience in the broadening fields and opportunities that this educational pathway can offer.

Assessments, Modifications, and Innovation

Student completion of AXP as well as their performance and participation in the ARE are a measure of the program's success in preparing students for licensure. Our Administration will monitor student success / completion rate of the AXP and ARE, compare those metrics and state- and nation-wide metrics. While this is not the only measure we will use, this one can help us greatly in altering our more professional focused coursework.

Future Developments

The faculty is aware of NCARBs IPAL(Integrated Path to Architectural Licensure) structure and will evaluate integrating the requirements of IPAL as a potential track offered within the curriculum.

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

Program Response:

Course List
AAD 180 – Design Foundations I
AAD 181 – Design Foundations II
AAD 280 – Fundamentals of Architectural Design I
AAD 282 – Fundamentals of Architectural Design II
AAD 350 – Design Studio I
AAD 351 – Design Studio II
AAD 452 – Integrated Design Studio I
AAD 453 – Integrated Design Studio II
AAD 455 – Integrated Design Studio III
AAD 485 – Thesis Design Studio

Design is the primary driver in decisions relating to the curricula, culture, and facilities of the program. It is used as a tool with which critical thinking, creativity, and experimentation are explored and rests as the undercurrent of all courses throughout the program but most profoundly within the studio sequence. This sequence helps build a progressive and integrated ladder from broad conceptual thinking and basic graphical communication to overlaying process thinking, precedent, context, culture, materiality, assembly, tectonics and emergent technologies toward the complexities of a changing field in scale, program, site, and community. Design is intended to instill modes of creative problem solving within the common course of student's work and equip them with tools to overcome new challenges in a rapidly changing professional landscape.

The Architecture Program is uniquely invested in the process of design exploration through already known as well as experimental methodologies, streams of information and data, and systems thinking. This becomes critical for a pedagogy that operates simultaneously at the scale of the broad region, the scale of the city, the scale of the building, and the scale of human touch. Through all of this, we believe that design is our common thread and that our Architecture program imparts graduates with a set of skills capable of enduring the test of time and proving resilient in challenges at every scale.

BArch design-centered instruction includes studio and seminar courses that together, provide a comprehensive foundation for design at all scales. Process and method are investigated as a modality to understand and respond to light, space and form while rising to respond to architecture's imperatives of performance, ecological responsibility, and social consciousness. It is in this understanding of "process" that architecture can assert itself, where architecture is perpetually reborn, and where architecture can rise to meet the challenges of future generations. Building on the TMCCs identity as an applied skills technical college, "thinking through making" is inherent within our curriculum. The BArch integrates design with not only advanced tools [computation and fabrication technologies] but also traditional ones as well. Course work is designed to mix this applied skill culture with ecological sensitivity, regional to global history and critical theory, as well as urban and rural agendas. It comprehensively weaves the conceptual with the pragmatic. It brings to the forefront a merger of design and critical thinking while including material and technical

sophistication; ecological responsibility; regional to global social and community engagement through the pragmatic lens of design/build integrative pedagogy.

The Undergraduate BArch Program is dedicated to expanding the idea that design is central to the way the world is being shaped today. Consequently, architecture is acknowledged as a powerful tool that has the ability to shape human's connection to earth. The BArch program believes that architecture has a unique voice in this moment of reinvention. An ethical responsibility to help shape the many layers of human and cultural realities such as: ecological, political, social, formal, material, technological, and environmental which manifest in many forms. In this era of pluralistic responsibilities relating to these layers, the BArch program promotes the understanding that architectural work is an elegant synthesis of the composite sum.

Design is central to architecture curriculum and pedagogy. Design studios are the heart of the BArch program, acting as a hub and laboratory for experimentation, while connecting all other academic areas of design media, history, theory, professional practice, technology, and environmental science. Every semester the BArch program's studios launch multitudes of community-based projects that evolve and bloom through student's effort all culminating in juries, discussions, and exhibitions that cover the building walls with drawings, plans, sections, axonometric, emblematic images, and models. Beyond training students how to design and professionally present their ideas, these displays evidence the state of knowledge and the collective intelligence of the program. Semester after semester, students learn from not only their faculty but also their peer's presentations which roll into the assemblage of new ideas to reimagine the world. The diversity of students and faculty that have formed this body of work represents a multitude of fields of inquiry and sensibilities which range from the most pragmatic to the most experimental, from logic and utility to the speculations of history, theory, or criticism, and from the physical craft to new virtual design media. The design work produced in the BArch program is carefully archived and organized, discussed, and revisited. This is not just an archive of new work but rather a roadmap of where we've been in the hope that students might find a hint as to where they'd like to take our profession next.

Design pedagogy is orchestrated throughout a design sequence that goes from foundation to advanced level. The design sequence drives an interaction with other areas of academics including ecological sciences, design media, and history/theory in the first and second years, ecological technology, materials and methods and structural systems in the third year and regional land-use and cultural studies courses in the fourth year. The first and second years equip students with representational tools, the foundations of ecological sensitivity, and local/global historical perspectives. The third year is situated to operate within architectural design realities with a deep investigation into technological knowledge and the fourth year offers students the opportunity to widen their perspectives in investigations of both the urban condition as well as the rural. All of this culminating in a "comprehensive" studio project for the spring term of fourth year. Additional studios are offered for fifth year and are focused on an individualized thesis project demanding professional level discussion, design, and communication promoting students' career opportunities and paths. The individualized and self-directed thesis promotes the understanding of different potential career paths ever expanding the breadth and depth of the architectural profession.

Some studios and academic areas collaborate to develop studio prompts and coordinate lecture series, discussions, juries, midterm, and final reviews.

Assessment, Modification, and Innovation
The BArch program uses a variety of tools to assess and modify the design centered focus of the program. All of these tools are intended for continual innovation.
Students:

Student Jury assessments – Students are routinely assessed by not only their instructors but also outside jury members from our local professional community. While these assessments can be scored, they are kept in confidence between the juror and the student and only scores assigned by the instructor count toward each student's grade. Students are evaluated on [Fill in categories of the jury evaluations here]. They are also given written comments within each of these categories and able to discuss with jurors regarding any comments rendered.

Curriculum:

The curriculum is routinely evaluated and assessed, each term, by the Program Leadership Committee (PLC). This committee meets at the end of each term or during breaks to:

1] assess the success of coursework delivered during the previous term based upon its intended and pre-planned outcomes.

2] identify shortcomings.

3] develop a plan for improvement to be executed for the following year's curriculum and delivery.

The [Curriculum Committee] is composed of [the studio faculty leads within each of the years of study (part time or full time), the [department Dean], the [head of assessment - Chair], department support staff for note taking, and a student representative selected by the school's AIAS chapter. While this is the minimum makeup of the Committee, email notification is broadcast to all program faculty, the program's Advisory Board, and interested members of the professional community. The program also posts fliers in public locations surrounding the classroom space for interested students not involved with the AIAS. Outcomes of these meetings are distilled and distributed to the studio faculty leads who are responsible for coordinating efforts between other studio faculty within their year of the program's curriculum as well as all faculty responsible for lectures during the same curricular year. While this serves as a great way to focus on the curriculum year by year, the result can be siloed in nature. The program relies on its Advisory Board which meets [twice a year] for broader perspectives with that of the practicing profession, professional and community groups, as well as other neighboring departments and programs. [See writeup somewhere else in the front matter for the charter, composition, and meeting frequency of the Advisory Council. Be sure to include a diagram on how all of this relates and works together… an org chart].

The BArch offers various forms of evidence to the NAAB visiting team as illustrations of Design. For required undergraduate courses, [we provide course syllabi in one package for the students in studios where lecture courses in that term are designed to connect either topically or physically.

Future developments

As mentioned before the BArch is designed and supported by not only the faculty but also the administration for expansion to provide a broader array of perspectives in different scales from the macro to the micro. This line of thinking will manifest in years to come by way of formal and informal collaborations with surrounding schools of architecture including University of Nevada Las Vegas [450 miles to the south] and the University of Utah [~450 miles to the east] to begin. We are also building collaborations with local entities including the:

Desert Research Institute (https://www.dri.edu/
Black Rock Design Institute (events linked to and advertised with the Nevada Museum of Art https://www.nevadaart.org/event/black-rock-design-institute-presents-craig-steely/) and
Nevada Museum of Art (https://www.nevadaart.org/)

Through these collaborations we wish to develop a lecture series for students and potential collaborative studios and partnership projects presenting them new and expanded horizons as students of architecture.

We are also working with the Undergraduate Students Association Council (USAC) for formal credit hours in study abroad programs to destinations around the world further enhancing the student's global perspectives of all things impacting and expanding the profession of architecture today.

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.

Program Response:

Course List
AAD 230 Design with Climate
ABS 331 Environmental Control Systems I
ABS 332 Environmental Control Systems II
AAD 101 and the Grading and Drainage class.

Approach
Reno, Nevada, has a regional uniqueness that makes evaluating the biological systems and diversity a must for the students. The Lake Tahoe watershed is exceptionally fragile and is undergoing significant economic transformation due to climate change and tourism. The Mountain Western states face high winds and snow accumulation challenges, while the Great Basin has challenges with drought conditions and emerging solar and building electrification trends. The BArch program uses this ecological knowledge as its foundation and instills values such as equity, social justice, and stewardship of natural resources. All of the projects developed at school consider sustainability and resilience with the idea of improving the built environment practices on health and stewardship of resources.

The BArch recognizes that Ecological knowledge is essential to education, which is why we have adopted a holistic approach through different pedagogical formats such as workshops, projects, lectures, and studios. Ecological knowledge should be present throughout the entire curriculum for the students.

During the first semester, the program offers AAD 101 Design with Nature which Introduces the concepts of natural systems and their influence on human activity and the living environment. Reviews the historical context and cultural adaptations and introduces the essential management and use of the natural systems—also the natural, biological, cultural, and design management philosophies.

During the fourth semester, the program offers the course AAD230 Design with Climate. The course covers basic knowledge of solar design history, solar procession, climatological data for Reno and Northern Nevada, energy reflection, transmission and absorption, heat transfer, heat storage, types of collector systems, and their sizing as it relates to architecture. Students finalize this course by creating a small project that responds to the ecological requirements of the site.

During the third year, ecological knowledge is learned more technically with courses such as ABS331 Environmental Control Systems I and ABS 332 Environmental Control Systems II. In these courses, the focus goes on the principles of design and integrated natural and electrical lighting systems, water use and conservation systems, storm and wastewater management and treatment, acoustic systems, as well as principles for evaluation of sustainable architecture. These courses educate students to understand the implications of design decisions for materiality and

systems as well as how these are interwoven with the natural and built environments.

Some of the core concepts that we cover in these classes are Site Orientation and Climate (Sustainable Design Principles), Structure, Envelope (Sustainable Design Principles), Materials (Sustainable Design Principles), Heating, Ventilation, and AC (Sustainable Design Principles).

At the same time, these concepts previously presented play a fundamental role in the studio courses along the degree. During the first and second years of the BARCH, special attention is placed on embedding ecological concepts in all the projects. AAD 180 and AAD 280 projects cover introductory site analysis and relationships between site and building.

Assessments, Modifications, and Innovation
This program assesses the effectiveness of teaching and student outcomes using a variety of tests provided by the instructor, such as written responses, essay assignments, quizzes, exams, projects, class discussions, and presentations that require active engagement within the classroom, prerequisite courses emphasize the development of ecological consciousness in critical discussions, documentaries, and arguments.
In the BArch program, assessments of ecology and environmental responsibility for AAD 230 are a combination of quizzes, midterm, final exams, and a project where the students test all the learned concepts. In this class, students get to analyze the Reno, NV climate and propose sustainable design strategies that can work for the project.
Similar to other coursework like design, ecological responsibility is a key attribute of the program and as such, it is top of mind during PLC meetings.

Future Developments
We are working in coordination with other courses, such as Studio courses, to apply concepts learned about ecological knowledge.

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

Program Response:

Course List
AAD 201 History if the Built Environment

Approach
The curriculum of History of the Built Environment is designed to give students an overview of the built environment around the world and the impact of human activity through history. It also aims to increase student's awareness and understanding of the active value of history, theory, and criticism of history in architecture. In these courses, students can recognize architecture as a cultural production of political, economic, social, and cultural forces essential to the disciplinary function of design. The curriculum helps our students develop the capacity for analysis and critical thinking and write about the cultural and political consequences of architecture on a global scale.

AAD 201 History of the Built Environment focuses on introducing students to the first traces of architecture in the world. The modality of this course is online asynchronous and has pre-recorded lectures that the students can follow along with the book. All students are required

to ask questions and participate through online discussion boards. This course will review the built form of architecture and urban design from various cultures and civilizations throughout history. Specific study periods include the Ancient World, the Medieval Period, the Renaissance, and Modern Times. Historical events and developments in non-western civilizations' architecture have shaped philosophies, cultures, and civilizations. The same as course as HUM 201

Assessments, Modifications, and Innovation
The BArch uses various methods to assess the efficacy of the outcomes and objectives across the courses of AAD 201 History of the Built Environment and AAD 202 Analysis of the built environment. This course relies heavily on multiple-choice tests and essay composition. Moreover, the modality of both of these courses is online, and we take advantage of the flexibility of the course for students to exercise the composition of essays to explain their learnings throughout the semester. One way we can assess whether the students have learned the material is by exams to measure how well the students understand the content of the class imparted through lectures, readings, films, and podcasts. Also, the students have to compose a research paper where they choose a building of historical importance and research its architectural traits. Finally, they create a website through google sites to share their findings with the online community.

Future Developments
As a future development, the plan for this course is to make it an open educational resource so more students will have easy access to the content without purchasing books. We are currently working on the content and the selected resources we will propose for this course.

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

Program Response:

Course List
AAD 282 – Fundamentals of Architectural Design II
AAD 350 – Design Studio I
AAD 351 – Design Studio II
AAD 452 – Integrated Design Studio I
AAD 455 – Integrated Design Studio III
AAD 480 – Thesis Research (Quantitative)

Approach
While research is not a core part of all courses at Truckee Meadows Community College given it technical college affiliation, the program of architecture strives to expose students to primary research methods including qualitative and quantitative study to underpin, guide, and refine and focus of our student's work and their well roundedness as early practitioners. Three areas central to the program's focus where various types of research are critical are: design, ecological responsibility, and craft in construction and fabrication. The program has worked in its means to educate students with the ability to conduct research in these areas and to have working understanding of innovative processes and techniques at the cutting edge of our current profession.
Over the last two years the program has made steps in the following areas:

• Hiring of faculty with strong research experience and potential. [future PhD for AAD 480]
• Developing and expanding facilities for research and innovation. [Digital Fabrication]
• Integrating basic research skills into early curricula. [Studio sequence per PLC]
• Implementing innovative technologies within our studio coursework. [AR/VR]

Faculty
Expand faculty through targeted hires that possess knowledge in critical research areas at both tenure-track and part-time levels.
Research Facilities:
The PLC guides the program needs to expand its ability in conducting research through facilities focused on innovative technologies and media such as digital fabrication, augmented reality, and additive manufacturing.
Research Skill Foundations:
The ability of students to conduct research relies on multiple years spent developing basic research skills. That is, you cannot put students into an increasingly research based professional world and expect them to succeed unless they have spent years developing strong foundations in critical thinking, information gathering and analysis, and the ability to construct and test hypotheses. The program has been working throughout the foundation and intermediate levels in studios, and lecture coursework to strengthen students' research capabilities. One of the primary ways this has been accomplished is through an increased use of case studies and precedent analysis across all curricula in coordinated methods.
Advanced Technology:
Coursework being planned will be experimenting with implementing innovative technologies such as augmented reality (AR) and virtual reality (VR). These technologies are rapidly changing the way architects, clients, and contractors are visualizing the built environment and students should be capable of applying these in innovative ways within corresponding studios.

Thesis Research
The goal for AAD 480 will be to help students advance their architectural thesis in more experimental ways focused on critical innovations within the discipline. While prior studios would have focused on more qualitative research methods, this course will focus on quantitative methods. In thinking of planning our final year as a "Final Project", we believe that for many, these can accidentally create a false narrative where students feel they should be focused on designing something within the boundaries of the current profession instead of designing the future of the profession itself. The program's thesis sequence is designed to change this misconception among students/faculty and intended to make the underpinnings of thesis work more focused on experimentation and innovation.

Assessment, Modification, and Innovation
Program is currently piloting this area and will assess per program's standards for review.

Future Developments
Program is currently piloting this area and will propose future developments after assessments can be made per program's standards for review.

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

Program Response:

Course List
AAD 350 Design Studio
AAD 351 Design Studio
AAD 256 Introduction to Land Use Planning
AAD 455 Integrated Design Studio

AAD 412 Professional Practice I
AAD 413 Professional Practice II

Approach
At TMCC, we are aware of the significance of leadership and collaboration. This culture is emphasized as the foundation of our design studios and professional practice classes and is brought daily to our program by our professional staff. recognizing their accomplishments as professional architects who regularly collaborate with a variety of stakeholders and clients; Opportunities for direct engagement are built into our curriculum.

Clients are architects' primary source of project parameters and design feedback. Architects rely on consulting engineers for their expertise, which then the design architect is responsible for bringing the design together in one. Through our Construction Management program, our students are exposed to jurisdictional regulations concerning building codes, planning ordinances and life safety issues providing them the required skills for the job market. As our natural environment continues to evolve, we envision architects collaborating with ecologists, geologists, urban planners, botanists and urban foresters. COVID-19 changed the workplace, common technologies such as video conferencing now provide a collaboration challenge and opportunity for our students to interact with colleagues, clients and other design team members.

The Architecture program seeks to expand our direct engagement with other disciplines, such as the existing Construction Management program at TMCC. Other Collaborations will include interdisciplinary, speculative projects, and community and regional projects unique to our high desert mountain environment. In addition, the program will collaborate with other institutions and disciplines outside of the program such as through the University of Nevada, Reno College of Engineering.

As our program develops, we will experiment in this new era of digital collaboration to obtain the same, if not enhance the experience of in person collaborative opportunities. We realize the workplace has changed; however, the industry and clients service expectations remain. At TMCC, we invite this new collaborative form and provide the structure for this experimentation. Our instructors, many of which are practicing professionals, are simultaneously navigating this issue in their companies.

AAD 230 Designing with Climate course will provide students opportunities to design speculative projects in demanding physical environmental climates such as Lake Tahoe and high mountain desert, while dealing with regulatory processes imposed by the Tahoe Regional Planning Agency while also collaborating with the local non-profit Keep Truckee Meadows Beautiful, dedicated to creating a sustainable and beautiful region in Northern Nevada.

Arch 461 and 462 courses Urban Theory and Design I and II, teams of students will experience the societal issues of the urban centers of Reno / Sparks as the communities change from gaming centers and are now focused on distribution and manufacturing as their economic engine. Adding to the dynamics are the influence of the adjacent rural areas of Fallon, Fernley and Carson City.

Assessment and Benchmark
Our students know that they cannot work alone. Our assessment includes collaborative projects in many of the design studio courses where students are evaluated on project

completeness and ability to work in a team environment. Participation is imperative, both in studio and group; as no one works in a vacuum during their career our students must endure through and grow from the collaborative process.

Future Developments
As the BArch program establishes and grows, we will engage with community stakeholders and TMCC in our Northern Nevada home base but also expand throughout the Northern California region and directly involve the rural Sierra communities as they grapple with growth, sustainability and preservation of natural resources.

Our AAD 455 Integrated Design Studio, will emphasize the leadership roles the Architect directs in the integrative design process and the challenges of delivering sustainable environments. Our uniqueness of size and teacher to student ratio provides a strong foundation of engagement of the construction process. As the program grows TMCC will establish a speaker series inviting visiting professionals and professors on the importance of sustainability, leadership and personal growth.

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

Program Response:

Course List
AAD 282 - Fundamentals of Architecture Design II
AAD 256 - Introduction to Land Use Planning
AAD 410 - Professional Practice I
AAD 413 - Professional Practice II
AAD 416 - Professional Practice III
ABS 341 - Structural Systems I
ABS 440 - Structural Systems II
AAD 452 - Integrated Design Studio I
AAD 461- Urban Theory and Design I
AAD 480- Thesis (Research)
AAD 475- Portfolio
AAD 485- Thesis

TMCC fosters ethical and critical thinking with our students and faculty, so they grasp the power of design to forge our physical and social environment. Our scale provides an advantage to emphasize the importance of developing skills and progress into leadership roles in the architectural profession. TMCC is creating an educational environment for students to navigate the mandates of a contemporary architectural practice while addressing our socio-economic issues within our urban and rural regions. Every staff member is responsible for implementing these values in their respective classes. TMCC invites community members to participate in the vitality and passion of the studio work and discussion. Student performance is measured by the level of dialogue, innovation and the design process as well as by the quality of work produced; the weight of one doesn't overshadow the others. A culture of constructive critique is being developed so that students grow their design spirit to become critical yet optimistic contributors to society.

Student and staff growth is imperative at TMCC and aligns with the school's values of nurturing a climate of innovative and creative thought. Ethical practices and integrity are ingrained in the culture of TMCC and emphasized within the BArch program.

Assessment, Modification, and Innovation

Our concise faculty meets regularly with each other and students though the PLC to gain feedback on the status of our program. In these meetings, detailed examination of our curriculum and teaching occurs. Also, aside from the PLC, students are provided the anonymous opportunity to critique each class at semester's end. Comments derived from these meetings and reviews provide the information needed to make any necessary changes.

Staff members will voice their concerns and proposals during these and other staff meetings, and all staff are also encouraged to approach the members of the PLC directly. With our professional working faculty and our small size, our students are fostered in an environment which provides more personal time.

AAD 416 Professional Practice III will require students to study within the Architectural work environment to experience the professions' challenges in working with clients, staff and daily operations while promoting growth, inclusion and innovation. Students will be introduced to the complexities of the contemporary architectural practice.

Future Developments

As the program continues to evolve and become a prominent presence in the TMCC community we will continue to expand regionally in the mountain west partnering with both urban and rural communities emphasizing the responsible and sustainable use of resources that are critical in our mountain and high desert environments.

PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

Program Response:

Course List
  AAD180 Design Foundation I
  AAD 183 Fundamentals of Design Discussion II
  AAD 201 History of the Built Environment
  AAD 280 Fundamentals of Architecture Design I
  AAD 350 Design Studio I
  AAD 351 Design Studio II
  AAD 452 Integrated Design Studio I
  AAD 453 Integrated Design Studio II
  AAD 455 Integrated Design Studio III

Approach

Truckee Meadows Community College is at the forefront of initiatives to ensure that all students are part of a welcoming atmosphere that values integration and diversity. In addition, we value preparing our students to design for a sustainable future and champion our Core Value of resource stewardship via conservation, education, and healthy lifestyle choices. As our local community's largest Community College, TMCC's student body and faculty exhibit broad diversity. TMCC's student body is majority minority represented and due to lower and more accessible tuition figures compared to our local and surrounding out of state colleges and universities, we fill a very important gap providing a reachable path to quality architectural education for students who would otherwise feel that professional architectural education is financially out of reach.

Please reference our shared drive for statistical reports provided for the Visiting Team.

Beyond the makeup of our student body and faculty, the BArch studio courses play an essential role in deepening the understanding of students about the cultural diversity and social context of the project site. Students are required to research each site chosen for a studio project to evaluate the current and past cultural activity present and both use these as a driving force for their projects but also record them for evaluation as well.

Assessments, Modifications, and Innovation
Please reference our shared drive for current college wide studies regarding EDI provided for the Visiting Team.

Future Developments
Please reference our shared drive for current college wide studies regarding EDI provided for the Visiting Team.

As a program, we are working towards the implementation of recommendations made in our studies. Furthermore, we are also working on the reinstatement of the current AIAS chapter as well as very early conversations with the students at UNLV regarding the possibility of creating a NOMAS chapter for the entire state of Nevada. This would be in conjunction with the new but not fully finalized proposition to create a NOMA Nevada chapter.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

SC.1 Health, Safety and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

Program Response:

Course List | Bold courses are Measurable
AAD 101 Design with Nature
AAD 125 Construction Drawing and Detailing
AAD 280 Fundamentals of Architecture Design I
AAD 183 Fundamentals of Design Discussion II
AAD 230 Design with Climate
AAD 256 Intro to Land Use Planning
AAD 261 Intro to Topo Design/Tech
ABS 321 Construction Tech I
ABS 341 Structural Systems I
AAD 350 Design Studio I
ABS 331 Environmental Living Systems I
ABS 440 Structural Systems II
AAD 351 Design Studio II
ABS 332 Environmental Living Systems II
AAD 452 Integrated Design Studio I
AAD 461 Urban Theory and Design I
AAD 410 Professional Practice I
AAD 453 Integrated Design Studio II
AAD 462 Urban Theory and Design II
AAD 455 Integrated Design Studio III
AAD 485 Thesis (Design)

Approach

The AIA defines Health, Safety and Welfare:

Health: Those aspects of professional practice that improve the physical, emotional, and social well-being of occupants, users, and any others affected by buildings and sites.

Safety: Those aspects of professional practice that protect occupants, users, and any others affected by buildings or sites from harm.

Welfare: Those aspects of professional practice that enable equitable access, elevate the human experience, encourage social interaction, and benefit the environment.

As such, Health, Safety and Welfare (HSW) are broad considerations that infiltrate almost every aspect of architectural education. Awareness of and sensitivity to human health and welfare concerns are integrated into all design studios taught at TMCC. Safety aspects of architectural design are introduced in design studios, but studied in more depth in other course work, particularly in the upper division studios and professional practice courses.

In all design studios, the human context of design is paramount. Students will be asked to consider the intentions and impacts of their designs on a range of health and welfare concerns from access to daylight and fresh air to the equity and access issues at play in different communities and different project types. Focus on HSW topics reminds students that they are designing not for "occupants" but for actual humans who will be impacted everyday by using, visiting, or just passing by their creations. As students move into higher level studios, students will be asked to look at their work through the lens of more specific HSW concepts such as Universal Design, trauma-informed design, or passive ventilation.

The safety aspect of architectural design, particularly as it relates to the building codes and other regulatory requirements, will be part of the curriculum in the Professional Practice Courses. The IBC, IECC, ANSI 117.1 and locally zoning codes will be the primary focus, though students will be made aware of the larger number of other codes and regulations that architects are concerned with. The goal of this coursework is to understand the concepts underlying each code (whether that be life-safety, sustainability, or access), and how those concepts thread through each portion of them. Students will be asked to apply the code to their studio projects, gaining an understanding of the hierarchy, flow, and inter-relatedness of code sections. When completed with the Professional Practice coursework, student should have a framework with which to approach various building codes and an awareness of the resources through the ICC, AIA, and NCARB to gain further knowledge.

In other coursework, HSW will be integrated into the curriculum on a topic-by-topic basis. Courses like Environmental Living Systems go into depth on sustainability and healthy interior environments. In Construction Tech, students are taught not just about different materials and how they are used in construction, but the context of using those materials in practice and their impact on life-safety, human comfort, and sustainability.

Assessments, Modifications, and Innovation

To gauge student success at incorporating Heath, Safety, and Welfare into their design thinking, the architecture program will rely on the review of student work by both faculty and invited design professionals. Through desk crits, class discussions, pin-ups, and final reviews student work will be critiqued on the basis of response to HSW concerns, providing many avenues of "live" feedback to students. This feedback will also be provided to students in written form.

Each semester, student course assessments and feedback from visiting will be considered when evaluating the success of the HSW curriculum. Overtime, faculty will compare current and past student work, looking for areas that need improvement and for areas of success that can be built upon.

Future Developments
TMCC's faculty maintain a clear focus on emerging topics and better definition in this area. The AIA has recently broadcast a linguistics and definition change to the HSW cited above. Identifying the W as now Wellbeing. We will be watching this closely, seeking guidance from the AIA, discussing the plan for alteration and inclusion within our curriculum.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

Program Response:

Course List | Bold courses are Measurable
ABS 341 Structural Systems I
ABS 440 Structural Systems II
AAD 351 Design Studio II
AAD 452 Integrated Design Studio I
AAD 461 Urban Theory and Design I
AAD 410 Professional Practice I
AAD 462 Urban Theory and Design II
AAD 413 Professional Practice II
AAD 416 Professional Practice III
AAD 475 Portfolio
AAD 485 Thesis (Design)

Approach
While concepts of professional practice are introduced throughout many courses in the program, the professional practice tract we are creating at Truckee Meadows Community College is a series of 3 courses that will focus directly on the regulatory, theoretical, and professional practice of architecture. With this, the elements of health, safety, and welfare are the objectives that are of critical importance but in the light of an evolving and expanding professional practice landscape. These courses are in synchronicity with design studios and other upper division courses to better prepare a student for licensure and successful practice after competition of the BArch program.
Professional practice requires specific understandings of leadership, management, business, and legal context and while other courses can accompany these in the form of electives, these courses will be directed specifically to the practice of architecture. Designed to not only address but also open conversation for future advancement in collaboration and communication within a studio environment, these open forums to not only nurture ideas but also express them verbally and graphically. Finally, the professional practice courses along with other courses in the program are intended to constantly address ongoing contemporary issues of politics, diversity, equity, inclusion, the environment, and technology.
These courses are being designed to be immersive experiences for students, using case studies, guest lectures of subject matter professionals, field trip visits to regulatory and professional offices, job site visits, and collaboration with adjacent fields all to foster a rich, state of the art curriculum for our students.

Class sessions and assignments will include content such as critical readings and other types of media that will support a historical, theoretical and contemporary understanding of the profession along with supporting consultants and neighboring fields in the form of written, verbal or project displays. These will continually coincide with student enrollment course mapping and give ample opportunity for collaboration, discussion and feedback with experts in the field to create a path for individual success in professional practice.

Assessment and Benchmarks
These courses, although taught by an Individual will work synchronously with the current design studio and other courses a student is enrolled in at that point in the curriculum path. The evaluation of content comes into term meetings held by the PLC. There will be four primary methods of delivery and assessment.
1 - Individual assessment of content through participation in discussions, case studies, professional firm visits, site visits and other venues that may present themselves.
2 – Group assessment of team efforts to deliver case study evaluations and analysis of material presented.
3 – Summarization of texts and in class discussions with a panel of experts, professionals and or peers that will include verbal / digital reporting to class.
4 – Midterm and Final Project assessments including student proposals for research methodology, project execution and outline.

The short-term benchmarks which are embedded within the course structure include elements that include exposure to a variety of media that will ensure the students are deeply involved in professional practice topics in multiple ways, to provide a diversity of perspectives of topic discussions. Through the avenues of readings, class discussions, assignments, research, case studies, development and design, student progress and course feedback will be mapped into a curricular content to assess for deficiencies that then can be re-assessed for adjustments to be made.

Long term benchmarks will be in the form of continuous student tracking in the lens of exam outcomes, licensure, and professional stability as our students grow into various roles within our local and broader professional communities. Student feedback and responses to questionnaires as well as continued relationships with students that are active in the AIA and other architectural organizations will assist in developing these data sets and feedback to initial prototyping and design of the professional practice coursework.

Evidence
Class assessments will be designed to promote an understanding of topics and serve as a record of the students' progress and mastery of professional practice and its tributaries. An organization and templating of student projects through written and verbal presentations, case studies, project responses, exams, discussions, and lectures will all be presented to show progress and advancement in these courses. This in turn will serve as a way to continually assess the learning objectives and outcomes and promote ongoing development.

Future Developments
For the duration of candidacy TMCC will continually assess the development of the professional practice coursework through verbal and written communications. The purpose of developing this is to not only give a student the tools needed to pass their registration examinations, but also to provide the information that will give the student success in the professional world.

A continued relationship with the professional community in the region is instrumental in the success of the professional practice coursework. Interaction with firms, companies, regulatory, and other community assets all will continually help develop these courses. In turn, we will be able to provide a more up to date and future prediction of how a professional

practice can be designed for an ever changing and evolving professional landscape. This helps us challenge norms and aspire to offer "state of the art" professional practice education.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

Program Response:

Course List | Bold courses are Measurable
AAD 125 Construction Drawing and Detailing
AAD 201 History of the Built Environment
AAD 282 Fundamentals of Architectural Design II
AAD 230 Design with Climate
AAD 256 Introduction to Land Use Planning
AAD 261 Introduction to Topo/Design Tech
ABS 321 Construction Tech I
ABS 341 Structural Systems I
AAD 350 Design Studio I
ABS 331 Environmental Living Systems I
ABS 440 Structural Systems II
AAD 351 Design Studio II
ABS 332 Environmental Living Systems II
AAD 452 Integrated Design Studio I
AAD 410 Professional Practice I
AAD 453 Integrated Design Studio II
AAD 462 Urban Theory and Design II
AAD 413 Professional Practice II
AAD 455 Integrated Design Studio III
AAD 416 Professional Practice III
AAD 485 Thesis (Design)

Approach
All of the core architecture courses offered by TMCC are designed to address questions of life safety, laws, and regulations as both an implicit and explicit element. AAD 256 introduces Land Use Planning and examines the broad questions of land development at the early stages of design, incorporating local building codes, zoning, and other land use regulations. As design projects develop, specific code questions regarding ADA, life safety, and legal questions move to the AAD courses of 350,351,452,453,410, 413, 416, and 485 all of which will provide students the opportunity to engage in various types of regulatory contexts including land use codes, building codes, licensure laws and business and tax laws.

The topics of licensure and business are further addressed in our professional practice courses. Professional practice AAD 410, AAD 413, and AAD 416 are designed and developed in coordination with their corresponding design studio in order to allow for stimulating exchange of concepts and ideas. At several points during the semester, professional practice and design studio faculty will attend each other's classes and reviews in order to align life safety, technical, and regulatory concepts within student work. We offer a AAD 461 and 462 Urban
Theory I and II that present questions related to urban planning, land use, safety and social sustainability.

Assessment and Benchmarks

In order to assess students' engagement with questions of regulatory context, we rely on both our core faculty as well as invited design professionals to review work. We use design juries, pinups, desk crits, and presentations to give comprehensive feedback to our students. That feedback is recorded and then submitted to the students as a written narrative—they hear the information once in a spoken review, and then receive written notes afterward reinforcing the review. This feedback is incorporated into our grading rubric.

Because much of our faculty are also working professionals, to keep current in their licensure regulations, they commonly attend lectures, speaking engagements, construction sites and other venues that help them keep their education current from a regulatory standpoint. Faculty who are not required to do this are strongly encouraged to join similar events to embody the concepts of lifelong learning.

Evidence
TMCC will provide different elements of Regulatory Context to support each course in the form of physical presentations, graded exams/papers, and other projects. The most comprehensive evidence we will provide is complete student projects and designs. Our goal is to ensure that the complexities of the regulatory context are presented clearly and completely. We also provide complete lectures and presentations by faculty and all course materials, including syllabi, and handouts will be readily available to the visiting team.

Future Developments
As with all our courses and programs, we strive to expand our teaching of regulatory context. In the future, we would like to run studios that use regulatory and land use questions as a start to a project. TMCC is excited to receive insight from other programs as well as alternate approaches and as such, our faculty are currently visiting other programs to understand how diverse pedagogical methods work in the context of regulatory curriculum. Regionally, we would like to create open dialog and conversations with the architecture programs of University of Utah, University of California, Berkeley, University of Idaho, and University of Nevada – Las Vegas regarding their approaches and efforts.

We will continually be working to update and strengthen our curriculum in the areas of regulation, codes, and life safety—both from the perspective of understanding and design. Our instructors constantly evaluate new tools and make use of existing and new resources within TMCC. From the new numerous fabrication and computer labs, new software, expanding our library we're committed to fold the concept of regulatory thinking into all new expansions of the program.

Lastly, strengthening our connections to the broader regional Northern Nevada community is important to us. We currently have close ties within this community and many of its architect-members participate in design reviews and presentations. Nevertheless, we want to create strong connections with practitioners and agencies outside of the Reno/Sparks metro and into Carson City, Lake Tahoe along with rural counties in both Northern Nevada and California, the Public Works Department, and other regulatory agencies that are relevant to Architecture regionally.

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.

Program Response:

Course List | Bold courses are Measurable
AAD 101 Design with Nature

AAD 125 Construction Drawing and Detailing
AAD 180 Design Foundation I
AAD 181 Design Foundation II
AAD 223 Graphic Software for Architects
AAD 280 Fundamentals of Architectural Design I
AAD 201 History of the Built Environment
AAD 282 Fundamentals of Architectural Design II
AAD 230 Design with Climate
AAD 261 Introduction to Topo/Design Tech
ABS 321 Construction Tech I
ABS 341 Structural Systems I
AAD 350 Design Studio I
ABS 331 Environmental Living Systems I
ABS 440 Structural Systems II
AAD 351 Design Studio II
ABS 332 Environmental Living Systems II
AAD 453 Integrated Design Studio II
AAD 413 Professional Practice II
AAD 480 Thesis (Research)
AAD 416 Professional Practice III
AAD 475 Portfolio
AAD 485 Thesis (Design)

Introduction
The TMCC program emphasizes the importance of Structures, Environmental systems, Materials method, Historical precedents and Building construction relating to design and sustainability. Students are taught that understanding building systems is essential when creating real world design solutions.

First Year technology taught in AAD 223 Graphic Software for Architects, provides the toolkit for students moving forward into the design studios where design and technology are integrated so that tools and technologies can be applied to design issues and principles in the Integrated Design Studio Classes.

Following AAD 223, students are required to expand their knowledge to a far-reaching range of technical and performance-related topics, the main objective of subsequent course content is to undertake practices aimed at deepening the understanding and application of these factors and deepening the understanding of their impact on building design. This is achieved through the process of repeating fundamental aspects of content and introducing additional topics as students continue through the technical sequence of Design Studio I, II and Integrated Design Studio II and finally Thesis Design Studio. This process is further enhanced using academic and professional faculty. Academic faculty provide students with access to and understanding of the broad and comprehensive nature of performance-based architecture, while professional engineers provide a more focused and in-depth application of structural, mechanical, and electrical considerations.

AAD 180 and 181 courses seek to integrate and instill an understanding of information and performance-based facets, including issues such as sustainability, building systems, and material considerations in both structural and building envelope applications, linking this information with idea-based themes underlying studio investigations. Our intent is to provide students with a balanced and inclusive perspective of the need for an integrative understanding of both domains.

Following the introduction of broad technological and performance-based subject matter, the prime objective of subsequent course content pursues practices intended to deepen the

comprehension and application of these factors, developing an understanding of their impact on building design. This is achieved through a process of repeating fundamental aspects of primary course content and introducing new subject matter as students matriculate through the technology sequence. The process is further enhanced using both academic and professional faculty. Academic faculty provide the students access and understanding to the broad and integrative nature of performance-based architectural positions while professional engineers provide more focused and in-depth application to structural and mechanical considerations.

Construction drawing and detailing AAD 125, provides students with the basics of detailing different conditions and building assemblies. Students experience the importance of waterproofing, insulation types and finish detailing their design projects. Including different structural systems: Concrete, Wood, Steel and how those systems relate to one another and the entire building design. Construction Tech I – provides the students a hands-on experience in the studio and field to experience how construction components interact to create a unified assembly. Structural Systems courses ABS 341 and ABS 440 introduce the students to the forces applied in a building design and the importance of selecting the most efficient system for the solution

Applied use of this technical knowledge is an expectation of student design work in Design Studio I, II and Integrated Design Studio II and finally Thesis Design Studio.

Assessments, Modifications, and Innovation
Assessment occurs throughout the semester in every class and curricular assessments are made at the end of each term by the PLC. In classes, students are graded on their understanding and implementation of technology and structural systems into their design studio projects to prove how assemblies could be fabricated and implemented within their respective designs. Our diverse staff of working professionals provide the students with a balanced working environment while expanding their studio experience.

Design studios will always be at the forefront of the educational experience, however technology, emphasis on new building typologies and hands-on building assemblies is also integrated into various seminar style courses including ABS 321 Construction Technology I.

Future Developments
As our program continues to grow, the technology component will continue to expand as well. Today's professional work environment is not a calculation-based or "prescriptive" approach. Because of this, our technology courses will take advantage of TMCCs established presence in the community and the regional area to create a large pool of designers from multiple disciplines. This will provide students with the required awareness and understanding of broader aspects of technical knowledge, while enlightening their perspectives regarding design issues and opportunities of our ever-broadening multi-disciplinary future professional environment.

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.

Program Response:

Course List | Bold courses are Measurable
AAD 280 Fundamentals of Architectural Design I
AAD 282 Fundamentals of Architectural Design II

AAD 230 Design with Climate
AAD 256 Intro to Land Use Planning
AAD 350 Design Studio I
ABS 440 Structural Systems II
AAD 351 Design Studio II
ABS 332 Environmental Living Systems II
AAD 452 Integrated Design Studio I
AAD 453 Integrated Design Studio II
AAD 455 Integrated Design Studio III
AAD 480 Thesis (Research)
AAD 475 Portfolio
AAD 485 Thesis (Design)

Approach
Within our program, we center around the concept of design which helps us create a learning environment deeply rooted in systems thinking principles allowing the convergence of many disparate ideas and concepts and synthesizing them into a single design direction manifesting solutions to the complexities of architectural design at various scales simultaneously. From the city to the building to the object. The architectural design problems given to students through our studios simultaneously involve history, sociology, economics, politics, ecology, technology, materiality, communication, and formal development into the curriculum. The surrounding curriculum to that of the Studio sequence reinforces this synthesis while also offering true depth in these specialties.

As a part of TMCC's approach to architectural education, we believe in a strong tectonic core that allows the students the ability to fully realize their design work. This core reflects the values and ideas at the center of our college—and reinforces integration that synthesizes the many aspects of architectural design into a provocative yet attainable end result. We believe that it's not enough to solely focus on the provocations of intellectual architectural design but rather challenge our students to become skilled in the technical abilities to execute even the most challenging designs. In the realm of Design Synthesis, our program is tied together with the following six areas.

- Design grounds our understanding of the studio and the built environment.
- Media and Technology helps us unify our way of thinking through visualization, representation, and the use of both software and physical tools.
- Building Systems and Building Technologies expands our thinking about the possibilities of layered integration throughout the built environment.
- History and Criticism enhances our thinking about design culture as a critical and thoughtful field.
- Urban and Rural Geographies and Economies integrates our thinking about the pluralism of where we do our work and the region we live within.
- Ecological responsibility and Resilience expand our concepts of conservation sustainability and future ecological stewardship in relation to the built environment.

While not specifically outlined, the knowledge offered to students at TMCC fits into the disciplinary areas listed above. These disciplinary areas, taken together, help shape our graduates with a deep knowledge as well as the possibility for specialization within any. Our goal is to produce well rounded and capable architects at every scale, who deeply care about the stewardship of our shared resources.

Our studio courses progress in an integrated ladder with increasing levels of complexity, expectations, and layers of systems thinking. In early design studios focused on the fundamentals, we introduce primary concepts of light, space, and material as well as questions of perception, humanity, order, structure, and environment as a context of

operation. Building upon this, the curriculum integrates deeper concepts of culture, context, history, spatial/site relationships, and building tectonics and performance. By the end of the 5th semester in the BArch, students are able to synthesize design to manifest integrative buildings that include consideration of sustainable principles, user needs, social context and program, primary urban/rural concerns, environmental control systems, accessibility, primary structural systems, and material detailing for performative articulation in addition to other concepts. All of these items are expected to address questions of site, urban/rural context, the social realm, and the ecological responsibilities of the contemporary built environment. Simultaneously, we integrate media in the same pattern of building from simple to more complex to train students in the use of a variety of representational tools and media, from handicraft to digital, 2D/3D to immersive, physical and virtual. These media are critical to the communicational skill development and ultimate success of the students.

Assessments, Modifications, and Innovation
Design Synthesis assessment is performed in different formats but due to the nature of this needing to be evaluated in the light of impacts based upon students' design decisions, later stage, more developed projects are better suited for this type of review. Final reviews, juries, and discussions are primary methods of assessment. Design juries are organized with guests from both inside the college but also from the local professional community. Guests provide critique and commentary on student projects comprehensively. Our Student Jury Assessments are a very valuable tool in this process. While these assessments can be scored, they are kept in confidence between the juror and the student and only scores assigned by the instructor count toward each student's grade. Students are evaluated on multiple categories depending upon the type of studio they are in or type project they are working on. They are also given written comments within each of these categories and able to discuss with jurors regarding any comments rendered.
While not specifically focused on Design Synthesis, it's also important to note that the assessment strategies listed in PC.2 Design, are also used in the assessment of Design Synthesis. Most importantly, the use of the Program Leadership Committee (PLC) in the assessment of curriculum modifications.

Future Developments
Design Synthesis is a core to the success of the program at TMCC. Through the role of the PLC, we are continuously evaluating students' ability to incorporate complex information at all years of the program. As the program moves forward, we will be evaluating new and recurring curriculum and the success of students within every term and finding room for improvements and subsequent proposals for future developments within this realm.

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.

Program Response:

Course List | Bold courses are Measurable
AAD 125 Construction Drawing and Detailing
AAD 280 Fundamentals of Architectural Design I
AAD 282 Fundamentals of Architectural Design II
AAD 230 Design with Climate
AAD 256 Intro to Land Use Planning
AAD 261 Introduction to Topo/Design Tech
ABS 321 Construction Tech I
ABS 341 Structural Systems I

AAD 350 Design Studio I
ABS 331 Environmental Living Systems I
ABS 440 Structural Systems II
AAD 351 Design Studio II
ABS 332 Environmental Living Systems II
AAD 452 Integrated Design Studio I
AAD 453 Integrated Design Studio II
AAD 455 Integrated Design Studio III
AAD 480 Thesis (Research)
AAD 475 Portfolio
AAD 485 Thesis (Design)

Approach
Building Integration is threaded through our entire ladder of design studios and technical coursework at TMCC however we focus particular attention to these integrative concepts beginning in the 3rd year of the studio sequence. AAD 350 and AAD 351 are taught in parallel with technology seminars ABS 321, ABS 341, ABS 331, ABS 440, and ABS 332. In addition to social, cultural, and artistic focuses, architecture requires the integration of complex technical systems, including structure, material systems and assemblies, envelope, sustainability, environmental control, and life safety. The ability to understand the differences in benefits and deficiencies with these "technical" performative components, while still addressing issues of context, culture, form and space, etc. becomes the defining characteristics of good architecture. In this sense, Architecture must be both ideological and performative simultaneously, integrating high levels of technical information while also plugging into diverse communities, contexts, programs, and theories.

The curriculum introduces the technical aspects of architecture and building performance in layering stages. In the earliest semesters, students consider the fundamental principles of structure, space, material, geometry and proportion as central elements in their designs. Design Studios and Tech courses are closely integrated with synchronized curricula that share project contents as a vehicle for overlapping and integrated learning. The program strives to create an environment in which Tech and Studio instructors work in concert as a collaborative team: decisions about program organization, materiality, or atmosphere are never far from questions of structure, shading, airflow, or embodied energy. The program identifies these synergies early and emphasizes them regularly. As the semesters progress, the integration of the technical with the conceptual becomes more complex, nuanced, and sophisticated allowing students the opportunity of developing projects more suited for the complexities present in practice today.

Beginning in the 3rd year, the program offers the students deeper, more comprehensive building design projects. The Design Studio I and II as well as the Integrated Design Studio I and II specifically addresses the complexities involved in the making of architecture: building envelope and assemblies, structural systems, environmental control systems, life safety systems, building performance, accessibility and codes and regulations. These studios also incorporate the questions of site integration, complex programming, and sustainable and passive solar strategies introducing students to the many layers of a complete architectural project. These studios progress in measured steps, with many points of feedback and iteration. Faculty invite expert guests for both presentations and for reviews, in order to benefit from the broad knowledge available in and beyond the Northern Nevada design and engineering community.

Assessments, Modifications, and Innovation
Similar to all studios within the program, assessment is performed in different formats. Final reviews, juries, and discussions are primary methods of assessment. Design juries are organized with guests from both inside the college but also from the local professional

community. Guests provide critique and commentary on student projects comprehensively. Our Student Jury assessments are a very valuable tool in this process. While these assessments can be scored, they are kept in confidence between the juror and the student and only scores assigned by the instructor count toward each student's grade. Students are evaluated on various criteria and are also given written comments within each of these categories and able to discuss with jurors regarding any comments rendered.

It's also important to note that the assessment strategies listed in PC.2 Design, are also used in the assessment of Design Synthesis. Most importantly, the use of the PLC in curriculum assessment and modification.

Future Developments
As the program moves forward, we will continuously be evaluating new and recurring curriculum and the success of students and finding room for improvements and alterations. These improvements will be proposed following PLC meetings which happen every term.

4—Curricular Framework

This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional Accreditation

The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation.

Program Response:
NWCCU Accreditation
NWCCU BArch Program Approval

4.2 Professional Degrees and Curriculum

The NAAB accredits professional degree programs with the following titles: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

4.2.1 Professional Studies. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.

Programs must include a link to the documentation that contains professional courses are required for all students.

Program Response:

The BArch is built upon the minimum of 150 semester credits. Built-in are electives for students to explore additional professional studies.

TMCC Bachelor of Architecture Catalog

4.2.2 General Studies. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.

In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution.

Programs must state the minimum number of credits for general education required by their institution and the minimum number of credits for general education required by their institutional regional accreditor.

Program Response:

Core Curriculum
The minimum of General Studies or General Education Studies required by the Nevada System of Higher Education is:
- English – 6 credits/units
- Math – 3 credits/units
- U.S. & NV Constitutions – 3 credits/units
- Human Relations (embedded in AAD 180 & AAD 181) – 3 credits/units
- Science – 6 credits/units
- Art – 3 credits/units
- Humanities – 3 credits/units

Transfer students from other NSHE institutions
Both Western Nevada College (WNC) and Great Basin College (GBC) have existing articulation agreements.

Western Nevada College Articulation Agreement
Great Basin College Articulation Agreement

Transfer students - other
Transfer students (in state, out of state, and/or international) from institutions, without transfer agreements (as discussed above), will follow this evaluation process:
- Student shall submit an official transcript to TMCC.
- Student has to provide the catalog descriptions and syllabi of the courses taken at the previous institution.
- International transcripts shall be translated at the applicants' expense.
- If a studio credit needs to be transferred, a portfolio must be submitted. The submitted documentation will be evaluated by directors and faculty.

4.2.3 Optional Studies. All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors.

The program must describe what options they provide to students to pursue optional studies both within and outside of the Department of Architecture.

Program Response:
The proposed BArch curriculum has twelve (12) elective credits/units open to the pursuit of optional studies.

It is possible that "recommended elective courses" will be added throughout the accreditation process. *TMCC does not offer degrees in "Minor Studies"*

NAAB-accredited professional degree programs have the exclusive right to use the B. Arch., M. Arch., and/or D. Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

Program Response:
Within the Architecture and Construction program, which encompasses years one and two, the following Associate Degrees are offered: 1) Associate of Applied Science (AAS) in Architecture and Residential Design, 2) Associate of Applied Science (AAS) in Landscape Architecture, and 3) an Associate of Applied Science (AAS) in Construction Management. Micro-credentials are offered accordingly:

Architecture and Residential Design Catalog
Landscape Architecture Catalog
Construction Management Catalog

Within the AAS Architecture and Residential Design.
Students, along their way towards the AAS degree can obtain the following micro-credentials: 1) Architectural Drafting Certificate of Achievement (30 credits/units), an AutoCAD Skills Certificate (15 credits/units) and a Revit Skills Certificate (9 credits/units).

Architectural Drafting Certificate of Achievement
AutoCADD Architectural Drafting Skills Certificate
Revit Architectural Drafting Skills Certificate

Within the AAS Landscape Architecture.
Students, along their way towards the AAS degree can obtain the following micro-credentials: 1) Architectural Drafting Certificate of Achievement (30 credits/units), and an AutoCAD Skills Certificate (15 credits/units).   Should they choose, the Revit Skills Certificate is always an option. *Note, the micro-credentials in the AAS Landscape Architecture degree are identical to the AAS Architecture and Residential degree as mentioned above.*

Within the AAS Construction Management.
Students, along their way towards the AAS degree can obtain the following micro-credentials: 1) Construction Estimating Skills Certificate (18 credits/units) and a Construction Project Management Skills Certificate (18 credits/units).

Construction Estimating Skills Certificate
Construction Project Management Skills Certificate

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor. Programs must provide accredited degree titles, including separate tracks.

4.2.4 Bachelor of Architecture. The B. Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response: The BArch curriculum was approved by the Nevada System of Higher Education as meeting the 150 semester credit hours and coursework required general studies. In addition, during the month of February 2023, TMCC received official word from

Northwest Commission on Colleges and Universities (NWCCU) that TMCCs institutional accreditation has been reaffirmed.

4.2.5 Master of Architecture. The M. Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

Program Response:
Bachelor of Architecture at 150 credits/units.

4.2.6 Doctor of Architecture. The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response: NA

4.3 Evaluation of Preparatory Education

The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.

*See also Condition 6.5*

Program Response:
We have two possible tracks of admission. The first is students that start school for the first time, and the second is students that transfer.

First-year students have to complete the TMCC Application for Admission which grants them the admission to the school system at TMCC, and they can sign up to lower level courses from the first year and second year.
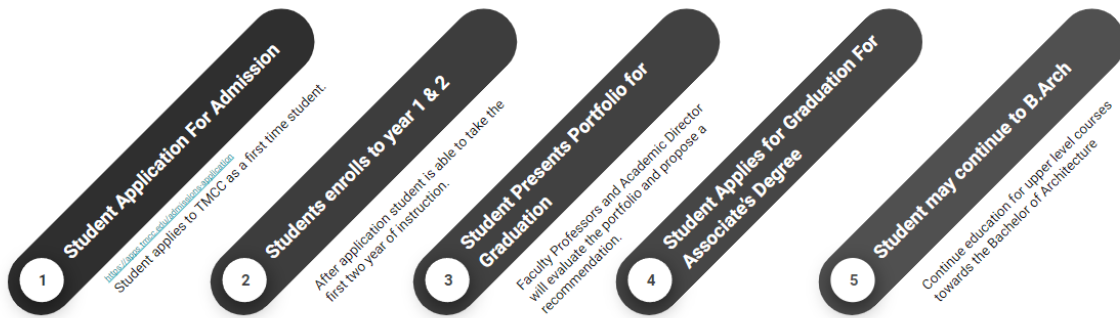
The second option is for transfer students. In this case, students apply to TMCCs general admission and the apply again for the B.Arch., present transcripts and a design portfolio. After that, the faculty professors and Academic Director will evaluate the application and propose a recommendation. The recommendations can be to take the Architectural Design Transition Camp (as described below) course at TMCC which will grant access to upper-level courses upon completion. Another recommendation can be that based on the evidence provided the student is ready to enroll to upper-level courses.
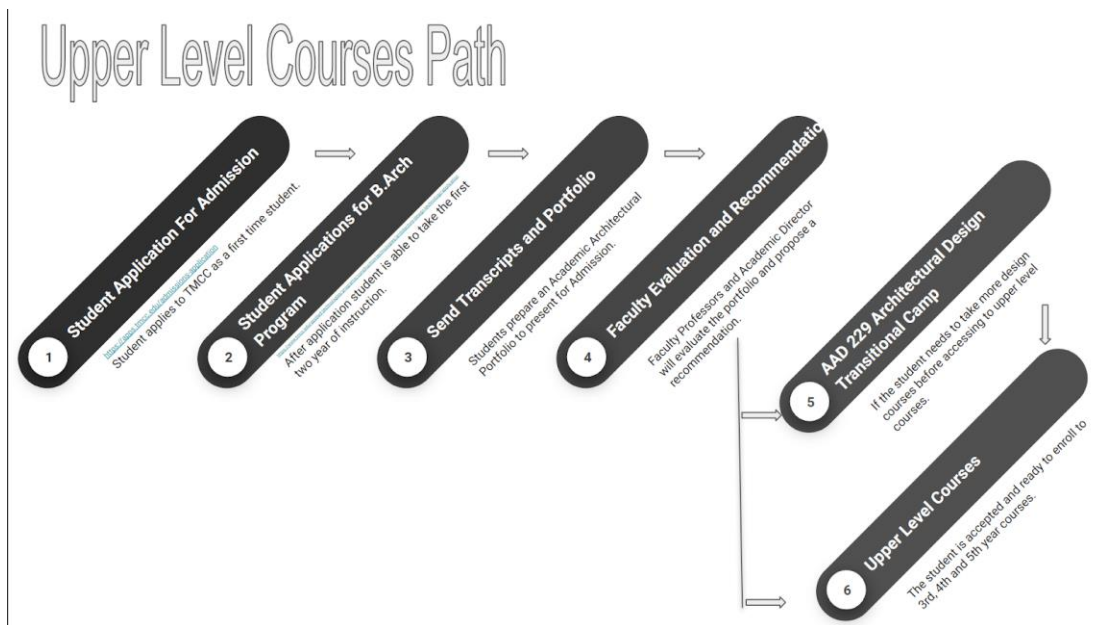
The recommended portfolio guidelines are as follows:
Portfolios may be submitted in either printed or electronic format
Printed Version: 8 1/2" x 11" or 11"x 17 (no more than 20 pages)
PDF Version: 8 1/2" x 11" or 11"x 17 - 5MB (no more than 20 pages)
Portfolios must include
-Candidate's name and contact information
-Portfolio's table of contents
-Candidate's Resume

-Professional, academic, and personal projects presented in the portfolio should include:
-Project Title, Location, and date.
-A brief description of each project scope and whether it was done for personal academic, or professional purposes. If it was academic, include the course title and number.
-A description of whether the project was an individual or group and the candidate's contribution level.
-The technique utilized for the design visualization. Whether it was done using architectural software, hand drawn, collage, or any other specification in that regard.

4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist**.**

Program Response:

Transfer from an Articulated Institution
In the event of preparatory education required by an articulated transfer institution, an "Architectural Design Transition Camp", over summer, will include an intensive introduction to various design processes from concept to schematic to design development. Beginning level graphic and architectural design standards for persons entering 3rd year Architecture program, including construction drawing and details, material and methods, literacy, design thinking strategies and aesthetic awareness. Introduction of digital programs, development of basic design, modeling and communication skills will be included.

Transfer students and/or international students
The students must provide catalog descriptions and syllabi of the courses taken at the previous institution. An official transcript must be submitted. If a design studio is intended for transfer, a portfolio must be submitted. Transcripts must be translated into English from a verifiable source.

4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

Program Response:

Demonstration of the associate and baccalaureate degree content in the admission process, and that a candidate understands the evaluation process and the duration implications.

New students are informed by TMCCs Academic Advising office about the admission process upon entrance to the first year and during a student's academic journey. The Edison Campus has their own dedicated advisor; available in-person one day/week and online during off-days. The Advisor's office is conveniently located on the second floor, adjacent to the architectural studios and classrooms.

Students are advised to declare sequential awards: initially the Certificate of Achievement, Associate Degree and the Bachelor of Architecture.   Skills Certificates are automatically "picked up" along the way.

In addition, Students are informed of the admissions review process during class time, informal meetings, and pre-scheduled presentations by the Nevada State Board of

Architecture, Interior Design and Residential Design. The cadence of State Board presentations is typically done annually.

To earn the Bachelor of Architecture Degree students must:
1. Maintain a minimum cumulative GPA of 2.0 (see requirements for graduation.)
2. Satisfy General Education requirements for Bachelor's degrees.
3. Complete 150 units in total.
   o 32 units must be completed at TMCC.
   o 40 units of upper-division units.
4. Have no financial or library obligation to the college.

5—Resources

5.1 Structure and Governance
The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

5.1.1 Administrative Structure: Describe the administrative structure and identify key personnel in the program and school, college, and institution.

Program Response:
While the administrative structure is hierarchical, it embodies the shared governance model.

Shared Governance.
Shared Governance Principles - Faculty Senate - Truckee Meadows Community College
In order to maintain excellence at TMCC, the community as a whole must create the conditions for high performance in all areas. To do so effectively requires joint efforts through shared governance and involve a broad base of campus stakeholders, including faculty, administration, students, staff, the Board of Regents, and community members.

Joint efforts in an academic institution require a productive interdependence of all stakeholders, and will take a variety of forms appropriate to the kinds of situations encountered. The American Association of University Professors (AAUP) Statement on Government of Colleges and Universities directs that "differences in the weight of each voice, from one point to the next, should be determined by reference to the responsibility of each component for the particular matter at hand" (AAUP 2a.2).

Furthermore, General Educational Policy (mission, values, goals, nature, range and pace of efforts) is shaped by the TMCC Strategic Master Plan, the TMCC Bylaws, the NSHE Handbook, and the Procedures and the Shared Governance and Planning process, as described in 5.1.2 Governance.

Hierarchical Structure – Key Personnel
The Main Campus (Dandini), resides the President and the Vice President of Academic Affairs (VPAA). The five Academic Deans report directly to the VPAA.

STAFF ORGANIZATION STRUCTURE
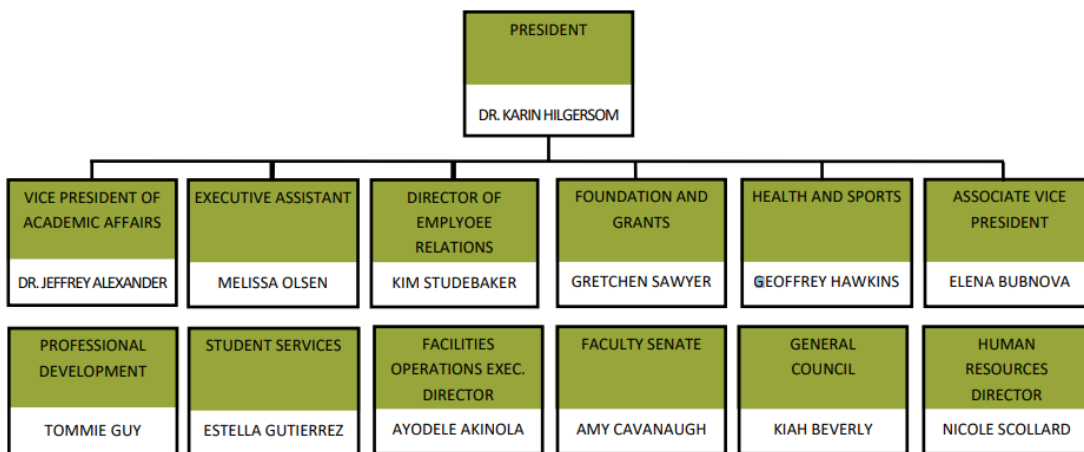
Click here to enlarge Presidential Org Chart.

Reporting to the President of the College, the Vice President of Academic Affairs (VPPA) is responsible for providing effective leadership and guidance for all academic areas including: instruction, curriculum, student learning, assessment and planning, accreditation, scheduling, online learning, academic policies and procedures, and faculty support. Additional items on the VPAAs website include: The Academic Calendar, Additional Assignments, Dean's List, Policies and Procedures, Professional Licensure Programs, Publication Timelines, Tenure, and Documents and Forms.

As the chief executive officer of TMCC, the President shares responsibility with the vice presidents and instructional deans for leading the development and implementation of the TMCC Strategic Master Plan collaboratively, thus reaching out to all campus stakeholders and providing opportunities to assist. All college leaders, including faculty leaders and other representatives participating in shared governance share in the communications that connect the members of the TMCC community together.

The TMCC President represents the institution externally by speaking for the institution at Board of Regents meetings, at events, as a participant on the Foundation and the Institutional Advisory Council as well as community boards in the Reno/Sparks region connected to the work of TMCC. The TMCC Marketing and Communications Office, which resides in the Office of the President, oversees planned media press releases, events, and handles calls from the media.

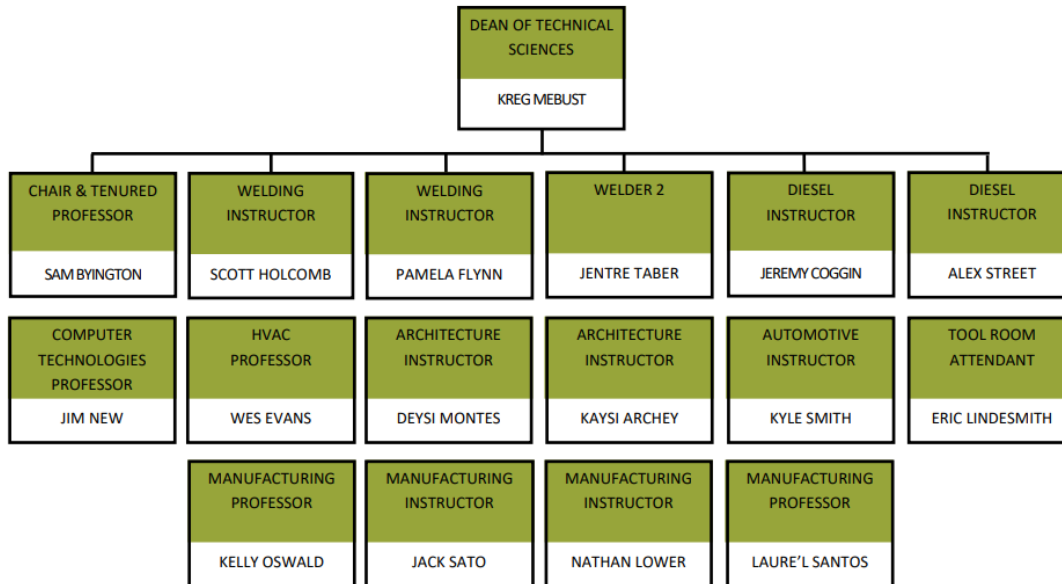# STAFF ORGANIZATION STRUCTURE
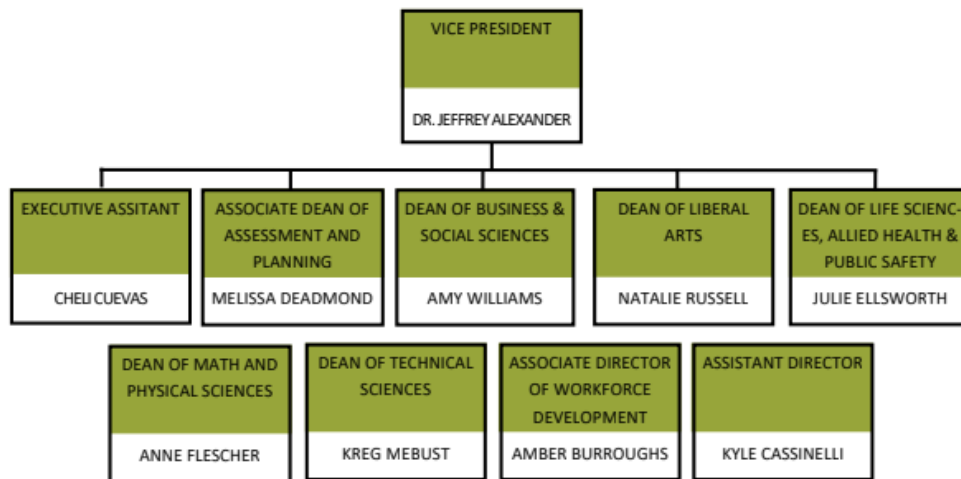
[Click here to enlarge VPAA Org Chart.](#)

Reporting to the VPPA are five Academic Deans representing: 1) Liberal Arts, 2) Life Sciences, Allied Health, and Public Safety Division, 3) Business and Social Sciences, 4) Math and Physical Sciences, and 5) Technical Sciences [Interim Dean Kreg Mebust].   Within Technical Sciences, the Director reports directly to the Dean.
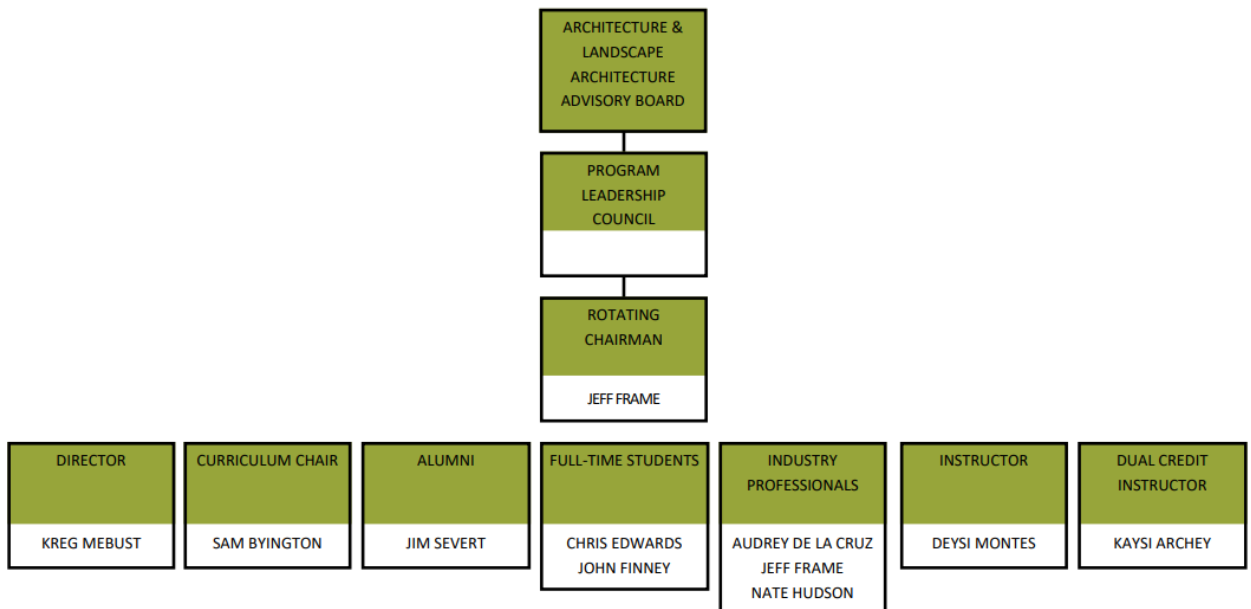
STAFF ORGANIZATION STRUCTURE

DEAN OF TECHNICAL SCIENCES — KREG MEBUST

CHAIR & TENURED PROFESSOR	WELDING INSTRUCTOR	WELDING INSTRUCTOR	WELDER 2	DIESEL INSTRUCTOR	DIESEL INSTRUCTOR
SAM BYINGTON	SCOTT HOLCOMB	PAMELA FLYNN	JENTRE TABER	JEREMY COGGIN	ALEX STREET

COMPUTER TECHNOLOGIES PROFESSOR	HVAC PROFESSOR	ARCHITECTURE INSTRUCTOR	ARCHITECTURE INSTRUCTOR	AUTOMOTIVE INSTRUCTOR	TOOL ROOM ATTENDANT
JIM NEW	WES EVANS	DEYSI MONTES	KAYSI ARCHEY	KYLE SMITH	ERIC LINDESMITH

MANUFACTURING PROFESSOR	MANUFACTURING INSTRUCTOR	MANUFACTURING INSTRUCTOR	MANUFACTURING PROFESSOR
KELLY OSWALD	JACK SATO	NATHAN LOWER	LAURE'L SANTOS

Click here to enlarge Dean Org Chart.

The Program Advisory Board and the Program Leadership Council are described below.

ADVISORY BOARD & PROGRAM LEADERSHIP COUNCIL

ARCHITECTURE & LANDSCAPE ARCHITECTURE ADVISORY BOARD

PROGRAM LEADERSHIP COUNCIL

ROTATING CHAIRMAN — JEFF FRAME

DIRECTOR	CURRICULUM CHAIR	ALUMNI	FULL-TIME STUDENTS	INDUSTRY PROFESSIONALS	INSTRUCTOR	DUAL CREDIT INSTRUCTOR
KREG MEBUST	SAM BYINGTON	JIM SEVERT	CHRIS EDWARDS JOHN FINNEY	AUDREY DE LA CRUZ JEFF FRAME NATE HUDSON	DEYSI MONTES	KAYSI ARCHEY

Click here to enlarge PLC Org Chart.

NAAB

Program Response:

FACULTY/STAFF/STUDENTS/GOVERNANCE STRUCTURE - ACADEMIC/INSTITUTION UNIT

Overview – Institutional Governance

TMCC Faculty (Full and Part-Time) – Institutional Level. TMCC Faculty are represented by the Nevada Faculty Alliance (NFA) contract. The 2022-2025 has just been adopted. The NSHE hereby recognizes that the TMCC-NFA has been elected as the sole and exclusive representative for purposes of collective bargaining activities as described in the Board of Regents Handbook for all professional employees employed by TMCC in the professional service of the NSHE for a period exceeding six months at .50 FTE or more but excluding adjunct faculty members and administrators. The NFA contract is revised on a three-year cadence.

TMCC has a total 420 employees. Of that 149 are Academic Faculty. Of that 90 are Tenured Faculty and 36 are Tenure Track. The student-faculty ratio is typically 20-1.

Full-time. Tenure track faculty adhere to the Nevada Faculty Alliance Contract. Faculty have the option to enter into either a 9-month or 12-month contract. Currently, all full-time and part-time faculty adhere to a 9-month contract or 172 contract days. They are required to teach a minimum of 15 credits, provided 5 hours/week of student support time (aka office hours), perform 5 hours/week of institutional service, and perform 10 hours/week of instructional activities including grading, preparation, etc.

Part-time. Part-time faculty teach up to 9 credits per semester; exceeding the limit allows the faculty member to become eligible for health insurance coverage.

Faculty Work Load as found in Article 8. Workload is the primary measure of how a faculty member fulfills their contract. It is measured in contact hours and applied uniformly throughout the College. The Board of Regents Code defines a minimum load for a faculty member at a community college as thirty (30) credits per academic year.

In an individual semester, faculty may teach no more than six (6) overload contact hours (including release time, classes, and web classes) over their established regular faculty workload contract except with the recommendation of the Department Chair/Academic Program Coordinator/Director and approval of the appropriate Dean and Vice President. Full-time faculty overload contracts are paid at a rate of $850/credit (undergrad rate for years 1-2) and at $950/credit (graduate rate for years 3-5).

Part-time faculty are eligible to teach up to 9 credits per semester via a Letter of Appointment. Beyond 9 credits, the individual is benefits eligible. Part-time faculty are paid at a rate of $850/credit (undergrad rate for years 1-2) and at $950/credit (graduate rate for years 3-5).

Role

Academic freedom is a cornerstone of public higher education, and TMCC recognizes its value and importance to our mission. Academic freedom extends to research, creative activities, and also to classroom instruction, including to the topics discussed and the pedagogies adopted therein, as appropriate to the discipline. A college that promotes civil, rational, and collegial discourse is one that promotes intellectual diversity and seeks collaborative solutions.

NAAB

In parallel, TMCC welcomes and values collaboration with faculty on institution-wide matters through the practice of shared governance, which gives faculty, through bodies such as TMCC-Nevada Faculty Alliance and Faculty Senate, a prominent and meaningful role in college planning and decision-making.

AAUP [AAUP](#)
AAUP's is charged with advancing academic freedom and shared governance; defining professional values and standards; promoting the economic security of those who teach and research in higher education; organizing to make our goals a reality; and ensuring higher education's contribution to the common good.

Faculty Governance [Faculty Senate - Truckee Meadows Community College](#)
Faculty Senate. These Bylaws authorize the formation of a Faculty Senate as required by the NSHE Code.   All faculty members of TMCC shall be represented in the Faculty Senate. The Faculty Senate shall develop bylaws for its governance.

TMCC Faculty Senate   [Faculty Senate - Truckee Meadows Community College](#)
The TMCC Faculty Senate is the officially-designated organization representing member of the TMCC faculty to assure faculty participation in the formulation of institutional policies and goals, and in their evaluation, in most academic issues and other issues of shared governance at the College and in the Nevada System of Higher Education system (NSHE). *An elected senator represents faculty members of each major instructional unit an elected chair represents the senate.*

Through monthly meetings and in conjunction with nine functional standing committees, the senate addresses many important topics such as curriculum, academic and professional standards, administrative faculty concerns, monetary issues, general education requirements and assessment, part-time instructor concerns, compliance to institutional and NSHE bylaws, professional recognition and resources to the TMCC library.

Senators
● Allied Health: Julie McMahon, Rori Wilkis
● At-Large: Ben Davis, Jennifer Pierce, Adine Stormoen, Amanda Stibick
● **Technical Sciences: Jeremy Coggin, Wyatt Ziebell**
● Biology: James Kuzhipala, Sharif Rumjahn
● Computer Technology: Steve Bale
● English: Lenaya Andersen, Karen Wikander
● Business, History, Political Science, Law: John Kemp, Kofi Poku
● Humanities: Gabriel Chavez, Nancy Faires
● Math: Lars Jensen, Rebecca McCleary
● Physical Science: Sameer Bhattarai, Michael Leonard
● Social Science: Marynia Giren-Navarro, Haley Orthel-Clark
● Visual & Performing Arts: Candace Garlock, Ron Marston
● Part-Time Faculty: Cara Dopf, Gus Stuart

Standing Committees / Chairs [Faculty Senate - Truckee Meadows Community College](#)
● Academic Standards and Assessment Committee = Jinger Doe
● Administrative Faculty Committee = Ben Davis
● Curriculum Review Committee = Katie Kolbet
● Learning Commons Committee = John Kemp
● Part-Time Faculty Committee = Patricia Miller
● Professional Standards Committee = Marynia Giren-Navarro
● Recognition and Activities Committee = Tara Connolly
● Salary Benefits and Budgetary Concerns Committee = Matt Leathen

- WebCollege Faculty Advisory Committee = Blisin Hestiyas

Click here to access the TMCC Committee AY 22-23 schedule.

Faculty Senate Representation at Board of Regents Meeting

The Faculty Senate Chair shall be present at all regular Board of Regents meetings. The Faculty Senate Chair shall be the official spokesperson for the Faculty Senate of the College. Actions of the Faculty Senate. When applicable, the recommendations of the Faculty Senate shall be transmitted to the President. Faculty Senate Committees. The Faculty Senate may establish committees as set forth in the Faculty Senate Bylaws. Whenever possible and appropriate, faculty representatives will be included on institutional committees as provided for in these Bylaws.

Faculty Ability to Make Change within TMCCs Governmental Structure – Institutional and Programmatic Level.

Faculty have several avenues to amend curriculum, identify equipment needs, and classroom size. The following will be discussed: 1) Program Unit Reviews (PUR), 2) Advisory Boards, 3) Perkin's Grants, 4) Resource Allocation Process (RAP), 5) Semester-end student course evaluations. To expound:

1. **Program Unit Review.**   The program/unit review (PUR) is an academic process designed to guide a program's/unit's continued development and improvement. Every five years, faculty complete a comprehensive self-study of their programs (degrees, certificates) or units (e.g. related courses, or contribution to general education) where they examine program curriculum, describe program improvements as a result of program learning outcomes (PLO) assessment, analyze student enrollment, achievement trends and equity gaps, and develop a five-year strategic plan with resource requests towards improving student learning and achievement.

2. **Program Advisory Boards / Program Leadership Council**

   At the Edison Campus, there exists seven separate academic programs. Such as Automotive, Diesel, Welding, Machining, Advanced Manufacturing, HVA/C, Architecture (active since 1984), Construction Management, and Landscape Architecture. Each program has their own Program Advisory Board. Our career programs, employers, and students exist in a rapidly changing environment. The pace of change requires that we review our curriculum and practices often to ensure they are relevant and meet employers' expectations. One of the ways to gauge how those expectations are met is through respectful dialog and commitment of professionals in the field. Our Career and Technical Education (CTE) programs serve the employers in our region; therefore, we actively seek their input to better align our curriculum with the skills needed in the workplace. Advisory boards play important roles in the success of programs because of the board's expertise and the dedication each member must have to promote the profession. Advisory boards can support TMCC's programs by providing advocacy, input on curriculum and program changes, assessment or evaluation of programs, and resource development. Although advisory boards do not set academic policy, their recommendations play an instrumental role in program development and sustainability.

   As outlined in the Program Advisory Board Handbook, the Chairperson may "Appoint special committees as the need arises, which may include persons other than committee members… ". With this in mind, the current presiding Chair has elected to create the following special committee: Program Leadership Council.

   Program Leadership Council (PLC). The PLC will be comprised of the following: licensed architects, Director of Technical Sciences, Chair of Technical Sciences, program architectural faculty, and student representative from the architecture program.

Chairing the PLC shall always be a licensed architect; designed as a rotating position. The PLC is charged with matters concerning accreditation, Key Performance Indicators (KPIs) as found in the Strategic Master Plan, classroom space/allocation/requisitions, and policy recommendations.

Each member shall have voting rights. The PLC shall report the larger body – Architectural Advisory Board; where ideas and suggestions are vetted. Final recommendations will be brought forward to the Director of Technical Sciences and to the Dean of Technical Sciences. The Dean, in consultation will the Director will navigate "next steps."

3. **Perkin's Grant Application**
Faculty Grant Procedures - Vice President of Academic Affairs - Truckee Meadows Community College
The Carl D. Perkins Career and Technical Education funding is made available to TMCC based on the Pell Grant counts for the prior academic year, as reported by the Nevada System for Higher Education. TMCC uses the funds allocated to the College to support Career and Technical Education programs. The funds can be used to develop new programs of study, improve current programs, or serve special population students to complete CTE degrees or certificates.

The U.S. Department of Education is looking for the following deliverables: Expansion of the use of technology in career and technical education. Faculty professional development. Improvement in the academic skills of students through the integration of academics with career and technical education (architecture).   Use of Perkins funds is designed to (of note to this APR): Improve career guidance and academic counseling programs, establish articulation agreements between secondary and post-secondary career and technical education, facilitate the transition of CTE students to baccalaureate programs, etc.

The intake process is annually; typically, around March. This year, approximately $100,000 will be divided amongst the five academic divisions.

4. **Resource Allocation Process (RAP)**
Resource Allocation Process (RAP) - Budget and Planning - Truckee Meadows Community College
The College's institutional planning process ensures that the allocation of resources supports the College's strategic initiatives and priorities. College resources consist of the budget and other resources such as space or facilities, data and information, human resources, professional development and technology.   The development of a resource allocation plan starts with the Strategic Master Plan. The Strategic Master Plan represents the College's strategic initiatives and institutional priorities.   When unit plans require additional resources, the requests are made to the appropriate senior staff member, and justified with specific reference to the College's Strategic Master Plan. These requests are then reviewed by the appropriate senior staff member and, if approved, forwarded to the appropriate Vice President.

Unit resource allocation requests are then submitted to the Budget Committee, a broadly-representative body including faculty, staff and administration, who will prioritize and submit requests to the Leadership Team. The President and Leadership Team then approve and match the ranked resource requests with the available resources, at which time the request will be added to the budget. Note. TMCCs Strategic Master Plan is detailed below; under "TMCC Governance Overview."

5. **Course Evaluations.** Each student, anonymously, has an opportunity to evaluate the primary metrics of course material and the instructor effectiveness. It is not uncommon to see equipment or space requests by students.

TMCC Architecture Faculty full-time / part-time Faculty – Program Level

Full Time Faculty at the Program Level: Two full time faculty (one Tenure Track and the second is Zero Rank (not eligible for tenure, hired at a pay scale closer to industry pay schedules) both work 9-months (B-Contract).

Part-Time at the Program Level: 10-11 Part-Time faculty. All stay within or below the 9-credit limit.

At the institutional level and program level, all faculty work with the Division Chair for all curriculum and assessment needs. Senators are contacted with contractual questions. The Director and/or Dean are contacted for Facility improvements. To date, facility improvements improved access to a classroom, development of the Mezzanine Gallery, and the conversion of an existing computer lab to an architectural studio.
[TMCC 2022-2025 Nevada Faculty Alliance Contract](#)

FACULTY/STAFF/STUDENTS/GOVERNANCE STRUCTURE - ACADEMIC/INSTITUTION UNIT

TMCC Academic Divisions Staff / Administration – Institutional Level
TMCC is comprised of five (5) Academic Divisions: 1) Business and Social Sciences, 2) Liberal Arts, 3) Life Sciences, Allied Health, and Public Safety, 4) Math and Physical Sciences, and 5) Technical Sciences. With great structural similarity with all five Academic Divisions, this allows for a narrowed discussion on Technical Sciences, home of the Architecture Program.

TMCC Staff / Administration – Program Level
The Division of Technical Sciences (aka Edison Campus), as common to other Division, is comprised of a Dean, Senators (elected), Director, Chair and staff comprised of an Executive Assistant to the Dean and an Administrative Assistant (level 3).

The Dean of Technical Sciences is responsible for and has general administrative authority over the divisional affairs in the areas of educational policies, annual budgets, personnel, hiring, and teaching assignments. The Dean provides leadership pertaining to academic programs and their adherence with college policies and guidelines; all Divisional Deans meet weekly with the Vice President of Academic Affairs (VPAA). In turn, the Dean is reviewed by the VPAA.

The Director of Technical Sciences staff oversees and ensures effective management of the Applied Technology Center (Edison Campus) operations including direct oversight and/or communication with TMCC's Main Campus. In consultation with the Dean and faculty members, review and evaluate courses to ensure workplace relevance and currency within each discipline. Collaborate with faculty on curriculum changes, additions or deletions. Evaluate use of resources and provide input to the Dean on changes to resource allocation. Initiate departmental resources and budget requests, including grant and external funding. Manage departmental budgets and coordinate annual inventory of equipment with program faculty.

The Chair of Technical Sciences oversees all academic faculty positions, which have additional administrative duties associated with the operations and management of a department/unit of the College. Department Chairs may have a reduced instructional workload, additional contracted days and/or stipends to compensate them for additional responsibilities. Department Chairs duties and

FACULTY/STAFF/STUDENTS/GOVERNANCE STRUCTURE - ACADEMIC/INSTITUTION UNIT

TMCC Students
[Information for Students - Truckee Meadows Community College](#)

There are many resources available for TMCC students. Such as:
My TMCC, a secure portal for students, faculty, and staff to access personalized information. Upon enrolling into TMCC, each student is provided a unique username, password and email account. Usernames and passwords are used to access TMCC's Learning Management System or CANVAS. Canvas is required by all full and part-time instructors; to varying degrees.

TMCC Admissions and Records
Admissions and Records - Truckee Meadows Community College
TMCC's Admission and Records has a dedicated representative at the Edison Campus that assists students with enrollment, grade changes, adding/withdrawing classes, refunds, transcripts, and commencement.

TMCC Academic Advising
Academic Advisement - Truckee Meadows Community College
TMCC's Academic Advising has a dedicated representative at the Edison Campus. The Academic Advisement Office helps you stay on track to graduate by providing expert advice on strategically registering for classes that fulfill degree requirements while meeting your academic and professional goals.

New Student Orientation
New Student Orientation - Academic Advisement - Truckee Meadows Community College
New Student Orientation is designed around each student and is completed online. A new degree-seeking student will have a hold placed on your account until you complete the orientation. New Student Orientation provides information on the catalog, English and Math placement, how to enroll, what classes to take for your first semester and preparation for your first semester. After you complete the modules and submit the final step of the orientation, you will be able to enroll or attend an in-person workshop to help with enrollment.

TMCC Student Government Association (SGA)
Student Government Association - Truckee Meadows Community College
SGA conducts its business and engages in projects that are dedicated to advancing the overall quality of the total learning experience. We seek to accomplish this by: Providing effective and responsive student governance; Promoting student activities as an enhancement to the overall learning experience; Promoting the general welfare of all students; and Advocating student rights and concerns.

TMCC / Student Resources
Academic Advising. Academic advisors assist new, continuing, transfer and international students in identifying and planning for, and achieving educational and personal goals.
Bookstore. Textbook purchase and rental can be completed at the bookstore or online, as well as finding logo T-shirts and school supplies. The bookstore will price match Amazon for student textbook and rental needs. Located at the Dandini Campus.
Child Care. Full-time, part-time and semester-care options for children ages 6 weeks to 5 years (prekindergarten). Hours of operation: Monday-Friday 7 a.m. – 5:30p.m. Located at the Dandini Campus.
Counseling. Counselors assist students in making decisions about career choice, college readiness, relationships and other personal issues. Counselors also help student learn strategies to cope with stress and anxiety.
Disability Resource Center. Provides equal access and approved accommodation to all courses and college activities to students with disabilities, at no cost to the student.
Fitness Center. As a student, they have a membership in the TMCC Sports and Fitness Center (membership is paid through tuition and fees), located at the Dandini Campus.
Library and Tutoring. Students can get help in individual appointments or can drop in to have a few questions answered.
Student Clubs. Students can participate in a number of Student Government Association
Recognized student organizations. TMCC Architectural students participate in the American

NAAB

Institute of Architects Students (AIAS) recognized student organization. AIAS is an independent, nonprofit, student-run organization dedicated to advancing leadership, design, and service among architecture students.

Tech Support, online. The Support Center offers help with student email, wireless network set-up for phones and laptops, and resetting username or password.

Veteran Services. A VA Certifying Official and a dedicated Academic Advisor are available on campus, and the Veterans Resource Center can help with intake, the online application for benefits, campus resources referrals, or for coffee and conversation.

Wizard's Warehouse. The Wizard Warehouse (located within the Edison Campus room 117 and at two other TMCC campuses) in partnership with the Food Bank of Northern Nevada Bank brings food and personal item assistance to students, faculty and staff. The TMCC food pantry was founded in the Fall of 2015 as an organic evolution of like-minded people who wanted to build a safety net for under-resourced students.

FACULTY/STAFF/STUDENTS/**GOVERNANCE STRUCTURE - ACADEMIC/INSTITUTION UNIT**

Faculty, staff and students may and influenced many decisions at the college.
A significant student led initiative includes a 2017-18 sports and health complex capital improvement project. The project scope included a new fitness center building and a recreational soccer field. TMCCs Student Government Association Student introduced and passed a $5.00/credit fee applied to all credit bearing courses.

A significant Faculty and staff sustainability led initiatives included LED lighting retrofits, free Regional Transportation bus passes, Food Banks located at each campus, a pollinator garden, and healthier meal options at our main campus café.

A significant architectural student led project through the Student Chapter of AIA, designed and assisted with the construction of a memorial shade structure at the Dandini Campus Child Care Center.

A significant Edison Campus architectural renovation, 2016, marked the completion of a $4.3 million dollar renovation project. The updates included two new classrooms allowing for expansion of TMCC High School and expanding the ACE High School Middle College program.

For all, the approval process included changes to TMCC Masterplan, Bylaws, and the Shared Governance & Planning process described below.

led initiatives
Furthermore, General Educational Policy (mission, values, goals, nature, range and pace of efforts) is shaped by the: **(1) TMCC Strategic Master Plan, (2) the TMCC Bylaws, (3) Shared Governance and Planning process.**

(1/3) TMCCs Strategic Master Plan Accreditation - TMCC Strategic Master Plan
The development of a resource allocation plan starts with TMCCs Strategic Master Plan. The Strategic Master Plan represents the College's strategic initiatives and institutional priorities. The goals and objectives include: Access, Student Success, Close the Achievement Gap, Workforce, Research, and Stewardship of Resources (see section 5.2.2. Key Performance Indicators).
2021-2027 Strategic Masterplan

(2/3)   **TMCC**   **Bylaws**
TMCC Bylaws - President's Office
TMCC, an institution of the Nevada System of Higher Education (NSHE) was established to expand the educational opportunities for the residents of the greater Reno-Sparks community. Its mission is to promote student success, academic excellence and access to lifelong learning by supporting high quality education and services within our diverse community. The Bylaws are

intended to promote an organization of the College that will encourage all participants in the College to cooperate in providing opportunity to the community and its citizens.

(3/3) Shared Governance & Planning
[1 of 3] President's Executive Leadership Team
Leadership Team - President's Office - Truckee Meadows Community College
The planning process originates with the President's Executive Leadership Team. The Executive Leadership Team decides institutional priorities, some of which then become the focus of specific retreats; other objectives continue to be discussed and refined at the President's Cabinet level. Thus, the planning process more generally follows a recursive path of vetting ideas and language through a series of Cabinet level discussions in concert with the work product of discussions occurring at division and unit level retreats. The results of the Executive Leadership Team and retreat discussions are then presented at the Planning Council, the primary forum where representatives from all campus constituencies meet to discuss the intersection between strategic planning, institutional effectiveness, and the adoption of policies. From there, members of the Planning Council bring the objectives and priorities forward to their respective units to use as the framework for their unit-level strategic planning. As a result of this flow of information outward from the Planning Council, the divisional and unit level strategic plans align with the content and objectives of the larger TMCC Strategic Master Plan, resulting in the operationalization of the SMP at the department and unit level.

The Executive Leadership Team suggests priorities, which are then vetted through the President's Cabinet and Planning Council whose members provide input from their respective areas and ensure that the College's priorities align with the Strategic Master Plan. The Planning Council further considers internal and external data; College, state, federal, and NSHE initiatives; and planning documents from within the College community to make recommendations for institutional priorities based on this input. Moreover, the Planning Council identifies gaps between aspirational targets and actual measures to help drive priorities. Finally, the Planning Council considers and responds to the stated goals of the Board of Regents and the President when reviewing the priorities and planning activities of the College.

For the purpose of coordination of efforts and generating recommendations on matters of personnel policy, institutional mission, long-term planning and College policy, these Bylaws authorize the formation of an administrative group to be known as the President's Cabinet and a shared governance team to be known as the Planning Council.

[2 of 3] President's Cabinet https://www.tmcc.edu/calendar/2018/11/19/presidents-cabinet-meeting
Membership in the President's Cabinet. The President shall designate the composition of the President's Cabinet. President's Cabinet shall include the Chair (or Chair's designee) of the Faculty Senate, Classified Council, and the Student Government Association, and others designated by the President. The President shall serve as the chair of the President's Cabinet.

Meetings of the President's Cabinet. The President shall establish a regular meeting schedule for the President's Cabinet to allow a forum for deliberation of matters of administrative concern, institutional mission, and College policy. Actions of the President's Cabinet. President's Cabinet actions are advisory only; the President shall have final authority regarding all actions recommended by the President's Cabinet.

[3 of 3] Planning Council Planning Council - President's Office - Truckee Meadows Community College
The Planning Council serves as a representative internal shared governance team for the College's planning efforts. Efforts include: develops and reviews the TMCC Strategic Master Plan (SMP) to establish long-term planning priorities for the College on a bi-annual basis in coordination with the TMCC Divisions (such as Technical Sciences – aka the Edison Campus) and Department/Program Plans (such as the proposed BArch), and the NSHE Goals. Planning Council members are responsible to share information from the Council to their constituents and to solicit input from their constituents to share with the Planning Council.

Planning Council members are encouraged to help set the agenda of the meetings so that concerns and needs related to planning are discussed and addressed.

Two key Planning Council Sub-Committees: the Accreditation Committee and the Budget Committee, each are central to the development of the Strategic Master Plan and the determination of the effective allocation of resources, respectively. In developing the most recent Strategic Master Plan, the Accreditation Committee ensured that the TMCC Strategic Master Plan reflected a shared, college-wide consensus of important values and priorities through ongoing discussion and vetting of goals, objectives, and key performance indicators.

i. TMCC Accreditation Committee Accreditation Committee
The Accreditation Committee is a standing committee of the Planning Council that serves to maintain the College's institutional accreditation by the Northwest Commission on Colleges and Universities (NWCCU).

ii. TMCC Budget Committee
Salary Benefits and Budgetary Concerns Committee - Faculty Senate - Truckee Meadows Community College
The linked website lists meeting schedules, charges, membership list and past meeting minutes. Of the many charges, the most relevant include (listing is not complete):
1. Make recommendations concerning budgetary changes in the event of a financial exigency or other financial issue.
2. Provide recommendations for the preparation of the college biennium budget including both operating, capital, and enhancement budgets.
3. Research and make recommendations on issues regarding salary and benefits such as workload equity, health care benefits, retirement, funding for cost-of-living adjustments (COLAs), salary increases, salary schedules, and maintaining national and regional salary competitiveness.

In closing, TMCCs proposed BArch program has and will touch upon building improvement projects. Relevant guiding excerpts include:

NSHE Procedures & Guidelines Manual Policies – NSHE Board of Regents
When the Board of Regents Handbook was reorganized in 2005, several sections were transferred to a new document known as the Procedures and Guidelines Manual. While the Handbook will now only contain bylaws, Code and NSHE policies, the Procedures and Guidelines Manual will contain System and institutional procedures, tuition & fees, as well as the documents previously known as the Chancellor's Memoranda. In general, the provisions found in the Procedures & Guidelines Manual are under the jurisdiction of the Chancellor. Additions and revisions to the Manual are subject to review and approval by the Chancellor's Cabinet and the Chancellor, unless otherwise specified by Board policy or directive.

NSHE Procedures & Guidelines Manual
https://nshe.nevada.edu/wp-content/uploads/file/BoardOfRegents/PGManual/COMPLETEPGREV90.pdf
Chapters of note pertaining to TMCCs BArch:
Chapter 1 Campus Development, NSHE Procedures & Guidelines Manual, **Section 2**
Section 2 Property, Subsection 4, Capital Improvement Programming. Pertaining to capital improvement projects Facilities Operations and Capital Planning ("Facilities") is responsible for the planning, construction, renovation, maintenance repairs, and operation of buildings, facilities, and utility systems for all components of Truckee Meadows Community College. It is the objective of Facilities to plan, construct, and maintain operationally efficient, aesthetically pleasing, safe, clean and sustainable buildings and grounds that support the learning environment.

TMCC Improvements Policy and Procedures
Facility Improvements Policy and Procedures

This procedure applies to all those who plan to make alterations to any TMCC facility, including but not limited to vendors, personnel, and departments of the College. The development of facility improvements on TMCC buildings and lands shall be conducted so as to meet all federal, state, Board of Regents and TMCC regulations and procedures and to minimize the interruption of faculty, staff, students and visitors in their personal and professional activities on campus. This procedure regulates the approval, design, permitting, inspection and authorization for occupancy of facility improvements on all College owned, leased, or controlled properties.

TMCC Facilities Master Plan (published 2014 and updated in 2016)
The Nevada System of Higher Education (NSHE) Board of Regents requires each institution's master plan to be updated every 10 years. In addition to the NSHE requirement, TMCC is committed to review of the master plan to ensure the document reflects current conditions and the future vision of the College.
TMCC Facilities Master Plan 2016

5.2 Planning and Assessment
The program must demonstrate that it has a planning process for continuous improvement that identifies:

5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.

Program Response:
The Program's multiyear strategic objectives, including the requirement to meet the NAAB conditions will happen at the programmatic level and the institutional level, as explained below.

Programmatic Assessment
The programs' multiyear strategic objectives, including the requirement to meet the NAAB Conditions, will be laid out in the "Scorecards" and "Action Plans" found in TMCCs assessment management tool – eLumens. The system, which facilitates collecting, aggregating, and reporting student learning outcomes (SLO) assessment data and housing program/unit review (PUR). Other capabilities include student course evaluations, curriculum mapping, organizational planning and reporting, and reporting for accreditation.

Faculty, full and part-time, will revise existing and incorporate the NAAB conditions in the form of Student Learning Outcomes. More is explained in 5.3 Curricular Development found below.

The incremental changes happening each semester and academic year that are assessed will be discussed in within the Program Leadership Council, the subset to the Architectural Advisory Board. Monthly meetings will be convened during the Fall and Spring semesters; reporting to the Architectural Advisory Board once during the Fall and once during the Spring semesters.

Institutional Assessment
TMCC 2021-2027 Strategic Master Plan
The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, are laid out with consideration to TMCCs Strategic Master Plan (SMP). The SMP goals and objectives include: 1) Access, 2) Student Success, 3) Close the Achievement Gap, 4) Workforce, 5) Research, and 6) Stewardship of Resources. Within each of the six (6) goals and objectives, resides Key Performance Indicators (KPIs); in turn, providing quantifiable measures that will be used to evaluate success of the BArch Program.

Our current SMP, which aligns with accreditation standards, was approved by the Nevada System of Higher Education Board of Regents in March 2021 and will serve as our institutional guide through 2027. It states the college's mission, vision and values. It also lists the institution's goals and objectives, as well as key performance indicators that will be used to measure progress toward those goals and fulfillment of our mission.

Planning Process for Continuous improvement
The Program Advisory Board and the Program Leadership Council (PLC) will be the "entity" tasked with monitoring continuous improvement. The PLC will meet monthly throughout each semester and will report to the Program Advisory Board once during the Fall Semester and once during the Spring Semester. The PLC will have access to the following TMCC data/reporting streams: 1) Web College for website updates, 2) Catalog Committee to update candidacy status and to publicize any course changes, 3) Assessment and Planning office to access the Architectural Program Unit Review and course assessments/action plans, 4) Institutional Research for existing data and for new data queries, 5) the Learning Management System team (CANVAS), as required by all online, hybrid and Face-to-Face classes, and to have access to student/course evaluations, 6) Planning Council meetings for high level topic such as physical space resources and 7) Facilities Operations and Capital Planning for detailed discussions regarding classroom access and renovation projects.

Planning Process – Frequency/Topics.
The planning process as led by the Program Leadership Council will meet accordingly:
Monthly. Review: Jury evaluations, Community Lecture Series Feedback, Architecture Student Club Activities, and Monitor Program Lab and Operating Accounts.
Semiannual (Fall and Spring Semesters). Review: Course Syllabi, Faculty Course Assessments, Instructor Evaluations by the Dean, Student Course Assessments.
Annually. Instructor Annual Plans, Instructor Professional Development, Community Lecture Series, Schedule Advisory Boards, need more here?
Every 5 Years. Participate in the Architectural Program Unit Review.

5.2.2 Key performance indicators used by the unit and the institution

Program Response:
TMCC Strategic Master Plan Key Performance Indicators (KPIs)
As stated above, the Strategic Master Plan represents the College's strategic initiatives and institutional priorities. The goals, objectives and Key Performance Indicators include: Access, Student Success, Close the Achievement Gap, Workforce, Research, and Stewardship of Resources. The following KPIs are at the institutional level and apply to the BArch program. Where relevant, specific BArch assessments are discussed.

<div align="center">ACCESS</div>

Nevada System of Higher Education (NSHE) Goal: Increase participation in postsecondary education.
TMCC Goal: Increase TMCCs enrollment to keep pace with our community's growth & diversity.
TMCC Objective #1: Serve as an open-access institution.
Key Performance Indicators TMCC (Institutional Level) / BArch (Programmatic Level)
KPI 1.1 Enrollment reflecting the Hispanic distribution of Washoe County
- TMCC Hispanic Population: 31%. Institutional goal = Keep pace w/ Washoe County rate.

- Washoe County: 25%
- *BArch: Track Hispanic student populations and upward movement from the two-year associate degree towards years three thru five.*

KPI 1.2 Number of Jump Start Students (excluded TMCC HS)
- TMCC: 1,668 (FA 20 data). Institutional goal = 25% increase by 2025
- *BArch: Track ACE High School student enrollment numbers.*
- *BArch: Track ACE H.S. students upward movement into the BArch program.*

TMCC Objective #2: Cultivate a welcoming safe and inclusive learning environment.

BArch Goal/Objective #2: Cultivate a welcoming safe and inclusive learning environment.

Key Performance Indicators TMCC

KPI 2.1 Equally supportive of all racial/ethnic groups, and genders (Grad outcomes survey).
- TMCC goal greater than or equal to 90%.
- TMCC 2020 = 94% TMCC 2021 = 94.5%

KPI 2.2 Clery Violent Crime

KPI 2.3 Number of faculty and staff participating in: Creating Accessible Content / Safe Zone / and DEI Workshops.
- TMCC 2021: 19/ 0/ and 118
- *BArch: Look into tracking, data should be available.*

KPI 2.4 Percentage of ethnically diverse faculty and staff
- TMCC Faculty = 17.5% and Staff = 37.7 %
- *BArch: Yes, this can be tracked.*
-

STUDENT SUCCESS

NSHE Goal: Increase Student Success

TMCC Goal: Increase student success metrics to those of our aspirational peers.

TMCC Objective: #3. Improve successful completion of students' educational goals.

BArch Goal/Objective #3: Serve as an open-access institution. Of the KPI's listed, the BArch will focus on the following:

KPI 3.1 Student Achievement Measure (SAM) grad/transfer/still enrolled rate: NA

KPI 3.2 Graduation Rate: *YES. BArch can track.*

KPI 3.3 College Scorecard: *YES. BArch can track.*

KPI 3.4 Degrees and Certificates: *YES. BArch can track Skill Certificate, Certificate of Achievement, Associate Degree and BArch completers.*

KPI 3.5 Fall-to-Fall retention at TMCC. *YES, BArch can track.*

KPI 3.6 Fall-to-Fall retention at any NSHE institution. NA

KPI 3.7 Successful completion of gateway math & English courses. NA

KPI 3.8 Course completion for job upgrade and personal interest students. NA

TMCC Objective #4: Foster student learning and preparation with high-quality instruction.
This speaks more to General Education Learning Outcomes. *Will track institutional numbers.*

TMCC Objective #5: Provide student support services that correlate with student success.
- 5.1 Advising. *YES. Edison has a designated academic advisor.*
- 5.2 Tutoring from the Learning Center. *Maybe, not currently tracking at the program level.*
- 5.3 Counseling. *YES. All TMCC counselors know about the BArch program, our numbers are captured at the institutional level.*

CLOSE THE ACHIEVEMENT GAP

NSHE and TMCC Goal: Close the achievement gap among underserved populations.

TMCC & BArch Objective #6: Close the achievement gaps across underserved populations.
KPI 6.1 Graduation rate by:
- Hispanic Population (compared to cohort). *YES. BArch can capture this data*
- Hispanic Male Population (compared to cohort). *YES. BArch can capture this data*

KPI 6.2 Fall-to-Fall retention of first-generation, new, full-time degree-seekers at TMCC (compared to non-first generation). *YES. BArch can capture this data*

WORKFORCE

NSHE Goal: Collaboratively address the challenges of the workforce industry education needs of Nevada.
TMCC & BArch Goal: Proactively cultivate public-private partnerships to strengthen economic growth and diversification and build a competitive, highly-skilled workforce.
KPI 7.1 Workforce awards conferred such as Skill Certificates (SKC), Certificate of Achievements (CoA), Associate Degrees, and Bachelor Degrees. *YES. BArch can capture this data.*
KPI 7.2 Number of employers sponsoring TMCC Apprenticeships: *Maybe, BArch will have to research this to see if it can be captured at the program level.*
KPI 7.2 BArch Number of employers participating with the
- Advisory Committee. *YES. BArch can capture data.*

KPI 7.3 Number of TMCC Apprentices (cumulative): *Maybe, BArch will have to research this to see if it can be captured at the program level.*
KPI 7.4 EPIC Career Certificate Completions: *NA*
KPI 7.5 Highlights of work with regional employers: *Currently not being tracked at the institutional level.*

RESEARCH

KPI 8.1 Number of students involved in research and experiential learning projects on campus. *Maybe, BArch will have to research this to see if it can be captured at the program level.*
Objective 9. Encourage research-based practices in teaching. *Maybe, BArch will have to research this to see if it can be captured at the program level.*
KPI 9.1 ACUE completers. *YES. BArch can capture data*
KPI 9.2 Quality Matters (number of certified online sections taught). *BArch currently has none. Can be tracked. History of the Built Environment is revamping to all Open Educational Resources and can perhaps go for a QM status.*

STEWARDSHIP OF RESOURCES

TMCC Goal: Ensure ongoing stewardship of resources
Objective #10: Optimize state-funded revenue
KPI 10.1 Weighted student credit hours: *Maybe, BArch will have to research this to see if it can be captured at the program level.*
Objective #11: Maximize and grow non-state-funded revenue streams
KPI 11.1 Revenue from self-supporting programs: *NA*
KPI 11.2 Baseline amount of private donations: *Maybe, BArch will have to research this to see if it can be captured at the program level.*
KPI 11.3 Grants: *Currently, no grants associated with the program.*
KPI 11.4 Percentage of FT TMCC employees who contribute to the foundation: *Track at the institutional level.*
Objective #12: Promote environmental sustainability. YES. *BArch can capture data.*
KPI 12.1 Maintain Second Nature resilience commitment status (qualitative): *Track at the institutional level.*

KPI 12.2 Campus-wide environmental sustainability initiatives: *Not currently at the program level; a possibility.*

Program Response:

Architecture Program Mission
(from the Program Unit Review [PUR])
The degree pathways of Architecture, Residential Design and Landscape Architecture provide high-quality instruction that promotes leadership, vision, social responsibility and sustainability to prepare students for entry level and professional positions, continued and advanced studies, and lifelong learning.

Architecture Program Learning Outcomes
(from the PUR)
Program Learning outcomes from the PUR (eLumens): Associate of Applied Science, Construction and Design, Architecture. *Note: The Program Student Learning Outcomes (PSLOs) were generated during the era when students had access to only an Associate Degree. Through the accreditation process, these will be revised; as overseen by the Program Leadership Council, a subset to the Architectural Advisory Board.*
- PSLO1: Identify and apply architectural design theories
- PSLO2: Prepare basic architectural presentations demonstrating design and construction knowledge.
- PSLO3: Synthesize course knowledge and skills that will enable them to meet requirements for acceptance into an accredited architectural program.

Goals
1. Build a strong cohort of students that workforce ready.
2. Develop a curriculum that is informed by our Great Basin Region.
3. Provide equal access to all students.
4. Develop a program that seeks to reduce negative impacts on the environment, and the health and comfort of building occupants, thereby improving building performance.

Truckee Meadows Community College was founded in 1971. The architecture program at has been strong since 1984. The college has been designated as a Hispanic Serving Institution. With this designation, based upon the availability of federal funding, TMCC qualifies to apply for two types of federal funding grants: Title III and Title V. The architecture program has maintained strong Hispanic representation throughout the program.   As directed by the Architecture Program Advisory Board, the main focus of our efforts will be the implementation of a five-year Bachelor of Architecture program.

Architecture Program Multiyear Strategic Objectives
    Objective 1. Address the impacts of the Bachelor of Architecture Program accreditation process, a high priority from the Architecture Advisory Board.
- Ongoing goal. Ultimate goal is accreditation.

    Objective 2. Improve upon the course sequencing, which was accomplished with restructuring of the architectural department for the 60-credit compliance as per NSHE.
- 2–3-year goal

    Objective 3. Consistent effort to support architectural student transfers.
- Ongoing goal

    Objective 4. Combine programs of Architecture, Landscape Architecture, and Residential Design with the existing Construction Management program.
- *Task completed.*

Objective 5. Physically move the programs of Architecture, Landscape Architecture, and Residential Design from the Dandini Campus to the William Pennington Applied Technology center as to be "housed" with Construction Management and adjacency with the programs of Welding, HVAC/R, and Manufacturing.
- *Task completed.*

Objective 6. Create articulation agreements with neighboring institutions.
- *Task completed. Agreements made with Western Nevada College, Carson City, NV and Great Basing College, Elko, NV.*

Objective 7. Ongoing approvals from the Nevada State Board of Architects, Interior Design and Residential Design regarding TMCCs existing Residential Design degree.
- *Ongoing. Next review, 2025.*

Objective 8. Increase student diversity by incorporating multi-cultural projects and participating in TMCC outreach programs that targets diversified populations.
- *Ongoing.*

Objective 9. Provided a dedicated studio desk/space for students in years 3-5.
- 2025-2026 estimated completion.

Objective 10. Create a fabrication Space. Speculative, no time frame.
- 5-10 year goal.

Objective 11. Increase architecture capacity / tenet improvements for classroom retrofit @ $40,000.00 room 221 and 221A.
- 2023-2024 completion date.

Objective 12. Increase architecture capacity / tenet improvements for classroom retrofit $28,000.00 room 210.
- 2024-2025

Objective 13. Add a classroom door to the architectural lecture room / to increase usability and ingress/egress.

5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.

Program Response:
The program draws upon the strengths and challenges from its unique location within Nevada.

Strengths
This will be the first accredited Bachelor of Architecture program in Nevada. This strengthens our state by diversifying curriculum offerings that respond to our geographic differences found within our state lines.

Importantly, the BArch builds upon three existing, stackable TMCC awards: we currently offer and Associate of applied science in Architecture (60 credits), which itself includes a 31 credit Certificate of Achievement in architectural drafting skills , and two related Skills Certificates that total 21 credits. These will serve as the laddered components of the bachelor's degree program.

This will create the fastest and most affordable rout to licensure for students, including those from historically marginalized groups. The Architecture Program Advisory Board is very excited about the opportunity to diversify the profession. *Section 5.1.1 tables the current demographic data.*

As for transfer, our program offers a natural transfer pathway for TMCC graduates wishing to further their education with an accredited Master of Architecture degree from the University of Nevada, Las Vegas. This degree offering will also strengthen our community ties with the University of Nevada, Reno, museums, community planning agencies, and non-profits.

Currently, the program draws upon a diverse pool of permanent teaching faculty and a part-time faculty. Importantly, the part-time faculty teaching pool are all practicing architects, each representing/specializing in their own typologies. In turn, imparting and displaying the many career options found in architecture.

Within the Edison building, the architecture program has the opportunity to engage and share curriculum with other existing programs such as welding, machining, construction management and HVAC/R.

Existing articulation agreements, as a requirement by our Nevada System of Higher Education, two agreements are in place with Western Nevada College, Carson City, NV and Great Basin College, Elko, NV.   A local articulation agreement exists with Reno High School.

Academy of Career Education (ACE) Charter High School.   ACE is a tuition-free charter school and trade school in Reno, NV with the aim of offering high school core-curriculum with career-applicable training. ACE currently has a strong presence within TMCCs architecture program at the Edison campus. ACE high school students are also college students. They receive dual credit from TMCC.   Freshman through senior students are taught identical architectural design courses as TMCC students. Freshman enrollment averages 17 students. Graduating seniors continue at TMCC; pursuing degrees in Architecture, Landscape Architecture, Residential Design or Construction Management.

Challenges
As stated, while our unique geographic location presents many opportunities, there also lie challenges.

Proximity and access to nationally recognized practitioners in architecture and related fields will be drawn in with our standing relationship with the Nevada Museum of Art and the University of Nevada, Reno (UNR). This challenge will be shouldered by the existing non-profit, the Black Rock Design Institute, founded by practicing architects in Reno. The entity has drawn and will continue to bring notable speakers at the Nevada Museum of Art and will forge new relations and opportunities with UNR.

Physical resources such as additional classroom space and a fabrication lab are a few immediate and mid-range challenges.   Currently, the architecture program has two dedicated classrooms/studios spaces. Plans are already in place to for a second classroom / studio space. The values upon which Truckee Meadows Community College bases its mission and vision
statements are the principles, standards and qualities the College considers worthwhile and desirable.

Challenges
- Reno is geographically isolated. Access to the array of cultural opportunities found on the West Coast can be a challenge.
- Students lack permanent studio desks.
- Students lack a dedication fabrication lab.

Opportunities
- Program Unit Review:
  - Program mission statement and Learning Outcomes should capture the richness of the added years of learning associated with the proposed Bachelor of Architecture.
- Transferability to a Master's Degree program at the University of Nevada, Las Vegas.

- TMCC has just committed $10,000 towards the architectural library located at the Edison Campus.
- Internships with local architectural firms.
- The Nevada Museum of Art fosters new knowledge in the visual arts by encouraging interdisciplinary investigation. The opportunity for increased student participation exists today, but should be furthered.
- University of Nevada, Reno. Preliminary discussions with the College of Engineering have created potential collaborative learning pathways in the areas of hydrology, river sedimentation, and earthquake simulation labs.

5.2.5 Ongoing outside input from others, including practitioners.

Program Response:

Today, the architecture program has two full-time faculty members and over ten are part-time. All part-time faculty are either practicing landscape architects or architects and each bring their own unique perspective. Consequently, input happens directly in the form of day-to-day teaching and through reviews and juries.

As for course assessments, which are done semester-by-semester, practicing architects are fully participating.

As highlighted in previous years, TMCCs Program Advisory Board has always been well represented by the architectural community. With the addition of the newly created Program Leadership Council, more opportunities abound.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

Program Response:

Self-assessments are done in many ways. They include: Jury reviews by practicing architects, design competitions and community-based service-learning projects.

Design competitions, while not yearly, can be found at the Nevada Museum of Art. Often sponsored by a collaborative effort of Architects, Planners, Landscape Architects, and Artists. The last few competitions included the design and fabrication of a cardboard chair and community spaces found in downtown Reno. TMCC architectural students typically rank in the top three.

Community-based service-learning projects often challenge with projects that can typically found in the private sector. Project examples include a cultural center, a tiny house, and the creation of "safe space" associated with Reno's downtown Truckee River.

Changes and adjustments promote student and faculty success are discussed in meetings between faculty and meetings with the Interim Dean.

5.3 Curricular Development
The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment.

Programs must also identify the frequency for assessing all or part of its curriculum.

Program Response:

NAAB

TMCC Assessment and Planning Assessment and Planning Office - Truckee Meadows Community College
Overview
The Assessment and Planning Office provides leadership and support for student learning outcomes assessment and program review. We collaborate with the college community to facilitate meaningful, practical, and sustainable assessment practices that enhance student learning and student success.
Committed to:
- Improving student learning through meaningful assessment.
- Researching and sharing best practices in assessment, including developing student learning outcomes (SLOs), and planning, measuring, analyzing, communicating, and using results.
- Collaborating with faculty and other members of the campus community.
- Facilitating assessment reporting with technology and other means.
- Connecting program assessment to the College's strategic directions and to appropriate resource requests in a transparent way.

As mentioned, eLumen is TMCC's assessment management system, which facilitates collecting, aggregating, and reporting student learning outcomes (SLO) assessment data and housing program/unit review (PUR).

Assessment in eLumen - Overview
SLO assessment data are collected in "Scorecards" and reports are completed as "Action Plans" in eLumen. eLumen is designed to collect direct student-level assessment data across all course sections. It is important to plan for this when your course is scheduled for assessment. The Assessment and Planning Office will create "scorecards" with approved course and education learning outcomes.

eLumen is role-based. "Faculty" complete assessment Scorecards for their individual course sections and a "Course Coordinator" identified by the department completes a single course Action Plan (CAR/GEAR) based on aggregate data across sections. "Department Coordinators" (chairs) and "Division Coordinators" (deans) review submitted Action Plans. Assessment data and Action Plans remain housed in eLumen for future access and review. PURs remain in eLumen as well.

Assessment cycle. Captured in 5.3.1 below

Resources for the Faculty Role
The "Faculty" role allows faculty to complete assessment Scorecards and view data for the course sections that they are teaching in a given semester.

Resources for the Course Coordinator Role.
The "Course Coordinator" role allows a lead faculty member to complete assessment scorecards, view data, and complete Action Plans for any course and all of its sections that they have been assigned to manage. This role is typically given to a lead faculty member who is overseeing SLO assessment for a course.
Completing SLO Assessment Scorecards in the Faculty Role

Resources for the Department Coordinator Role.
The "Department Coordinator" role can view assessment data and review Action Plans for all courses within his/her department and has the ability to create and modify curriculum maps. Those given the Department Coordinator role are typically department chairs, directors, or coordinators.
Completing SLO Assessment Scorecards in the Course Coordinator Role
Completing an Action Plan as a Course Coordinator

NAAB

Program / Unit Reviews
Program/Unit Review (PUR) - Assessment and Planning - Truckee Meadows Community College
The program/unit review (PUR) is an academic process designed to guide a program's/unit's continued development and improvement. Every five years, faculty complete a comprehensive self-study of their programs (degrees, certificates) or units (e.g. related courses, or contribution to general education) where they examine program curriculum, describe program improvements as a result of program learning outcomes (PLO) assessment, analyze student enrollment, achievement trends and equity gaps, and develop a five-year strategic plan with resource requests towards improving student learning and achievement.
PUR self-studies are completed in eLumen.
Reviewing Assessment Action Plans as a Department Coordinator
Viewing Course Student Learning Outcomes
Completing a CSLO/PSLO Curriculum Map

The self-study (Program / Unit Review) is divided into the following components:
   I.   Program/Unit Overview
   II.   Current Status of the Program/Unit
   III.   Program Curriculum and Offerings
   IV.   Program Learning Outcomes Assessment
   V.   Enrollment and Demographics
   VI.   Student Success
   VII.   Resources
   VIII. Future Directions
   IX.   Resource Requests
          Link to additional information: Program/Unit Review Handbook - Assessment and Planning - Truckee Meadows Community College

Upon completion, the Academic Standards and Assessment (ASA) Committee, academic dean and Vice President of Academic Affairs (VPAA) review the self-study.

Each level of review provides findings and recommendations. The VPAA's summary and review serve as the official findings and recommendations to the College President and Board of Regents. Programs follow up annually on these recommendations in their Annual Progress Report (APR).

Resource requests are forwarded through the deans and VPAA to the Resource Allocation Process (RAP).

As for assessment data, year 3 coursework is currently under the data collection phase of assessment. Year 3 Scorecards and Action Plans are projected for completion at the end of the Spring 23 semester.   Years 4 through 5 have yet to be assessed.

5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.

Program Response:
Each faculty member will be responsible for initiating assessments of their responsible courses. All TMCC instructors follow a two-step assessment process: 1) Course Assessment and 2) Action Planning.

The two-step assessment process is as follows:
1) Course Assessment. The course assessment process prompts the reviewer, instructor of record, to assess each program learning outcome. Each course will tend to have three separate yet related outcomes. Each student's performance is measured to each outcome by utilizing the following Likert scale:

- 1) Does not meet expectations
- 2) Approaches expectations
- 3) Meets expectations
- 4) Exceeds expectations

2) Action Plan. Each course and the underpinning learning outcomes are aligned with learning measures. An action plan is the final step of the assessment process. The plan measures how students are progressing towards the outcomes and prompts the reviewer to "stay the course" or to adjust pedagogical practices.

Assessment results will be shared to the Program Leadership Council. After review, curriculum amendments found in the action plan(s) will be discussed. Major curriculum and proposals for changes and implementation strategies found in the action plans will be presented to the Architectural Advisory Board. Whereupon, they will be forwarded sequentially from the Chair to the Dean.

The items addressed in the Action plans will be stacked against the student learning outcomes and if the course content is corresponding to the NAAB criteria.

Relationship Course Assessment & Curriculum Development

5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

Program Response:
The personnel and committee(s) involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinator and department chairs or directors shall be as follows:

The Program Leadership Council (PLC), a subset to the advisory board as led by the Chair, will be the body involved in setting curricular agendas and initiatives. The Chair, a rotating position held by an architect, will impart findings and direction from the PLC members to either the Advisory Board or directly to the Chair. For the most part, the flow of information will go the Chair, Director, Dean and to the Vice President of Academic Affairs.

Revisiting the roles:

Department/Division Chairs (Technical Sciences - Edison)
Chairs are academic faculty positions, which have additional administrative duties associated with the operations and management of a department/unit of the College. Department Chairs may have a reduced instructional workload, additional contracted days and/or stipends to compensate them for additional responsibilities. Department Chairs duties and compensation are further defined by the TMCC-NFA Contract.

The Department Chair along with the department teaching faculty reviews and evaluates courses taught in the area, overseeing curriculum to ensure it is current with pedagogical and scholarly advances in the discipline. The Department Chair initiates, plans, oversees implementation of, and reviews the preparation and offering of the academic program/curriculum, the evaluation of transfer credit, the review of course substitutions, and the use of resources in the department, with appropriate involvement of members of the department and approval of the Dean. The Department Chair, in conjunction with appropriate teaching faculty, works to ensure courses are taught in keeping with the official catalog descriptions, in a professional manner, and at an appropriate level of rigor to ensure academic quality. The Department Chair develops and validates departmental publications

including the class schedule, course catalog, program information pamphlets; and coordinates the updating of departmental web pages.

Director (Technical Sciences - Edison)

Oversee Technical Sciences staff and ensure effective management of the Applied Technology Center operations including direct oversight and/or communication with TMCC's Main Campus. In consultation with the Dean and faculty members, review and evaluate courses to ensure workplace relevance and currency within each discipline. Collaborate with faculty on curriculum changes, additions or deletions. Evaluate use of resources and provide input to the Dean on changes to resource allocation. Initiate departmental resources and budget requests, including grant and external funding. Manage departmental budgets and coordinate annual inventory of equipment with program faculty. Ensure that all federal, state, system and college policies, procedures, and guidelines are followed. Support and collaborate with program faculty members to ensure effective and consistent delivery of academic programs at the Center. Assist with scheduling for operations at the Center, including courses, workshops, meetings and special events. Maximize room utilization and staffing efficiencies. In consultation with the Dean and faculty members, review and evaluate courses to ensure workplace relevance and currency within each discipline. Collaborate with faculty on curriculum changes, additions or deletions. Recommend teaching assignment and faculty workload in consultation with the Dean and Department Chairs, ensuring compliance with the Nevada Faculty Alliance contract. In consultation with department faculty, hire and evaluate instructional assistants (IAs). Manage direct report staff members including hiring, scheduling and evaluation. Support student advisement and evaluate course substitution requests as needed. Address student complaints and appeals related to instruction and assist the Dean in resolving student issues as appropriate. Evaluate use of resources and provide input to the Dean on changes to resource allocation.

Dean (Technical Sciences – Edison)

The Dean is responsible for and has general administrative authority over the divisional affairs in the areas of educational policies, annual budgets, personnel, hiring, and teaching assignments. The Dean provides leadership pertaining to academic programs and their adherence with college policies and guidelines; all Divisional Deans meet weekly with the Vice President of Academic Affairs (VPAA). In turn, the Dean is reviewed by the VPAA.

Vice President of Academic Affairs (VPAA)

Reporting to the President of the College, the VPAA is responsible for providing effective leadership and guidance for all academic areas including: instruction, curriculum, student learning, assessment and planning, accreditation, scheduling, online learning, academic policies and procedures, and faculty support.

TMCCs Curriculum Review Committee

Curriculum Procedures and Resources - Faculty Senate - Truckee Meadows Community College

There are many resources and processes in place for creating new courses and/or making changes to existing courses. In the broad sense, the link will guide faculty to our: 1) Course Management page, 2) Program Management page, and 3) the Course Inventory Approval page.

The Course Management page lists all of the courses at TMCC. Within, each course will list the course description, course objectives and the learning measures and outcomes.

The Program Management page identifies all of the courses found within the degree pathways. Such as unique Skill Certificates, Certificate of Achievement(s), Associate Degree and ultimately, in our case, the Bachelor of Architecture.

The Course Inventory Approval page is the program used for changes. It initiates the workflow for changes, amendments, etc. to be viewed and commented upon; from the instructor level up the Dean's level.

Still within the link, faculty and administration have access to additional resources such as: submission procedures, policies and procedures (captured below), guidelines for reviewers, common course numbering, workflow, writing course objectives / learning measures / outcomes, resources for embedded general education curriculum, and other resources.

Policies and Procedures for Curriculum Review

The committee recognizes that there are instances in which minor revisions to an existing course, degree, emphasis or certificate may bypass full committee review. In cooperation with the Assessment and Planning Office, the CRC identifies the following exceptions wherein proposed changes to an existing course, degree, emphasis or certificate can be made directly through the Assessment and Planning Office:

- Requests for title changes from NSHE System Office
- Minor verbiage updates required for accreditation purposes

When courses or programs contain outdated information identified as part of a catalog review such changes can be approved by the Associate Dean of Assessment and Planning and the CRC chair without requiring full CRC approval.

The following course changes can be made directly through the Assessment and Planning Office, so long as the course has been reviewed by CRC within the past 4 academic years:

- Class size
- Grading system
- Transfer status
- Contact type (e.g., lab, lecture, clinical, practicum)

The following program changes can be made directly through the Assessment and Planning Office (in coordination with Academic Advisement and Admissions and Records), so long as the program has been reviewed by CRC within the past 4 academic years:

- Updates to course sequencing; excluding the addition of courses and the deletion of courses from a program
- Statement of recommended general education or elective courses

Any of the aforementioned changes made through the Assessment and Planning Office will be communicated to the CRC Chair, so that changes can be included in the committee agenda as informational items.

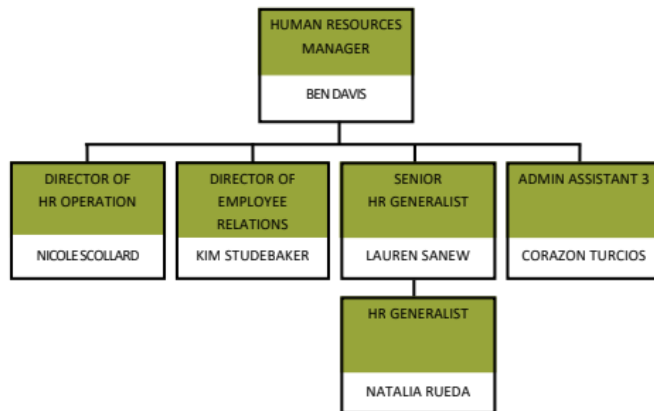## 5.4 Human Resources and Human Resource Development

The program must demonstrate that it has appropriate and adequately funded human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. The program must:

5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

Program Response:
TMCCs Human Resource Department. https://www.tmcc.edu/human-resources/faq

ADMINISTRATION ORGANIZATION STRUCTURE

[Click here to enlarge HR Org Chart.](#)

TMCCs Human Resource Department handles an array of topics, but is not limited to: A how to guide for new employees. Such as phone service, address changes, amendments to beneficiaries, employee ID cards, Grant-in-Aid or Registration fee reductions, office keys, employee wok-related injuries, and employment health benefits. Other categories include: Payroll and Recruitment.

Per TMCCs Nevada Faculty Alliance contract (2022-2025) workload balance for tenure and tenure-track faculty is achieved by a balance of course loads, office hours, grading/course prep time, and institutional service hours.   Faculty, under a 9-month contact or 172 days, teach a minimum of 15 contact hours/credit hours per semester (1 credit = 15 contact hours), office hours (Student Support times) – faculty maintain 5 hours per week outside scheduled instruction, 10 hours per week for grading and instructional support time, and 5 hours per week of service to students and the institution. This can come in many forms, with as much of this on campus as possible. This service may include but is not limited to: committee work, professional development, meetings, workshops, student events, etc.

Faculty are allowed a 6-credit overload, not to exceed 21 credits per semester. Exceeding 21 credits is permissible, on emergency situations, as approved by the Academic Dean and the Vice President of Academic Affairs.

5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.

Program Response:

Gregory L. Erny, FAIA, NCARB, Hon. FCARM
Licensed to Practice Architecture in the State of Nevada since 1981
NCARB Certificate Holder since 1985

Gregory L. Erny FAIA, NCARB, Hon. FCARM has been appointed by the Interim Dean of Technical Sciences as the Architect Licensing Advisor for the Truckee Meadows Community College Bachelor of Architecture Program. He is very familiar with the Architect Licensing

Advisor Community as he was involved in the creation of this program during his tenure in the leadership of the National Council of Architectural Registration Boards.

First appointed to the Nevada Board of Architecture, Interior Design, and Residential Design in 1996, Mr. Erny continues his service on the Board. He has served three terms as the Nevada Board chair from 2000-2003, 2011-2014, and has served as the current Board Chair since 2021. He has been a dedicated NCARB volunteer for almost three decades, offering his time and expertise to numerous committees—including several related to the development and evolution of the Architect Registration Examination$_®$ (ARE$_®$), the national exam used to test a licensure candidate's knowledge and skills.

Mr. Erny was inaugurated as the 98th president of the National Council of Architectural Registration Boards (NCARB) at its 2017 Annual Business Meeting. As president, the Reno, NV, architect led the organization that supports the 55 U.S. architectural licensing boards, which serve more than 111,000 licensure candidates and architects.

Mr. Erny is also a member of the American Institute of Architects (AIA), having served as president of AIA Northern Nevada and AIA Nevada. He is the recipient of the AIA Nevada Silver Medal and was elevated to the AIA's College of Fellows in May 2017. Erny remains heavily involved in his community, acting as a commissioner for the City of Reno's Historic Resources Commission, and President of the Nevada Area Council of the Boy Scouts of America.

Mr. Erny will be attending the 2023 Architect Licensing Advisor Summit on behalf of the Truckee Meadows Community College Architecture Program. He is anxious to provide guidance to TMCC students on the licensure process by facilitating the flow of information regarding how to first become licensure candidates, advising and assisting them with the NCARB Record application and documentation process, and then assisting them in their transition to becoming practicing registered architects."

5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement

Program Response:

TMCCs Professional Development https://www.tmcc.edu/professional-development
TMCC's Professional Development Office provides workshops and training opportunities to expand the knowledge, increase the skills and foster the success of our students and staff.

Development opportunities are offered year-round, with intensive trainings offered to employees at the start of each semester.

Mainstay topics: Mandatory and Supervisory Training Information, Mandatory Training Videos (sexual harassment prevention, FERPA, active shooter), Using the Smart Classroom video, Kahoot Demonstration, Know your Numbers Presentation (Budget Office), Environmental Health and Safety, New Employee Welcome, Tutorials for Faculty and Staff and Search Committee Diversity Training.

5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

NAAB

Program Response:

TMCC Academic Advising https://www.tmcc.edu/advisement
The Academic Advisement Office helps you stay on track to graduate by providing expert advice on strategically registering for classes that fulfill degree requirements while meeting your academic and professional goals.

TMCCs accessible and knowledgeable team is available for in-person and virtual appointments. Additionally, our office oversees the New Student Orientation process and can also help you prepare to transfer to other educational institutions.

Additional academic advising support (links) includes: New Students (Academic Advisors meet with prospective students), Transfer Students (Services that can help you if you are transferring to or from TMCC), Continuing Students (Advisors are available throughout the year to assist all students through to graduation), and International Students (Assistance for students attending college on an F-1 Visa.

TMCC Career Hub https://www.tmcc.edu/career-hub
The TMCC Career Hub prepares students at any stage with the skills needed to be successful in the world of work. Once ready to begin a job search, the TMCC Career Hub can help a student put their best foot forward, with personal training to assist in preparing a resume and polishing interviewing skills.

A calendar of event is updated to reflect scheduled workshops and events. The Career Hub hosts a wide variety of job-related events connecting you with alumni and employers to build lasting partnerships and increase networking opportunities.

TMCCs online job board also lists opportunities for students and alumni who are currently searching for a new position. The goal is to prepare you to become self-sufficient through enhancing, building and increasing the skills necessary to obtain employment now and in the future. Whether you're entering a new field, looking for your first part-time job, returning to work, or transitioning into a career the TMCC Career Hub can provide guidance, information, and connections.

Additional services / Links include: Resume and Cover Letter Review, Job Search Advisement, Interview Preparation, and Networking. Workshops can be done in groups or by individual appointment. Topics include: Creating a resume and cover letter, Interviews made easy, Network like a pro, Intro LinkedIn, and Dress for success.

5.5 Social Equity, Diversity, and Inclusion
The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

Program Response:

TMCCs Equity, Inclusion and Sustainability Office. https://www.tmcc.edu/diversity
The TMCC Equity, Inclusion and Sustainability Office leads efforts to make sure that during your time at the College, you are part of an inclusionary environment that honors diversity and integration. We also respect planning ahead for a sustainable future, and lead efforts towards our Core Value of stewarding our resources through conservation, education and healthy living choices.

NAAB

Faculty List   2022-2023

Full Time Faculty	Gender	Ethnicity
Deysi Montes-Castillo	Female	Peruvian
Kaysi Archey	Female	Caucasian

Part-Time Faculty	Gender	Ethnicity
Todd Copenhaver*	Male	Caucasian
Ken Rose*	Male	Caucasian
Nate Hudson*	Male	Caucasian
Eric Johnson*	Male	Caucasian
Jeff Frame*	Male	Caucasian
Audrey De La Cruz*	Female	Caucasian
Jim Severt	Male	Caucasian
Ryan Hansen**	Male	Caucasian
Dan Kovach**	Male	Caucasian
Deb Robinson	Female	Caucasian
Arlee Fisher*	Female	Caucasian
Herman Manrriquez	Male	Hispanic
Elena Nikolov	Female	Macedonian

Practicing Architect*   Practicing Landscape Architect**
[Click here to access resumes for all staff listed above.](#)

TMCC's Architecture Program as compared to our community

	Caucasian	Latino	Asian	Black/African	Female	Male
Licensed Architects U.S. (1)	71.3%	9.9%	13.8%	2.8%	23.3%	76.7%
Reno/Sparks Community (2)	72.2%	24.0%	7.2%	3.2%	49.6%	50.4%
TMCC Student Pop. (3)	49.6%	33.6%	6.1%	2.5%	55.1%	44.9%
TMCC Architecture	39.4%	51.0%	1.0%	1.0%	37.5%	62.5%

(1) Internet Search https://www.zippia.com/architect-jobs/demographics/
(2) Census data https://www.census.gov/quickfacts/renocitynevada
(3) TMCC Research Fall 2021
    https://public.tableau.com/app/profile/tmcc/viz/TMCCPURDemographics/DemographicsProgramMajors
(4) TMCC Research Fall 2021
    https://public.tableau.com/app/profile/tmcc/viz/TMCCPURDemographics/DemographicsProgramMajors

5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

Program Response:

TMCC Hispanic Serving Institution https://www.tmcc.edu/diversity/hsi
Truckee Meadows Community College has been designated as a Hispanic Serving Institution (HSI). Members of the TMCC HSI Task Force maintain many efforts for this designation. Since 2009, TMCCs Hispanic student population has steadily been on the rise. In 2016, approximately, the population exceeded 25%. An important milestone. In other words, TMCC has an enrollment of undergraduate full-time equivalent students that is at least 25

percent Hispanic students at the end of the award year immediately preceding the date of application; and, has a federally designated minimum percentage of Pell Grant-eligible students.

With this designation, based on the availability of federal funding, TMCC qualifies to apply for two types of federal funding and grants: Title III and Title V.

As a sub-committee of the TMCC Diversity Committee, the HSI Task Force's purpose is to provide strategies, input, and advice on efforts that support Hispanic Student success (including efforts with International Services & ESL) in the following areas: Access, Retention, Hispanic Serving Institution initiatives/compliance/strategies.

5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

Program Response:

TMCCs architecture program will start to monitor the 1st year ethnic student enrollments. As highlighted in the Architecture program's previous Program Unit Review, a reviewer's comment suggest that the program compare 1st year enrollments to completers. The program will begin to track this data point.

TMCC has many opportunities to benchmark ethnic data points. For example, data can be pulled from sequential laddered/incremental achievement points: Skill Certificates, a Certificate of Achievement, an Associate Degree and the Bachelor Degree.

5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

Program Response:

TMCC is an equal employment opportunity/affirmative action (EEO/AA) institution and does not discriminate on the basis of sex, age, race, color, religion, physical or mental disability, creed, national origin, veteran status, sexual orientation, genetic information, gender identity, or gender expression in the programs or activities which it operates.
All operating policies of the College pertaining to, but not limited to, the instructional programs, student services programs, learning resources services and the employment of all professional, classified and student employees direct such nondiscrimination.
TMCC's Human Resources Office now employs the Title IX and 504 Coordinator for TMCC. Any faculty, staff, student or guest who believes they have experienced or witnessed sexual harassment or discrimination at TMCC, please report it immediately.

TMCCs EEO/AA https://www.tmcc.edu/diversity/eeo
TMCC Policy and Statement Regarding Equal Employment Opportunity/Affirmative Action (EEO/AA)
The Nevada System of Higher Education (NSHE) is committed to providing equal opportunity and access to programs and employment, and places of work and learning free of discrimination. Likewise, TMCC's policies regarding equal employment opportunity and affirmative action represents our commitment to supporting practices that seek to achieve equal opportunity in employment and advancement without regard for sex, age, race, color,

religion, physical or mental disability, creed, national origin, veteran status, sexual orientation, genetic information, gender identity, or gender expression.

Additionally, TMCC is committed to taking efforts to recruit, employ, retain, and promote qualified members of underrepresented groups, women, individuals with disabilities, and veterans. Such efforts shall apply to all employment practices, including but not limited to: Hiring, Promotion, Demotion, Transfer, Recruitment, Recruitment Advertising, Layoff, Termination, Compensation, and Training.

In full compliance with federal and state laws, TMCC has adopted the following equal employment opportunity and affirmative action statement:

TMCC is an EEO/AA (equal employment opportunity/affirmative action) institution and does not discriminate on the basis of sex, age, race, color, religion, physical or mental disability, creed, national origin, veteran status, sexual orientation, genetic information, gender identity, or gender expression in the programs or activities which it operates.

5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities

Program Response:

Disability Resource Center (DRC) https://www.tmcc.edu/disability-resource-center
The Disability Resource Center (DRC) can help you request reasonable accommodations and services to make your College experience a successful one. We aim to help you become self-sufficient, while providing resources for your general and online courses. Our trained staff can help you plan ahead for your semester and accomplishing your academic and professional goals.

The Americans with Disabilities Act (ADA) states that a person is eligible for accommodations if they have a qualifying disability (Eligibility Information available online). Persons with documented disabilities have the right to free accommodations to ensure equal access to educational opportunities at Truckee Meadows Community College.

Reasonable accommodations and implementation of services are determined by a TMCC DRC specialist, who will schedule support services. A person must first submit a DRC Registration Form and then make an appointment with a specialist. A person will be required to produce documentation describing your disability and any suggested accommodations requests before receiving services (documentation policy found online).

5.6 Physical Resources
The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

5.6.1 Space to support and encourage studio-based learning.

Program Response:

Studio Spaces / Physical Resources.
Three studio spaces are available to the architecture program (PDF link below expands with pictures and brief descriptions).

Studio Space. EDSN 210. (second floor)
EDSN 210 is a seventeen (17) seat capacity studio. The instructor station is fully ADA compliant, by raising and lowering. Each student has a large format table and stool capable of supporting a 30"x40" drawing. Each table is supported by a computer with dual monitor arms. The teacher may lecture from the white board, an overhead projector, or project images/lectures on each student monitor. The room is equipped with an 11x17 color Xerox copier.

Studio Space. EDSN 221 & 221A. (second floor)
EDSN 221 & 221A is a new project that will expand capacity of an existing computer lab and adjacent storage space. The "Capacity Project" will expand seating from twenty to twenty-seven and will be dedicated to the architectural program. The work includes adding acoustical ceiling tiles, removing a partition wall and adding a pony wall. New tables will be purchased along with monitor arms. The layout will be similar to EDSN 264/265. The room is already equipped with two wall-mounted 72" monitors and a writeable wall surface.

Studio Space / Classroom. EDSN 264 & 265. (second floor)
EDSN 264 has capacity for twenty-four students. The "butcher block" style desks are intentionally arranged in clusters of fours as to promote informal conversations and impromptu student-student "desk crits." Each student can tape down a 30"x4" drawing. The studio space is also home to degree seekers pursuing Residential Design and Landscape Architecture.

The adjacent classroom (EDSN 265) has a seating capacity of 24. The instructor station is fully ADA compliant, by raising and lowering. The room is also equipped with two 8.5x11 copiers (color and b/w). Behind the teachers' station is a writable wall and a pull-down projector screen.

The storage closet (EDSN 267) is utilized to store consumables. The space is large enough to house two departmental laptop carts (10 each).

Challenges.
- Studios. There are no dedicated spaces/desks. As the program grows, dedicated studio spaces and/or rooms will be identified.
- Studios. Currently, students transport their books and drafting/drawing tools to and from home and the classroom. Lockers are currently being looked into.
- Classroom EDSN 265. Currently there is only one door which can present scheduling challenges. A second door is planned on the West wall to allow ingress/egress from the adjacent Mezzanine Gallery.

Wi-Fi is available in the whole building with wireless access points installed in "low-band width" areas.

Floor plans and pictures of spaces available to architectural students are continued on the PDF found below.

Physical Resources PDF

5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.

Program Response:

In addition to the studio spaces distributed over the second floor, the building houses an array of conference rooms and informal study areas / student lounge areas.

The unique layout of EDSN 264 is the classroom within – EDSN 265. This unique arrangement allows for lectures to happen within the classroom followed by "studio time." There are a few drawbacks: 1) There is only one means of ingress/egress. Plans are in place to add another, existing to the mezzanine walkway. 2) due to large format 72" monitors, lectures typically happen within the studio space. With a second door to the mezzanine, this will allow for greater flexibility with scheduling.

On the first floor, below the mezzanine, is a very large two-story central hub space. While this space is a general gathering area for all students, it is often un-used; an ideal space for in-class demonstrations or for large projects, including lectures. For longer spans, the space can be reserved. Small group study areas are available adjacent to the central studio spaces.

The first-floor computer lab is fully equipped with a "E" size plotter, an 11x17 Xerox copier and computer stations with dual monitors. Stations are up to date with the latest versions of AutoCAD, Revit, and the Adobe Suite. The computer lab is also used as a teaching lab.

Project juries are held at the "Mezzanine Gallery." The linear circulation configuration makes an ideal space for student displays. A second jury space occurs in the circulation corridor to the high school studio space.

There is opportunity for wood fabrication in the un-conditioned metal building located west of the classroom space (room 264). Utilizing the metal building and the adjacent/dedicated outdoor workspaces, students have fabricated an 8'x10' tiny home for the City of Reno. Improvements towards a conditioned space has been discussed informally. This topic, and others like it are typically brought forward to the Architectural Advisory Board / Program Leadership Council (PLC).

5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

Program Response:

All Full-Time faculty have their own office within Edison. Part-time faculty have options on both first and second floor. All offices are equipped with computers and printers. Two conferences are also available for prep work or for student/faculty meetings. As most part-time faculty are practitioners, most prep work occurs offsite.

The computer lab, during scheduled classes is open to faculty and students. The Learning Resource Center (aka the Library) and adjacent testing center is also available to faculty and students.

Student advising occurs informally with the instructors or formally at the Edison Campus, with an advisor on-site once a week or up at the main campus (Dandini). Either situation allows for drop-ins or scheduling options.

The Information Technology staff is always available to assist via a phone call or by ghosting on the PC towers or laptops.

5.6.4 Resources to support all learning formats and pedagogies in use by the program.

Program Response:

The Edison campus provides open studio space, conference rooms, a large central hub space and computer labs that promote and support learning formats and pedagogies.

The studio spaces (Edison 210 and 264, [soon to include room 221]) and all classrooms allows for zoom / live synchronous online presentations.

The Edison campus offers an array of tangential learning opportunities, existing programs include: Welding, Machining, Construction Management and HVAC/R.

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

Program Response:

During the COVID-19 pandemic, and the pivot to on-line modalities, the college was fully prepared with Zoom licenses for all faculty. In addition, all of our courses are required to have presence within our online Learning Management System (LMS) – Canvas.

Consequently, many instructors are shifting from the erasable white board to the 72 inch "TV Monitors."   Literally, a large format computer that allows for students to zoom in and for the instructor to draw or annotate upon the screen.

TMCC made available laptops and computer towers upon student request.

5.7 Financial Resources

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

Program Response:

Institutional Support
The Vice President of Academic Affairs at TMCC has demonstrated institutional support by:
- $10,000 commitment dedicated to the architectural library.
- $40,000 commitment dedicated to increasing classroom capacity.
- Commitment to allow classes to run with low enrollments; allowing for program maturation.
- The Bachelor of Architecture will be the seventh Bachelor's Program offered at Truckee Meadows Community – demonstrating the institutional support.

Financial Resources - Overview
Generally speaking, NSHE receives monies from Nevada's Legislative Council Bureau which is divided amongst the eight (8) NSHE institutions. TMCC's allocation is "generally" divided into separate areas: 1) Instruction, 2) Academic Support 3) Student Services 4) Institutional Support, 5) Operation and Maintenance of Plant, and 6) Scholarships and Fellowships. The monies for Instruction is divided amongst the five divisions. Divisional Budgets are managed by the Vice President of Academic Affairs along with the Divisional Deans.

All TMCCs Architecture Program has two state funded position lines: 1) Deysi Montes, lead faculty for the "Credited Courses" associated with years one thru five of the BArch and 2) Kaysi Archey, lead faculty for the "Dual Credit Courses" associated with years one and two of the BArch.

Division/Department Level

Divisional Budget line items include academic positions as well as: 1) Letters of Appointments (LOA) dollars and 2) Additional Assignments associated with "Overload Contracts" or the amount of credits that exceed the 15-credit required minimum. To elaborate, LOAs are associated with Part-Time teaching faculty, which are held to 9 credits per semester. Situationally, a part-time faculty may exceed 9 credits per semester, requiring VPAA approval, and they become benefits eligible. Overload contracts are associated with full-time faculty. Situationally, an instructor may elect to teach above the 15 credits. Six additional credits require the Dean's approval and above six credits require the Vice President of Academic Affairs (VPAA) approval.

A few additional budget items include costs associated with Instructor Assistants and Student Workers. Instructional Assistants are requested by faculty. Faculty self-determine if a class is either too large and requires assistance or if matters of safety are of concern; usually associated with programs such as Machining, Welding, Automotive and Diesel. Student workers as well as instructional assistants are paid hourly since their schedules can vary. As a practice, the Executive Assistant typically hires student workers with "Work Study Monies" already encumbered with the student's account.   These monies can be funded by Federal or Need Based Work Study or grant funding if available.

Program Level

Within each program, the lead faculty member manages operating and Lab expenses. Operating dollars are funded by the state. Operating dollars, representative examples, may pay for software licensing fees and/or professional development courses.   Lab accounts are funded by lab fees associated with the appropriate courses that typically are associated with consumables.

Self-support Budgets. Associated with Architecture, is the "Revit" account. The Revit self-support budget has been in existence over the past eight years. It was created by industry demand. As Revit rolled out into the field of architecture, practicing architects, engineers, etc. requested assistance from TMCC.   In turn, the architecture program created two courses: Intermediate and Advanced.

Full Time Faculty and Classified Staff

Full-time professional, classified and fringe benefits are provided by the State and are controlled by TMCCs Budget Office.

Part-time faculty

This includes part-time instructors and instructional assistants. These workers are also funded by the State.

Currently, PG07913 has $56,737.40 in actual expenses for part-time dollars. There is also $24,735.40 in obligations but that amount is likely too high. I would need more details to get an accurate expected amount for FY23 part-time dollars for this account, which is only budgeted at $40k. Last fiscal year (FY22) there was $40,553 in actual expenses for part-time dollars in that account.

Operating Expenses

Each department receives state funded operating dollars to help out with program expenses. Use examples include memberships, instructor office supplies and software.

Lab Fees – Equipment Purchases

Most equipment purchases are satisfied with course lab fee. If the purchase is beyond the lab fees other routes include a Resource Allocation Plan (RAP) request (explained below) and

through the Perkin's Competitive Process (explained below). Refer to the course/lab fee schedule below:

Subject # / Course Name / Lab Fees – Fall 2023
AAD 101 / Design with Nature / $20
AAD 125 / Construction Drawing & Detailing / $20
AAD 180 / Design foundation I / $30
AAD 181 / Design Foundation I – Discussion / $20
AAD 223 / Graphic Software for Arch, Const, Dsgnr, Planners/ $50
AAD 230 / Design with Climate / $10
AAD 265 / Computer Applications in Architecture I / $50
AAD 280 / Fundamental of Architecture Design I / $30
AAE 282 / Fundamentals of Architecture Design II / $30

Lab fees for the balance of the classes can be found on the shared google drive and linked below.

Click here for Lab Fees PDF.

The Carl D. Perkins Grant
The Carl D. Perkins Career and Technical Education funding is made available to TMCC based on the Pell Grant counts for the prior academic year, as reported by the Nevada System for Higher Education. TMCC uses the funds allocated to the College to support Career and Technical Education programs. The funds can be used to develop new programs of study, improve current programs, or serve special population students to complete CTE degrees or certificates.

Perkins 2024 made available +/- $100,000 divided over five divisions. The architecture program requested a +/- $6,000 Xerox 11x17 color copier.

5.8 Information Resources
The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Program Response:

The students, faculty, and staff of the architecture program at Edison Campus benefit from two on-site libraries dedicated to research in architecture and landscape architecture. The primary library, referred to as the Learning Resource Center, contains: architecture titles from current and historical journals, news articles, visual and digital resources, access to databases, electronic resources, streaming media, as well as text books. The staff offers support services including interlibrary loans, course reserves, citation management assistance and technology/software access. Library instruction is available for in classroom lectures, librarian-led consultations and library tours. Faculty and students may also request new materials or software.

The second library contains a variety of collections that have been donated over the years. Topics range from structural engineering, soils, art, home improvements, and landscape design.

Applied Technology Campus - Learning Resource Center
Monday – Thursday 10:00-5:00 | Appointments available outside of regular hours

Dandini Campus - Elizabeth Sturm Library
Monday – Thursday 8:00 – 7:00 | Friday 8:00 – 5:00 | Saturday 10:00 – 3:00

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

Program Response:

Students, faculty, and staff have access to the research librarians who provide discipline-relevant information that support teaching and research. The opening hours of the Learning Resource Center (see above) allow access to the physical and technical resources such as computers, scanners, the library staff and their expertise.

Edison Learning Resource Center 775-857-4941 | Dandini Elizabeth Sturm Library 775-674-7600

NAAB

6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program or any candidacy program must include the exact language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2, in catalogs and promotional media, including the program's website.

Program Response:

The information regarding NAAB accreditation is available on the "Architecture and Design Technology" website.

https://www.tmcc.edu/applied-technologies/programs/construction-technologies/architecture-design-technology

TMCC is in the process of creating a "BArch Accreditation Page" – second page to the main. The following items can be found:

> *"In the United States, most registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year term, an eight-year term with conditions, or a two-year term of continuing accreditation, or a three-year term of initial accreditation, depending on the extent of its conformance with established education standards. Doctor of Architecture and Master of Architecture degree programs may require a non-accredited undergraduate degree in architecture for admission. However, the non-accredited degree is not, by itself, recognized as an accredited degree."*

TMCC Bachelor of Architecture. 150 semester credit hours

6.2 Access to NAAB Conditions and Procedures

The program must make the following documents available to all students, faculty, and the public, via the program's website:

 a) Conditions for Accreditation, 2020 Edition
 b) Conditions for Accreditation in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
 c) Procedures for Accreditation, 2020 Edition
 d) Procedures for Accreditation in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

Program Response:

NAAB

Access to the following documents is provided on the "Architecture and Design Technology" website.

https://www.tmcc.edu/applied-technologies/programs/construction-technologies/architecture-design-technology

TMCC is adding/creating a "BArch Accreditation Page" (second page to the main). The following items can be found:
- *Conditions for Accreditation, 2020 Edition*
- *Procedures for Accreditation, 2020 Edition*
- *Projected Accreditation Timeline (dates are tentative and represent TMCC's plan for achieving initial accreditation):*
  - *Initial Candidacy: January 1, 2023 (effective date)*
  - *Continuation of Candidacy: January 1, 2025 (effective date)*
  - *Initial Accreditation: January 1, 2027 (effective date)*

6.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

Program Response:

TMCC career and development and placement services https://www.tmcc.edu/career-hub

The TMCC Career Hub prepares students at any stage with the skills needed to be successful in the world of work. Once you are ready to begin your job search, the TMCC Career Hub can help you put your best foot forward, with personal training to assist you in preparing a resume and polishing your interviewing skills.

Students can watch the calendar for relevant workshops and events. The Career Hub hosts a wide variety of job-related events connecting students with alumni and employers to build lasting partnerships and increase your networking opportunities. TMCCs online job board also lists opportunities for students and alumni who are currently searching for a new position.

The Career Hub goal is to prepare you to become self-sufficient through enhancing, building and increasing the skills necessary to obtain employment now and in the future. Whether a student is entering a new field, looking for your first part-time job, returning to work, or transitioning into a career the TMCC Career Hub can provide guidance, information, and connections.

6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
c) The most recent decision letter from the NAAB
d) The Architecture Program Report submitted for the last visit
e) The final edition of the most recent Visiting Team Report, including attachments and addenda

Program Response:

All required documents are available on the "Architecture and Design Technology" website.

https://www.tmcc.edu/applied-technologies/programs/construction-technologies/architecture-design-technology

TMCC is in the process of creating a "BArch Accreditation Page" (second page to the main). The following items can be found:

a)   Placeholder for "All interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit."
b)   Placeholder for "All NAAB responses to any Plan to Correct and any NAAB response to the Program Annual Reports since the last team visit."
c)   The most recent decision letter from the NAAB
d)   The Architecture Program Report. Submitted in April 2023.
e)   Placeholder for the "final edition of the most resent Visiting Team Report, including attachments and addendums."
f)   Placeholder for the "program's optional response to the Visiting Team Report."
g)   Placeholder for the "Plan to correct (if applicable)"
h)   Placeholder for the "NCARB ARE pass rates."
i)   Statements and/or policies on learning and teaching culture
    ▪   https://www.tmcc.edu/diversity/in-it-together
j)   Statements and/or policies on diversity, equity, and inclusion
    ▪   *TMCC is an equal employment opportunity/affirmative action (EEO/AA) institution and does not discriminate on the basis of sex, age, race, color, religion, physical or mental disability, creed, national origin, veteran status, sexual orientation, genetic information, gender identity, or gender expression in the programs or activities which it operates.*
    ▪   *TMCCs Learning Management System (Canvas) has just integrated "UDOIT Accessibility Software and DesignPLUS.*
        ▪   *UDOIT tutorial: https://cidilabs.instructure.com/courses/6621*
        ▪   *DesignPLUS tutorial: https://cidilabs.instructure.com/courses/102*
        ▪   *Training Packet: https://support.cidilabs.com/knowledgebase/training-and-implementation-packages-for-design-tools*

6.5 Admissions and Advising

c) Forms and a description of the process for evaluating the content of a non-accredited degrees
d) Requirements and forms for applying for financial aid and scholarships
e) Explanation of how student diversity goals affect admission procedures

Program Response:

TMCC Admission and Advising https://www.tmcc.edu/steps-to-enroll

a. Applications TMCC general population enrollment application forms and instructions.
b. Admission requirements. A student wishing to enroll into the BArch meets with a TMCC advisor. They are informed to declare a sequence of degrees: The Certificate of Achievement, Associate Applied Science degree in Architecture and Residential and the Bachelor of Architecture. **Admission-decisions procedures.** The lead faculty evaluate the submitted material: (i) Resume/CV, (ii) Transcripts, (iii) Portfolio – 11x17 PDF, no more than 20 pages. **Policies and processes for evaluation of transcripts and portfolios** (as found on the Architecture and Design Technology website https://www.tmcc.edu/applied-technologies/programs/construction-technologies/architecture-design-technology) **Decisions regarding remediation** will be evaluated by the lead faculty member. **Advanced Standings** will be evaluated by the lead faculty member.

c. **Forms and a description of the process for evaluating the content of a non-accredited degrees**. (as found on the Architecture and Design Technology website https://www.tmcc.edu/applied-technologies/programs/construction-technologies/architecture-design-technology)

d. Requirements for applying for financial Aid and Scholarships. https://www.tmcc.edu/financial-aid

e. Diversity. The pool of applicants to the program is very diversified, no adjustments to the goals is needed at this time. It is anticipated to maintain or even increase as the program "builds out."

6.6 Student Financial Information

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

Program Response:

TMCC Financial Aid https://www.tmcc.edu/financial-aid
Access to current resources and advice for making decisions about financial aid can be found on TMCCs website.

6.6.2 The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

Program Response:

TMCC Tuition and Fees https://catalog.tmcc.edu/tuition-fees/tuition-fees/#text
Access to an initial estimate for tuition and fees can be found on TMCCs website.

Access to an initial estimate for book fees are supplied to students on each course syllabus. Please note the college is trending towards Open Educational Resources. The architecture program is currently working converting the History of the Built Environment.   Additional information can be found on TMCCs website.

TMCC Open Educational Resource https://libguides.tmcc.edu/OpenEducationalResources

TMCC Library – Commitment to Research
As previously stated, TMCCs commitment to the architecture program was demonstrated by a $10,000 expenditure on the Architectural Library housed at the "Edison Campus" Learning Resource Center.   Multiple copies of required textbooks can be loaned out to students.

General supplies. TMCCs generates lab fees for most of the architectural courses. Lab fees vary and are used to purchase consumables.   Currently, students are not required to purchase a laptop. We have found that students typically arrive with their own. However, the program does have twenty laptops that can be loaned out during class.