Graduate Program Review
2012-2013

Department of
Design
Vickie Hampton, Interim Chair
Cherif Amor, GPR Coordinator

College of
Human Sciences
Linda Hoover, Dean

December 2012
PROGRAM REVIEW OUTLINE
Department of Design

I. Program Overview – A one to two-page summary of department’s vision and goals.

II. Graduate Curricula and Degree Programs
A. Scope of programs within the department
B. Number and types of degrees awarded
   - Degrees Awarded – Academic Year (chart)
   - Comparison of Degrees Awarded – Fall Data (Peer info table)
   - Program Degrees Awarded (table)
C. Undergraduate and Graduate semester credit hours
   - Semester Credit Hours – Academic Year (chart)
   - SCH compared to Budget - Academic Year (chart)
D. Number of majors in the department
   - Enrollment by Level – Fall Data (chart)
   - Comparison of Enrollment – Fall Data (Peer info table)
   - Program Enrollment (table)
E. Course offerings and their enrollments over the past six years (enrollment trends by course)
   - Course Enrollments by Academic Year (table)
F. Courses cross listed

III. Faculty
A. Number, rank and demographics of the faculty (tenured and tenure track), GPTI's and TA's
   - Teaching Resources (chart)
   - Tenured and Tenure-Track by Rank - Fall Data (chart)
   - Comparison of Full-time Faculty (Peer info table)
B. List of faculty members (graduate and non-graduate) (table)
C. Summary of the number of refereed publications and creative activities (table)
D. Responsibilities and leadership in professional societies
   - Professional Leadership (table)
   - Committee service (table)
E. Assess average faculty productivity for Fall semesters only (use discipline appropriate criteria to determine)
   - Faculty Workload (table)
   - College SCH/FTE – Fall Data (chart)
   - Department SCH/FTE – Fall Data (chart)

IV. Graduate Students
A. Demographics of applicants and enrolled students
   - Graduate Student Summary by Category – AY (chart)
   - Graduate Student Summary by Year – AY (chart)
   - Graduate Applicants by Region – Fall/Summer Data (chart)
   - Graduate Applicants - Fall Data (table)
   - Admitted Graduate Students - Fall Data (table)
   - Enrolled New Graduate Students - Fall Data (table)
B. Test scores (GRE, GMAT or TOEFL) of enrolled students
   - Average GRE Scores for Enrolled Graduate Students – Fall Data (chart)
C. GPA of new students
   - New Graduate Students GPA by Level – Fall Data (chart)
D. Time to Degree in Years (chart)
E. Provide a breakdown of how many enrolled graduate students are RA’s, TA’s or GPTI’s (chart)
F. Initial position and place of employment of graduates over the past 6 years (table)
G. Type of financial support available for graduate students.
H. Number of students who have received national and university fellowships, scholarships and other awards - fellowships awarded (table)
I. Percentage (%) of full time students receiving financial support
J. Graduate Student Publications and Creative Activities (table) – number of discipline-related refereed papers/publication, juried creative/performance accomplishments, book chapters, books, and external presentations per year per student.
K. Programs for mentoring and professional preparation of graduate students.
L. Department efforts to retain students and graduation rates
M. Percentage of Full Time students per semester – Fall data

V. Department
A. Department operating expenses
   - Department Operating Cost - Academic Year (chart)
   - Department Operating Cost as a Fraction of Employees - (table)
B. Summary of Proposals (Submitted)
   - Summary of Number of Proposals Written and Accepted (table)
C. External Research expenditures
   - Summary of Faculty Awards (table)
   - Research Expenditures (chart)
   - Peer Institution Info (if available) (table)
D. Internal funding
   - Source of Internal Funds (TTU) - (table)
E. Scholarships and endowments
F. Departmental resources for research and teaching (i.e. classroom space, lab facilities) - (table)
G. HEAF expenditures (table)
H. External Program Accreditation – Name of body and date of last program accreditation review including description of body and accreditation specifics.

VI. Conclusions – a one- to two-page summary of the observed deficiencies and needs identified by your review. Highlight areas of greatest need and areas of significant contributions.

VII. Appendices – should include, but not be limited to, the following:
Table of Contents
A. Strategic plan
   - Attachment from Strategic Planning website
B. Curriculum Map
C. Graduate Course Offerings (table)
D. Graduate Student Handbook
E. Graduate Student Association(s) - Description and information
F. Graduate Faculty Information (from Digital Measures)
I. **Program Overview** A one to two-page summary of the department’s vision and goals.

**Department of Design (DOD)**

**Preamble**

In 2007, after consideration of the graduate program review committee and the Dean’s recommendations, the master and doctoral programs were put on hiatus. After prompt revisions relative to curriculum, recruitments, graduate faculty, and collaborative possibilities, the hiatus was removed in the fall of 2008.

This has coincided with the March 12, 2008 Texas Higher Education Coordinating Board (THECB) approval of the request from Texas Tech University to separate the Doctor of Philosophy (Ph.D.) degree in Environmental Design and Consumer Economics into a Doctor of Philosophy degree in Interior and Environmental Design (IED) and a doctor of Philosophy degree in Personal and Financial Planning (PFP).

The Department of Design administers the Master of Sciences in Environmental Design (MS. in ENVD) and the Doctoral of Philosophy program in Interior and Environmental Design (Ph.D. in IED). Compliant with Texas Tech University 2010-2020 research strategic clusters and the department of the design vision statement, the graduate program is geared toward an emphasis on healthcare and sustainability using an evidence-based design approach.

**Mission Statement**

The Department of Design provides the highest standards of excellence in higher education in the fields of environmental design, apparel design and manufacturing, and interior design while contributing to new knowledge in these areas through meaningful research and community outreach.

**DOD Vision Statement**

By 2020, the Department of Design will be distinguished for quality collaborative education, research, and outreach that address the needs of a global society.
ADM Vision Statement
By 2020, the Apparel Design and Manufacturing program is to be recognized as an exemplary program through Creativity and Technology Innovation.

ID Vision Statement
By 2020, the Interior Design program will be distinguished for quality evidence-based design and collaboration that address the needs of a global society to promote health, safety, and welfare.

The Department of Design values the following:
- dignity and worth of all individuals
- cultural diversity
- collaboration and cooperation
- creativity, individuality, and innovation
- academic freedom and excellence
- open communication and collaborative decision making
- professional and community service
- the interface of theory and practice
II. Graduate Curricula and Degree Programs

A. Degrees/Scope of Programs

The Department of Design administers the Master of Sciences in Environmental Design (MS. in ENVD) and the Doctoral of Philosophy program in Interior and Environmental Design (Ph.D. in IED).

Doctor of Philosophy Degree Program in Interior and Environmental Design (PhD in IED) is designed to serve students interested in academia--teaching and research future prospects. The Doctor of Philosophy degree program provides study opportunities in the areas of Interior and Environmental Design. Admission into the program requires a master's degree, undergraduate and graduate course work GPA’s, letters of recommendations, and a design portfolio. A minimum of 63 semester hours of graduate work beyond the bachelor's degree, exclusive of credit for the dissertation, is required. A preliminary examination is required before the end of the first semester of work. Leveling course work may be required to remove subject matter deficiencies revealed by the preliminary examination. Following the completion of coursework, a qualifying examination is administered.

Master of Sciences in Environmental Design (MS in ENVD) is designed to meet the needs of graduate students who wish to pursue leadership positions in design and consulting practices in industry, government, and education. The Master of Science degree program emphasizes the impact of behavioral sciences on the built environment. The Master of Science degree program constitutes a critical investigation of the correlation between environmental and behavioral issues pertaining to the built-up environment. The degree program exposes students to the causes and identifies possible solutions to problems related to environmental design in contemporary societies. Admission into the program requires undergraduate course work GPA, design portfolio, and letters of recommendations. Appropriate leveling course work may be required when the degree plan is designed. The degree program consists of 36 semester credit hours of graduate work; thesis and non-thesis options.
B. Number and Types of Degrees Awarded

**Degrees Awarded - Academic Year (Environmental Design)**

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**Degrees Awarded - Academic Year (Interior Environmental Design)**

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*Source: Institutional Research and Information Management*

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Graduate Degrees Awarded
ENVD: MS Degree
IED: Ph.D. Degree

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Comparison of undergraduate and graduate enrollment
ADM: Apparel Design and Manufacturing
ID: Interior Design

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The number of degrees awarded for the Master in Environmental Design (MS. ENVD) and Doctoral degree in Interior and Environmental Design (IED) do not meet the Texas Higher Education Coordinating Board (THECB) guidelines—graduation of 5 masters and 3 Ph.Ds/academic year. Three reasons were behind the present deficiency: 1) graduate programs have been put into hiatus, 2) high undergraduate enrollment generating a heavy teaching load for graduate faculty, and 3) two vacant teaching positions remained unfilled for a good period of time. These aforementioned conditions have been addressed. Since the hiatus was removed the enrollment saw a conspicuous increase (see enrollment table). The undergraduate high enrollment was solved through the Interior Design curriculum revision leading to acceptance/enrollment of ID students only during the fall semester (one enrollment track-fall, but not fall and spring) see undergraduate enrollment table. The two teaching positions were successfully filled bringing two distinguished faculty/researchers to support the graduate programs. It is important to note that in 2011, the MS in ENVD has seen a neat amelioration, meeting the THECB requirements. Likewise, the 2012 academic year is signaling a better graduation rate.

C. Undergraduate and Graduate Semester Credit Hours

Undergraduate and Graduate Semester Credit Hours
Undergraduate Semester Credit Hours

Graduate Semester Credit Hours (SCH)
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The adopted undergraduate enrollment strategy resulted in lower enrollment and subsequently a decrease in the undergraduate semester credit hours. This condition and the graduate programs enrollment growth have facilitated the offering of more graduate courses during the fall and spring semesters. Hence, the generation of the graduate programs semester credit hours, as substantiated in the table above, saw a neat increase, as well as the Weighted Semester Credit Hours (WSCH). On a positive note, it is important to underscore that the decreasing WSCH curve trend has been reversed in the 2011 academic year.
D. Number of Majors and Enrollment

![Enrollment by Level - Fall Data (Environmental Design)]

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![Enrollment by Level - Fall Data (Interior Environmental Design)]

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### Graduate Program Enrollment

*Source: Institutional Research and Information Management*

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Graduate Program Enrollment

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Undergraduate Program Enrollment

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The graduate programs experienced a conspicuous enrollment growth. A strategy was devised that resulted in the present growth (see graduate program enrollment table). The present strategy revolved around 1) moving from two tracks undergraduate enrollment to one track enrollment, 2) using of TA’s and RA’s positions, 3) scholarships/fellowships, and 4) establishment of an overarching advertisement plan that includes:

- Advertisement in major professional publications such as (Metropolis Design)
- Advertisement at regional professional design conferences (Dallas Metrocon)
- Online graduate programs advertisement (Peterson’s Graduate Schools)
- Research conference venues (Interior Design Educators Council--IDEC, Environmental Design Research Association—EDRA, and International Conference on Arts and Humanities--ICAH)
- Personal contact of Middle-Eastern Universities and Consulates
- Rebranding of the graduate programs website
- Rebranding of the advertisement documentation—brochure/pamphlet
E. Courses Enrollment over the last Six Years

- Figures are totals – classes may be offered more than once a year

Course Enrollments by Academic Year
Source: Institutional Research and Information Management

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F. Courses Cross-Listed

The Department of Design does not offer cross-listed courses.
III. Faculty

A. Number, rank, and demographics of the graduate faculty
In these last six years, the department of design has experienced an important shift in faculty composition. Two senior faculty retired and two others stepped down. Three positions have been filled with graduate faculty and the fourth is in the process of being filled. The new graduate faculty (two assistant professors and one associate professor) are making good contributions towards the excellence of teaching as well as research in their respective lines of expertise. It is important to note that we have an additional graduate faculty, recently recruited in the area of Apparel Design and Manufacturing, who comes to reinforce the graduate faculty ranks.

As per this academic year, the department of design counts seven graduate faculty. Compared to peer institutions, our faculty number and rank are aligned with the University of Minnesota. The discrepancy with the University of Missouri stems from the large number of Teaching Assistant positions.

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B. List of faculty members

_List all faculty who were employed by your department during the six years of this review_

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<th>Member of Grad Faculty?</th>
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<td>Y</td>
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C. Summary of the number of refereed publications and creative activities.

**DEPARTMENT COMPLETES**

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N = # of full time faculty contributing  
F = # of full time faculty in department

Number of presentations/posters includes Teaching Assistants publications.

Compliant with Texas Tech University 2010-2020 research strategic clusters and the department of design vision statement, the graduate programs (MS. In Environmental Design--ENVD and PhD in Interior and Environmental Design--IED) are geared towards an emphasis on healthcare and sustainability. Currently, we are conducting six sponsored research projects that feed into healthcare, sustainability, and ergonomics. These include:

1. Examining the Physiological, Behavioral and Neural Responses to Nature-Based Luminous Ceilings.
2. The Development of Graduate/Undergraduate Research in Historical Renovation and Restoration and the Production of Architectural, Engineering, and Interior Design Services for the Adaptive Reuse of the Historic Algerita Hotel Building in Post, Texas.
3. *An Integrative Approach to the Design of Independent Living Environments for Adults with Neurodiversities.*
4. Dissemination of Justice Research Findings through the creation of an Evidence-Based Design (EBD) knowledge website for AIA members and the public.
6. Academy Sports: Fit Assessment Process Using a 3D Virtual Model
D. Responsibilities and leadership in professional societies

DEPARTMENT COMPLETES

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N = # of full time faculty contributing  F = # of full time faculty in department

Graduate Student Committee’s faculty have served for the past 6 years

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<tr>
<td>Debajyoti Pati</td>
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E. Assess average faculty productivity for Fall semesters only (use discipline appropriate criteria to determine)

<table>
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<tr>
<th>Faculty Workload</th>
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<td>College</td>
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Design
The faculty workload has remained relatively steady during the last six years. However, it appears to be below the university and college averages. This is due to the design disciplines accreditation protocols. The Council for Interior Design Accreditation recommends a faculty student ratio of 1:18. Since design core courses are studio based—project based, this will facilitate one on one faculty student contact and feedback. Likewise, the Semester Credit Hours per Full-Time Equivalence (SCH/FTE) has purposefully dwindled during these last years, as the undergraduate curriculum revision led to undergraduate enrollment only during the fall rather than during both semesters. This has freed time for graduate faculty to teach graduate courses and supervise research projects.
IV. Graduate Students

A. Demographics of applicants and enrolled students
### Graduate Student Summary by Year - Fall Data

#### (Environmental Design)

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Applicants</th>
<th>Total Admitted</th>
<th>New Grad Students</th>
<th>Students Graduated</th>
</tr>
</thead>
<tbody>
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<tr>
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</table>

### Graduate Student Summary by Year - Fall Data

#### (Interior Environmental Design)

<table>
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<th>New Grad Students</th>
<th>Students Graduated</th>
</tr>
</thead>
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</table>
The graduate programs experienced a substantial enrollment increase. However, the graduation rate is low. This is primarily due to the nature of graduate studies that require a long process to complete, as previously our graduate degrees were based on applied research and necessitating respectively 42 semester credit hours for the MS and 75 semester credit hours for the doctoral degree. This condition has been adjusted by paving the way to three options: 1) thesis option using traditional empirical approach and is usually appropriate for those who would like to pursue the doctoral degree, 2) report using a phenomenological approach, and 3) project base. Likewise, the number of semester credit hours has been reduced to 36 hours for the MS degree and 63 hours for the PhD degree.
## Environmental Design

### Graduate Applicants - Fall Data

| Year | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M |
| 2006 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2007 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2008 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2009 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2010 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2011 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

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<th>Hispanic</th>
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</table>

**Gender Total** | 3 | 1 | 4 | - | 10 | 3 | 16 | 2 | 9 | 1 | 5 | 2

**Total Applicants** | 4 | 4 | 13 | 18 | 10 | 7 |

### Admitted Graduate Students - Fall Data

| Year | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M |
| 2006 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2007 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2008 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2009 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2010 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2011 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

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</table>

**Gender Total** | 3 | - | 1 | - | 8 | 3 | 12 | - | 7 | - | 5 | 1

**Total Admitted** | 3 | 1 | 11 | 12 | 7 | 6 |

### Enrolled New Graduate Students - Fall Data

| Year | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M |
| 2006 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2007 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2008 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2009 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2010 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2011 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

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**Gender Total** | 1 | - | - | - | 7 | 2 | 4 | - | 5 | - | 4 | -

**Total Enrolled** | 1 | - | 9 | 4 | 5 | 4 |
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### Interior Environmental Design

### Graduate Applicants - Fall Data

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<th>2010</th>
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Design
### Admitted Graduate Students - Fall Data

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### Demographics of Enrolled Graduate Students - Fall Data

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### Demographics of Enrolled Undergraduate Students - Fall Data

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</table>

Design
Demographically, the growth of the graduate programs generated a rich diversity of origins including but not limited to domestic graduate students, Jordanian, Saudi, Kuwaiti, South Korean, Algerian, Chinese, and Libyan. The present diversity is instrumental as it helps students gain more cosmopolitan international perspective of design and think more creatively and to see more than one perspective for a specific design problematic. Precedents indicated that students with diverse pedagogic experiences outdo their peers.

B. Test scores (GRE, GMAT and/or TOEFL) of enrolled students
In the 2008 Department of Design guidelines revision, the Graduate Record Examination (GRE) has been omitted from the acceptance requirements. More emphasis has been put on the design portfolio and/or years of design experience.

C. GPA of new students

![New Graduate Students GPA by Level - Fall Data (Environmental Design)](image1)

![New Graduate Students GPA by Level - Fall Data (Interior Environmental Design)](image2)
D. Time to Degree in Years – Average years to graduate for all students graduating each year

### Time to Degree in Years (Environmental Design)

<table>
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</thead>
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**Average years to graduate for all students graduating each year**

### Time to Degree in Years (Interior Environmental Design)

<table>
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<td>2007-2008</td>
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<tr>
<td>2011-2012</td>
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</table>

**Average years to graduate for all students graduating each year**
E. Number of RA’s, TA’s or GPTI’s, with total number of graduate students in the program.

**DEPARTMENT WRITES: SHOW IN CHART FORM**

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<th>FY 09</th>
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<td>20</td>
<td>25</td>
<td>28</td>
</tr>
<tr>
<td>Teaching Assistants</td>
<td>-</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Research Assistants</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Percentage of Total</td>
<td>-</td>
<td>-</td>
<td>20%</td>
<td>20%</td>
<td>24%</td>
<td>28.5%</td>
</tr>
</tbody>
</table>

F. Initial position and place of employment of graduates over the past 6 years

<table>
<thead>
<tr>
<th>Name</th>
<th>Initial Position</th>
<th>Initial Employer</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2006-2007</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jennifer Kneupper</td>
<td>Instructor/Professor</td>
<td>Art Institute</td>
<td>Dallas</td>
</tr>
<tr>
<td>Thapa Dihray</td>
<td>Designer</td>
<td></td>
<td>India</td>
</tr>
<tr>
<td>Aseon Kim</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asem Obeidat</td>
<td>Professor</td>
<td>Chair Yarmouk University</td>
<td>Jordan</td>
</tr>
<tr>
<td>Jeannine Grantham</td>
<td>Professor</td>
<td>Chair Prince Mohamed</td>
<td>Saudi Arabia</td>
</tr>
<tr>
<td></td>
<td></td>
<td>University Saudi Arabia</td>
<td></td>
</tr>
<tr>
<td>Kristi Lynn Scott Gaines</td>
<td>Assistant Professor</td>
<td>Director Graduate Programs</td>
<td>Lubbock</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Texas Tech University</td>
<td></td>
</tr>
<tr>
<td><strong>2007-2008</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aseon Kim</td>
<td>Designer</td>
<td></td>
<td>South Korea</td>
</tr>
<tr>
<td>Asem Obeidat</td>
<td>Professor</td>
<td>Chair Yarmouk University</td>
<td>Jordan</td>
</tr>
<tr>
<td>Jeannine Grantham</td>
<td>Professor</td>
<td>Chair Prince Mohamed</td>
<td>Saudi Arabia</td>
</tr>
<tr>
<td>Kristi Lynn Scott Gaines</td>
<td>Assistant Professor</td>
<td>Director Graduate Programs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Texas Tech University</td>
<td></td>
</tr>
<tr>
<td><strong>2008-2009</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2009-2010</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adrienne Fairlie</td>
<td>Designer</td>
<td>Roberts Benett and Norton</td>
<td>San Diego, CA</td>
</tr>
<tr>
<td>Rachelle Collins</td>
<td>Designer</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>2010-2011</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------</td>
<td>-----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Jessica Grabham</td>
<td>Designer</td>
<td>HKS</td>
<td>Dallas</td>
</tr>
<tr>
<td>Alicia Spaete</td>
<td>Designer</td>
<td>CMA Design</td>
<td>Dallas</td>
</tr>
<tr>
<td>Saif Obeidat</td>
<td>PhD Student</td>
<td>Texas Tech University</td>
<td>Lubbock</td>
</tr>
<tr>
<td>Marwa Abdelmonem</td>
<td>PhD Student</td>
<td>Texas Tech University</td>
<td>Lubbock</td>
</tr>
<tr>
<td>Diana Sabouni</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Jurng, Youjin</td>
<td>Designer</td>
<td>Permasteelisa</td>
<td>Windsor, Connecticut</td>
</tr>
</tbody>
</table>

| 2011-2012 |  |  |
|-----------|-----------------|-----------------|-----------------|
| Katy Lopez | -- | -- | -- |
| Shoyre Kheri | Designer | -- | Teheran, Iran |
| Saif Obeidat | PhD Student | Texas Tech University | Lubbock |
| Marwa Abdelmonem | PhD Student | Texas Tech University | Lubbock |
| Lisa Pickrell | Designer | Kitchen Creations and Renovations | Athens Ohio |
| Diana Sabouni | -- | -- | -- |
| Rehab Aburas | PhD Student | Texas Tech University | Lubbock |
| Alicia Morton | PhD Student | Texas Tech University | Lubbock |

G. Type of financial support available for graduate students

Graduate students are funded through the following resources:

1. Funds designated for teaching
2. Graduate tuition fees
3. Faculty grants
4. Faculty Start up
5. Research contracts
H. Number of students who have received national and university fellowships, scholarships and other awards

<table>
<thead>
<tr>
<th>AWARD</th>
<th>06/07</th>
<th>07/08</th>
<th>08/09</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td># Stud</td>
<td>$</td>
</tr>
<tr>
<td>AT&amp;T Chancellor's</td>
<td>$4,500</td>
<td>2</td>
<td>$3,000</td>
</tr>
<tr>
<td>Hazlewood</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Summer Dissertation</td>
<td>$2,300</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>&lt;insert extra here&gt;</td>
<td></td>
<td></td>
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<thead>
<tr>
<th>AWARD</th>
<th>09/10</th>
<th>10/11</th>
<th>11/12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td># Stud</td>
<td>$</td>
</tr>
<tr>
<td>AT&amp;T Chancellor's</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Hazlewood</td>
<td>-</td>
<td>-</td>
<td>$500</td>
</tr>
<tr>
<td>Summer Dissertation</td>
<td>-</td>
<td>-</td>
<td>$2,300</td>
</tr>
<tr>
<td>Helen Devitt Jones</td>
<td></td>
<td></td>
<td>2,500</td>
</tr>
<tr>
<td>Graduate Tuition School.</td>
<td>5,500</td>
<td>6</td>
<td>500</td>
</tr>
<tr>
<td>Elbert and Lucy Allred Endowed Scholarship</td>
<td></td>
<td></td>
<td>1,000</td>
</tr>
<tr>
<td>Dean’s Additional Support Scholarship</td>
<td></td>
<td></td>
<td>3,000</td>
</tr>
<tr>
<td>Billie Wolf Endowed Scholarship</td>
<td></td>
<td></td>
<td>3,500</td>
</tr>
</tbody>
</table>

Design
While the present Graduate Program Review covers 2006-11 academic years, we are including the graduate scholarship data for further evidences relative to the growth of the graduate programs.

2012-2013

- Billie Wolfe Endowed Scholarship in Human Sciences
  Abdelmonem, Marwa   $650

- Mabel D. Erwin Scholarship Endowment
  Morton, Alicia   $1800

- Rhonda E. Vandiver Scholarship Endowment
  Abdelmonem, Marwa   $350

- Graduate School Incentive
  Emily Spaulding $5,000
  RA Assistantship $7500

- Michelle Pinson
  AT&T Fellowship   $16,000

- Andrea Wade
  Scholarship from Grad School $5000

- Kate Haenchen
  Scholarship from Grad School $5000

- Hessam Ghamari
  Doctoral Assistantship $10,000

- Shaboo Valipoor
  Doctoral Fellowship $7500 (Spring 2012)

I. Percentage of full time master and doctoral students who received financial support.

**DEPARTMENT WRITES: SHOW IN CHART FORM**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>06/07</th>
<th>07/08</th>
<th>08/09</th>
<th>09/10</th>
<th>10/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Students Total</td>
<td>3</td>
<td>5</td>
<td>15</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>Beneficiaries</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>100%</td>
<td>20%</td>
<td>6%</td>
<td>30%</td>
<td>44%</td>
<td></td>
</tr>
</tbody>
</table>

J. Graduate Student Publications and Creative Activities – Number of discipline-related refereed papers/publications, juried creative/performance accomplishments, book chapters, books, and external presentations by Master and Doctoral students in the department.
The department of design graduate students accomplishments (grants and publications) has grown substantially these last two academic years. Please see the lists hereunder including doctoral and master students’ achievements.

- The number of publications has grown substantially. It is important to note that doctoral graduate students were able to secure research grants from external entities (see list hereunder).
- Number of publications including journal, conference proceedings and poster for the 2012 academic is higher than 2011 (see list hereunder).
- Graduate students were able to secure locale and international design awards, see list below and Nurture Design composition.

### Interior and Environmental Design IED
Ph.D. Graduate Students Accomplishments

### EXTERNAL RESEARCH GRANTS
- Bourne, Angela. American Society of Interior Designers (ASID) An archetype for therapeutic living and enrichment environments for adults with Intellectual Developmental Disabilities/Neuro-diversities’ will be producing design standards for the IDD population.$35,000 awarded to TTU, January 2012
- Bourne, Angela. Organization for Autism Research (OAR) graduate student grant -$2000 awarded to TTU, June 2011

### PUBLICATIONS IN JOURNALS AND MAGAZINES


• Ghamari, Hessam. (2010, September). Technology in architecture and human environment. Road and construction international magazine, No70, Tehran, Iran.(In Persian)

**CONFERENCE PRESENTATIONS AND PROCEEDINGS**

• Aburas, Rehab. (2012, May). Symbiosis between stress and privacy: Impacts on patients’ well-being Issue. Accepted for publishing and presentation at 43rd International Conference on Environmental Design (EDRA43), Seattle, United States.

• Aburas, R. Graduate Student Research Competition, "Residential Design for Epilepsy Population," Texas Tech University, Lubbock. (March 2011).


• Bourne, Angela (2012, June) Nature as a Design Intervention and Accepted for publishing and presentation at 43rd International Conference on Environmental Design(EDRA43), Seattle, United States.

• Bourne, Angela (2012, June) Privacy: A Design Intervention in Housing for Neuro-Diverse Populations. Accepted for publishing and presentation at 43rd International Conference on Environmental Design(EDRA43), Seattle, United States.

• Bourne, Angela (October 2011), Interior Design Educators Council, "An Integrative Approach to the Design of Independent Living Environments for Adults with Neurodiversities," Fort Worth, Texas.
• Bourne, Angela , Graduate Student Research Competition - "An Integrative Approach to the Design of Independent Living Environments for Adults with Intellectual and Developmental Disabilities - a trajectory of inquiry," Texas Tech University, Lubbock. (March 2011).


• El-Hammali, Haitham. (2012, May). Design for Privacy Considerations in the Libyan Culture., Accepted for publishing and presentation at 43rd International Conference on Environmental Design(EDRA43), Seattle, United States.

• El-Hammali, Haitham. (2012, May). Redesigning an Emergency Department Waiting Area using an Evidence-Based Approach., Accepted for publishing and presentation at 43rd International Conference on Environmental Design(EDRA43), Seattle, United States.

• Ghamari, Hessam. (2012, May). An assessment of the influential architecture and urban design factors in metro stations on social interaction, Accepted for publishing and presentation at 43rd International Conference on Environmental Design (EDRA43), Seattle, United States.


• Ghamari, Hessam.(2010,June), Sustainable Architecture &Kinetic Intelligent Structure. Presented and published in proceedings at First International Conference on Environmental Sustainable Architecture, Yazd, Iran. (In Persian)

• Jobran, Fatma (2012, May) Review of the Courtyard Design in the Saudi Context: Impact of New Developments Accepted for publishing and presentation at 43rd International Conference on Environmental Design (EDRA43), Seattle, United States.

• Obeidat, Islam. (2012, May). Designing Elderly Home Units and Well-being, Accepted for publishing and presentation at 43rd International Conference on Environmental Design (EDRA43), Seattle, United States.
• Obeidat, Islam. (2012, May). Role of Classroom Design and Student Performance, Accepted for publishing and presentation at 43rd International Conference on Environmental Design (EDRA43), Seattle, United States.


• Obeidat, Islam. (2012,). Theory of Proxemics Interplay: The Privacy in Jordan Culture. Accepted for publishing and presentation at Hawaii International Conference on Arts and Humanities. Honolulu, HI, United States.

• Obeidat, Islam. (2012,). Designing Elderly Home Units and Well-being. Accepted for publishing and presentation at Hawaii International Conference on Arts and Humanities. Honolulu, HI, United States.

• Obeidat, Islam. (2012,). Hospitality Lighting and Guest Performance. Accepted for publishing and presentation at Hawaii International Conference on Arts and Humanities. Honolulu, HI, United States.

• Obeidat, Islam. (2012,). Designing Alzheimer Care Units and Well-being. Accepted for publishing and presentation at Hawaii International Conference on Arts and Humanities. Honolulu, HI, United States.

• Islam Obeidat (2011). Designing Elderly Home Units and Well-being” Arts and Humanities Graduate Student Research Paper Conference Graduate School Texas Tech University

• Islam Obeidat (2011). The Relationship of residential Lighting and Occupants' Behavior” Arts and Humanities Graduate Student Research Paper Conference Graduate School Texas Tech University

• Islam Obeidat (2011). Wayfinding by Color Guide People to Find their Way in the Built Environment” Arts and Humanities Graduate Student Research Paper Conference Graduate School Texas Tech University


• Islam Obeidat (2011). Designing Elderly Home Units and Well-being College of Human Science Poster Session Texas Tech University.


• Pham, Duy. (2012, May). Designing for privacy in office building lobbies: Integrating design principles of hospitality and work environment, Accepted for publishing and presentation at 43rd International Conference on Environmental Design(EDRA43), Seattle, United States.

• Pham, Duy. (2012, May). Affordance-based explanations regarding the role of elements for organizing space in human spatial navigation", Accepted for publishing and presentation at 43rd International Conference on Environmental Design(EDRA43), Seattle, United States.


• Wade, Andrea (2012, March) Designing to Promote Physical Health for the Obese in Commercial Interiors. Accepted for publishing and presentation at the Interior Design Educators Council Conference, Baltimore, United States.

**HONORS AND AWARDS**

• Hessam Ghamari Honored as the “Second Top Graduate Student”, Architecture and Environmental Design Department, Iran University of Science and Technology, 2009, 2010

• Hessam Ghamari Honored as the “Best Researcher”, Architecture and Environmental Design Department, Iran University of Science and Technology, 2009-2010

• Hessam Ghamari Texas Tech University(Department of Design) Graduate Research Assistant- Healthcare Architecture January 2012- Present


• Islam Obeidat 2011 Honolulu Travel Award 2012 Hawaii International Conference on Arts & Humanities Graduate SchoolTexas Tech University
• Islam Obeidat 2011 2nd Place, “Designing Elderly Home Units and Well-being”
Arts and Humanities Graduate Student Research Paper Conference Graduate School Texas Tech University

• Islam Obeidat 2011 3rd Place, The Relationship of residential Lighting and Occupants' Behavior” Arts and Humanities Graduate Student Research Paper Conference Graduate School Texas Tech University

• Islam Obeidat 2011 3rd Place, Wayfinding by Color Guide People to Find their Way in the Built Environment” Arts and Humanities Graduate Student Research Paper Conference Graduate School Texas Tech University

• Islam Obeidat 2011 TTU CJ Davidson HS Scholarship 2011-2012

• Valipoor, Shabboo. (2012-2014) COHS Doctoral Fellowship, Texas Tech University.

Environmental Design ENVD MS Graduate Students Accomplishments

PUBLICATIONS IN JOURNALS AND MAGAZINES


CONFERENCE PRESENTATIONS AND PROCEEDINGS


• Alicia Morton: Designing Living Spaces for Obese Populations Graduate Student Research Competition (2011).


• Obeidat, Saif (2012). POSTER: “DESIGNING ELDERLY HOME UNITS AND WELL-BEING” Environmental Design Research Association EDRA43, Seattle


• Obeidat, Saif (2012). 2012 Hawaii International Conference on Arts & Humanities POSTER: “Designing Alzheimer Care Units and Well-being” Honolulu/Hawaii
• Obeidat, Saif (2011). Arts and Humanities Graduate Student Research Paper Conference
  ARTICLE: “Designing Elderly Home Units and Well-being” Graduate School

• Obeidat, Saif (2011). Arts and Humanities Graduate Student Research Paper Conference.
  ARTICLE: “The Relationship of residential Lighting and Occupants' Behavior. Texas Tech
  University

• Obeidat, Saif (2011). Arts and Humanities Graduate Student Research Paper Conference.
  “Wayfinding by Color Guide People to Find their Way in the Built Environment” Graduate School. Texas Tech University

• Obeidat, Saif (2011). College of Human Science Poster Session
  POSTER: “The Relation of Hospitality Lighting and Guests' Behavior”
  College of Human Science Texas Tech University

• Obeidat, Saif (2011) College of Human Science Poster Session
  POSTER: “Designing Alzheimer Care Units and Well-being” College of Human Sciences
  Texas Tech University

• Michelle Pinson -IDEC (Interior Design Educators Council) Southwest Regional Conference -
  Paper Presentation - Fall 2011 - “The Relationship between the Built Environment and Stress
  Relating to Pediatric Patients“

• Michelle Pinson -EDRA (Environmental Design Research Association) Annual Conference -
  Paper Presentation - May 2012 - "The Benefits of Supportive Healing Environments for
  Hospitalized Children

• Michelle Pinson -EDRA (Environmental Design Research Association) Annual Conference -
  Poster Presentation - May 2012 - "An Evaluation of the Psychological, Physiological and
  Behavioral Effects of Medical Waiting Rooms on Patients"

• Michelle Pinson -EDRA (Environmental Design Research Association) Annual Conference -
  Poster Presentation - May 2012 - "Reducing Stress Through Design: Long and Short Term Stay
  Facilities for Children"

• Michelle Pinson - Reducing Stress Through Design: Long and Short Term Stay Facilities for

• Shohre Kheyri-Sohi - Interior Design Considerations for Schizophrenic Patients. Graduate
  Student Research Competition (2011).

Kheyri, S. Environmental Design Research Association, "Windcatchers," Seattle. (November
29, 2011).


**HONORS AND AWARDS**


- Obeidat, Saif TTU Billie Wolfe HS Scholarship 2011-2012. COLLEGE OF HUMAN SCIENCES .Texas Tech University


**K. Programs for mentoring and professional preparation of graduate students**

The Department of Design graduate programs curriculum includes two courses; Graduate Research Seminar and Graduate Seminar. While the graduate research seminar (ENVD 5310) is offered at the beginning of the curriculum to ensure proper transition to graduate courses, degree plans, TTU resources; the graduate internship course (ENVD 5307)—recently revitalized—to facilitate prompt graduation, networking, and an eventual job finding strategy.

In addition, the department of design in conjunction with the graduate school, sponsor graduate students who have secured peer-reviewed manuscripts. This has permitted a noticeable number of graduate students to attend major national/international design conferences—Interior Design Educators Council, Environmental Design Research Association, and the International Design
Conference on Arts and Humanities. The present contact with the scientific community is leveraging good professional networking and professional preparation.

Likewise, recently the department has engaged in thematic lecture series. Every semester the department will host 3-4 guest lecturers who will address a chosen theme, as per the needs of the graduate program. The first lecture series revolve around healthcare and evidence-based design and will feature four distinguished guest lecturers who will address 1) Green, Lean, and Adaptive, 2) An Evidence Based Approach to Selecting Artwork, 3) The Influence of Hospitality Design on Healthcare, and 4) Evidence-Based Interior Design. It is our assumption that the present lectures and lectures will further enhance the development of graduate students professional development.

L. Department efforts to retain students and graduation rates.

**DEPARTMENT WRITES**
- Development of more scholarship possibilities at the University, college, department levels.
- Revision of the Master Degree Plan resulting in 36 SCH, instead of 42 SCH.
- Generation of two MS options—thesis and report.
- Revision of the PhD degree plan resulting in 66 SCH, instead of 75 SCH.
- In the process of developing online graduate courses to facilitate remote access.

M. Percentage of Full-Time Master and Doctoral students per year – Fall Data

**DEPARTMENT WRITES: SHOW IN CHART FORM**

Most of our students are full-time. Teaching Assistants, Research Assistants, and International graduate students, as per the TTU Graduate School guidelines and international sponsoring organizations, are all full-time students.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>06/07</th>
<th>07/08</th>
<th>08/09</th>
<th>09/10</th>
<th>10/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grad Students Total</td>
<td>3</td>
<td>5</td>
<td>15</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>MS</td>
<td>PHD</td>
<td>MS</td>
<td>PHD</td>
<td>MS</td>
</tr>
<tr>
<td>Full-Time</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>1</td>
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</tr>
<tr>
<td>Part Time</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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Department

A. Department operating expenses

**Department Operating Cost - Academic Year**

(Environmental Design)

<table>
<thead>
<tr>
<th></th>
<th>06/07</th>
<th>07/08</th>
<th>08/09</th>
<th>09/10</th>
<th>10/11</th>
<th>11/12</th>
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</thead>
<tbody>
<tr>
<td>Dept Operating Cost</td>
<td>$76,620</td>
<td>$80,069</td>
<td>$79,278</td>
<td>$73,984</td>
<td>$42,717</td>
<td>$45,357</td>
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<tr>
<td>Faculty &amp; Staff</td>
<td>19</td>
<td>17</td>
<td>17</td>
<td>15</td>
<td>14</td>
<td>12</td>
</tr>
</tbody>
</table>

*Source: Institutional Research and Information Management, Chartrepared by The Graduate School*
B. Summary of Proposals (submitted)

Summary of Number of Proposals Written and Accepted

DEPARTMENT COMPLETES

<table>
<thead>
<tr>
<th></th>
<th>Foundation</th>
<th>State</th>
<th>Federal</th>
<th>Others</th>
<th>Successfully funded</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>D</td>
<td>M</td>
<td>D</td>
<td>M</td>
<td>D</td>
</tr>
<tr>
<td>2011</td>
<td>-</td>
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<tr>
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<tr>
<td>2009</td>
<td>-</td>
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<tr>
<td>2008</td>
<td>-</td>
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<td>2007</td>
<td>-</td>
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</tr>
<tr>
<td>2006</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

D = proposals written by CO-PI’s from your department only
M = proposals written by CO-PI’s from multiple departments

C. External Research expenditures

SUMMARY OF FACULTY AWARDS BY HOME DEPARTMENT

Source: Office of Research Services

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Awards</th>
<th>Facilities &amp; Administrative</th>
<th>Award Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/07</td>
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<td></td>
<td>$623,292</td>
</tr>
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<td>07/08</td>
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<td></td>
<td>$165,108</td>
</tr>
<tr>
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<td>1</td>
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<tr>
<td>09/10</td>
<td>1</td>
<td>$683</td>
<td>$2,151</td>
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<tr>
<td>10/11</td>
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<td></td>
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<tr>
<td>11/12</td>
<td>4.79</td>
<td>$10,687</td>
<td>$176,451</td>
</tr>
<tr>
<td>Totals</td>
<td>19.79</td>
<td>$11,370</td>
<td>$987,753</td>
</tr>
</tbody>
</table>
## Research Expenditures (Environmental Design)

### Chart Source:
Office of Research Services

### Chart Prepared by:
The Graduate School

### Comparison of Research Expenditures

<table>
<thead>
<tr>
<th></th>
<th>06/07</th>
<th>07/08</th>
<th>08/09</th>
<th>09/10</th>
<th>10/11</th>
<th>11/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Minnesota</td>
<td>$35,758</td>
<td>$446,383</td>
<td>$102,500</td>
<td>$200,200</td>
<td>$102,700</td>
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<td>University of Missouri</td>
<td>$66,720</td>
<td>$3,930</td>
<td>$4,119</td>
<td>$4,119</td>
<td>$189,610</td>
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<tr>
<td>Texas Tech University</td>
<td>$623,292</td>
<td>$165,108</td>
<td>$20,751</td>
<td>$2,151</td>
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</table>
The graduate school data relative to the department external funding, as collected from the Institutional Research and Information Management (IRIM), shows exclusively the proposals routed through the Office of Research Office. Nonetheless, the table above shows the department of design external funds routed not only through the Office of Research Services, but also the TTU System Institutional Advancement. Research funds are scarce in the design disciplines, yet these last six years the department has showed a healthy fundable research activity.

For instance, in the 2011 academic year, the faculty submitted 15 grants, 11 of which were awarded. See hereunder list of proposals for an overall reading of the department of design types of fundable research.

<table>
<thead>
<tr>
<th>#</th>
<th>Project(s)</th>
<th>Sponsoring Org.</th>
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<tbody>
<tr>
<td>1.</td>
<td>&quot;Fit assessment process using a 3D virtual,&quot; Sponsored by Academy Sports, Ltd</td>
<td>Academy Sports</td>
</tr>
<tr>
<td></td>
<td>Title</td>
<td>Sponsor</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>2</td>
<td>&quot;Examining the Physiological, Behavioral and Neural response to Nature-Based Luminous Ceiling,&quot; Sponsored by Sky Factory</td>
<td>Sky Factory</td>
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<tr>
<td>4</td>
<td>A Feasibility Study for the Adaptive Re-Use of the Algerita Hotel</td>
<td>The Ershel Franklin Charitable Trust</td>
</tr>
<tr>
<td>5</td>
<td>&quot;The Development of Graduate/Undergraduate Research In Historical Renovation and Restoration, and the production of Architectural, Engineering, and Interior Design Services for the Adaptive Reuse of the Historic Algerita Hotel Building</td>
<td>The Maxine Durett E. Charitable Trust</td>
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<tr>
<td>6</td>
<td>&quot;Develop protocol and instrument for evaluating the performance of acute care health facilities</td>
<td>2011 Arts and Humanities</td>
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<tr>
<td>7</td>
<td>An Integrative Approach to the Design of Independent Living (II)</td>
<td>Organization for Autism, TTU</td>
</tr>
<tr>
<td>8</td>
<td>The Inclusive Classroom for Students with Autism Spectrum Disorder Using 3D Laser Data.</td>
<td>William T. Grant Foundation</td>
</tr>
<tr>
<td>9</td>
<td>&quot;A Prototype for Therapeutic Living and Enrichment Environment for Aging Adults with Intellectual Developmental Disabilities and Autism Spectrum Disorders</td>
<td>American Society of Interior Design</td>
</tr>
<tr>
<td>10</td>
<td>&quot;An Integrative Approach to the Design of Independent Living Environments for Adults with Autism</td>
<td>2011 TTU Arts and Humanities</td>
</tr>
<tr>
<td>12</td>
<td>Creation of Evidence-Based Design (EBD) knowledge summaries for the American Institute of Architects,&quot;</td>
<td>American Institute of Architects</td>
</tr>
<tr>
<td>13</td>
<td>&quot;Teacher Facilitation of Experiential Curriculum Delivered in a Traveling Trunk</td>
<td>Spencer Foundation</td>
</tr>
<tr>
<td>15</td>
<td>Department of Interior Design—College of Engineering Prince Mohammad Bin Fahd University</td>
<td>Texas International Education Consortium</td>
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</table>
D. Internal Funding

**DEPARTMENT COMPLETES**

<table>
<thead>
<tr>
<th></th>
<th>06/07</th>
<th>07/08</th>
<th>08/09</th>
<th>09/10</th>
<th>10/11</th>
<th>11/12</th>
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<tbody>
<tr>
<td>Research Enhancement</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Research Incentive</td>
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<tr>
<td>Line Items</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Seed Grants</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Faculty Start-ups</td>
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<td></td>
<td></td>
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<td>$55,227 $85,026</td>
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<tr>
<td>Matching from VP of Research</td>
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<td></td>
<td>0</td>
<td>$40,599 $65,276</td>
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<tr>
<td>Special needs and opportunities</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Promotion</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Graduate School Fellowships</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEAF</td>
<td></td>
<td>25,000</td>
<td>22099.68</td>
<td>9284.52</td>
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<td>24591.40</td>
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<td><strong>TOTALS:</strong></td>
<td>$25,000.00</td>
<td>$22,099.68</td>
<td>$105,11.52</td>
<td>$174,893.40</td>
<td></td>
<td></td>
</tr>
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</table>

E. Scholarships and endowments

**DEPARTMENT WRITES**

**College of Human Sciences Fellowship**

The purpose of the College of Human Sciences (COHS) Fellowships is to develop future scholars in Human Sciences related disciplines by recruiting high quality, outstanding, new doctoral students into these programs. Entering doctoral students from all academic programs are eligible for funding through either the Helen DeVitt Jones Fellowship and/or the COHS Doctoral Fellowship. The COHS has a culture of awarding fellowships so that the most qualified doctoral students enrolled full-time in COHS receive these awards. All students will be treated equally in the process and have the opportunity to receive an award. The award process will be governed by the COHS Fellowship award criteria in regard to conflict of interest, utilization of award criteria, competitive process, and record keeping.

COHS Fellowships, which vary in amount depending on the source of funds, are $10,000-$15,000 annually. One-half of the fellowship will be disbursed during the fall semester and the other one-half during the Spring semester. Out of state tuition will be waived for the entire academic year (fall, spring, summer). Holding a COHS fellowship will not preclude the recipient from participating in research or teaching assistantships within the
University or from being employed by the University or another organization on an hourly wage basis. Students who are in good standing in regard to fellowship criteria (academic standing, academic progress, volunteer project, positive Chair evaluation) will retain the fellowship for three years.

**Helen Devitt Jones Graduate Scholarship (Awarded by the Dean's Office)**
The Helen DeVitt Jones Graduate Scholarship was established to recruit new graduate students who will be vital to expanding our research initiative. The DOD Scholarship Committee will select/nominate one student that will receive a one-time $5,000.00 scholarship award.

This is a competitive scholarship and is awarded to high-performing students as follows:
1) Student must be enrolled in the graduate program in COHS.
2) Recipients (Graduate Students) should have an overall GPA of 3.0 or better.
3) This scholarship should be utilized to recruit NEW graduate students who will be vital to expanding our research initiatives.

**Department of Design Graduate Scholarship Award**
The Department of Design Graduate Scholarship Award is a competitive scholarship and is awarded to high-performing students. The ranking will be based on careful review of the submitted material from applicants including: GPA, portfolio review, and teaching or industry years of experience. The top candidate may receive up to a $5,000 scholarship award with other $5,000 awards possible based on funds availability. The remaining pool will receive a $1,000 scholarship award (based on funding availability and ranking) for the first year of study as a part of his/her admission. The Graduate Scholarship will be ranked by the graduate faculty.
F. Departmental resources for research and teaching (i.e., classroom space, lab facilities)

**DEPARTMENT WRITES**

<table>
<thead>
<tr>
<th>Type of Space</th>
<th>Number of Rooms</th>
<th>TotalAssignable Square Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OFFICES:</strong></td>
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<td></td>
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<tr>
<td>Faculty &amp; Administration</td>
<td>12</td>
<td>2400</td>
</tr>
<tr>
<td>Clerical</td>
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<td>Graduate Assistant</td>
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<td>300</td>
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<tr>
<td>Technician</td>
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<tr>
<td>Emeritus</td>
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<td></td>
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<tr>
<td><strong>LABS:</strong></td>
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<tr>
<td>Special Instruction Labs</td>
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<tr>
<td>Research Labs</td>
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<td></td>
</tr>
<tr>
<td><strong>STORAGE:</strong></td>
<td>3</td>
<td>360</td>
</tr>
<tr>
<td><strong>LIBRARY:</strong></td>
<td>-</td>
<td></td>
</tr>
<tr>
<td><strong>CENTERS &amp; OTHER FACILITIES:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Lab (Instruction &amp; Research)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL SQUARE FEET</strong></td>
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<td>8460</td>
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</table>

G. HEAF expenditures

**DEPARTMENT COMPLETES**

<table>
<thead>
<tr>
<th></th>
<th>Labs</th>
<th>Classroom</th>
<th>Other (identify)</th>
<th>TOTAL</th>
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<td>11706.14</td>
<td>11555.41</td>
<td></td>
<td>23261.55</td>
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<td>2010</td>
<td></td>
<td></td>
<td>5545.48</td>
<td>5545.48</td>
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<tr>
<td>2009</td>
<td>4533.71</td>
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<td>4920.15</td>
<td>20885.22</td>
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<tr>
<td>2008</td>
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<tr>
<td>2007</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
H. External Program Accreditation – Name of body and date of last program accreditation review, if applicable. Include description of body and accreditation specifics.

The department of design has two accreditations: 1) the Council for Interior Design Accreditation (CIDA) specific to the interior design discipline, while the National Association of Schools of Art and Design (NASAD) includes the Apparel Design and Manufacturing and Interior Design Programs.

CIDA last program accreditation: 2008
NASAD last program accreditation: 2006

**NASAD**: National Association of Schools of Art and Design is an organization of schools, colleges, and universities. It has approximately 322 accredited institutional members from art and design disciplines. It establishes national standards for undergraduate and graduate degrees and other credentials. NASAD provides information to potential students and parents, including consultations, statistical information, professional development, and policy analysis. For more details on NASAD standards, check out the following URL address:


**CIDA**: Council for Interior Design Accreditation. The Professional Standards set forth by the Council for Interior Design Accreditation are used to evaluate interior design programs that prepare students for entry-level interior design practice and position them for future professional growth. CIDA is firmly committed to setting high standards for interior design education, challenging others to meet and exceed those standards, and seeking ways to continuously elevate and evolve the standards, thus significantly contributing to the advanced professionalism of the interior design field. For more details on NASAD standards, check out the following URL address:

[http://accredit-id.org/professional-standards](http://accredit-id.org/professional-standards)
VI. **Conclusion** – a one- to two-page summary of the observed deficiencies and needs identified by your review. Identify areas of greatest need and areas of significant contributions.

**DEPARTMENT WRITES**

**IMPORTANCE OF INTERIOR AND ENVIRONMENTAL DESIGN GRADUATE PROGRAMS**

While undergraduate interior design programs are expanding nationwide—148 baccalaureate degree granting programs—there is a conspicuous lack of graduate programs. Currently, in Texas there are 14 Council of Interior Design Accredited (CIDA) baccalaureate degree-granting programs; only two have master’s programs. Nationwide, there are nine doctoral interior design programs. In the state of Texas, we are the sole program that offers a doctoral program in Interior and Environmental Design. There is a substantial lack of graduates to fill academic program needs and highly qualified industry positions. There is a substantial need for faculty in the interior and environmental design disciplines.

The Department of Design graduate program has made good strides in enrollment numbers, but also in terms of student and faculty achievements. This is due to a well-established strategy that includes but not limited to the following parameters: 1) curriculum development, 2) enrollment growth 3) recruitment of distinguished graduate faculty, 4) emphasis on sponsored research, 5) graduate students achievements, and 6) graduate program assessment matrices.

**CURRICULUM DEVELOPMENT**

Besides the original master’s degree in environmental design (MS in Environmental Design thesis-option) a non-thesis option was added to the curriculum. The non-thesis option paves the way for design students to undertake complex design projects relative to specific applications and populations. The thesis option is to recruit graduate students with an interest in future doctoral research and emphasis on education and pedagogy or an interest in industry management role. The resulting two possibilities pave the way for the graduate program to capture the wide range of graduate students interest and tendencies in design disciplines, whether inclined toward research or practice. Also, the 42 hours master’s degree has been reduced to 36 hours, paving the way for the completion of the master’s degree in a shorter period of time. Similarly, the doctoral degree plan has been reduced from 75 to 63 semester credit hours to facilitate a prompt graduation.

**GROWTH IN SPONSORED RESEARCH**

Compliant with Texas Tech University 2010-2020 research strategic clusters and the department of the design vision statement, the graduate program is geared toward an emphasis on healthcare and sustainability. Currently, we are conducting six sponsored research projects that feed into healthcare and sustainability.

1. Examining the Physiological, Behavioral and Neural Responses to Nature-Based Luminous Ceilings.
2. The Development of Graduate/Undergraduate Research in Historical Renovation and Restoration, and the production of Architectural, Engineering, and Interior Design Services for the Adaptive Reuse of the Historic Algerita Hotel Building in Post, Texas.

3. *An Integrative Approach to the Design of Independent Living Environments for Adults with Neurodiversities.*

4. Dissemination of Justice Research Findings through the creation of an Evidence-Based Design (EBD) knowledge website for AIA members and the public.


6. Academy Sports: Fit Assessment Process Using a 3D Virtual Model

**Graduate Students Achievements**

Graduate students were successful in securing two research grants, 11 honors/awards relative to research presentations, fellowships/scholarships, and travel sponsorships; five journal publications and more than 20 peer reviewed conference manuscripts and posters. The conference venues are well ranked organizations by research and academic institutions. These include, but are not limited to Environmental Design Research Association (EDRA), Interior Design Educators Council (IDEC), and the International Conference on Arts and Humanities (ICAH). For more details on graduate students accomplishments, see chapter IV—Graduate Students—of the present report.

**Enrollment Growth**

A strategy was devised that resulted in a conspicuous enrollment growth. The strategy revolved around:

- Advertisement in major professional publications such as (Metropolis Design).
- Advertisement at regional professional design conferences (Dallas Metrocon).
- Online graduate programs advertisement (Peterson’s Graduate Schools).
- Research conference venues (IDEC, EDRA, & ICAH).
- Personal contact of Middle-Eastern Universities and Consulates.
- Rebranding of the graduate programs website and advertisement documentation

**Graduate Program Assessment**

The Graduate Program Assessment includes:

- Expected learning outcomes and method of assessment
- Student learning assessment
- Writing, Oral, and design presentation rubric
VII. Appendices — should include, but not be limited to, the following:

A. Strategic Plan
B. MS ENVD—Curriculum Map
C. PHD IED—Curriculum Map
D. Graduate Course Offerings
E. MS Graduate Student Handbook
F. PHD Graduate Student Handbook
G. Graduate Program Assessment(s)
H. Graduate Faculty Information
APPENDIX A
Strategic Plan

2011 DOD Strategic Plan

Strategic Priority I: Increase Enrollment and Promote Student Success

• Admit students during the fall and spring, instead just the fall
• Recruit and advertise programs through the department website,
• Invite High School students (Open-House) every year (in planning)
• Revise recruitment criteria (in planning), and use of Advisory Board to facilitate recruitment activities
• Provide advanced technology for quality education: Update design software and use advanced technology in class, and explore new design software
• Experience and practice in the design industry, and borrow from industry emerging trends and technologies--Internship and Study Tour
• Design competitions: Provide design competitions through different venues
• Continue to increase graduate enrollment

Strategic Priority II: Strengthen Academic Quality

• Search for distinguished faculty/researcher to enhance teaching excellence, to develop graduate program, and to grow number of nationally recognized programs.
• Faculty search has resulted in the recruitment of a distinguished researcher (former HKS Vice President for Research) and the faculty search is still underway to recruit two others faculty
• Engagement of faculty in research activity: Engage current research and present in international/national professional organizations and sponsored projects.
• Research collaboration with national/ international institutions and visiting scholars: find venues to collaborate with design allied disciplines and invite visiting scholars from leading national and international institutions
• Partnership with design firms: Partnership with design firms to benefit from expertise, emerging trends, and technologies as well as pave the way for research partnership

Strategic Priority III: Expand and Enhance Research

Faculty have submitted nine research grants, totaling $662,332.00 and likewise led 8 creative activities ranging from design complete projects to art exhibits activities. Faculty have secured 17 journal publications and 3 books/book chapters. Faculty were able to present and publish at several regional, national and international research conferences—Interior Design Educators Council (IDEC),
Environmental Design Research Association (EDRA), and the International Conference on Arts and Humanities (ICAH). Graduate students are also involved in research publications and grant activities. One graduate student was able to secure a concise research grant. Almost 50% of the graduate students got published this last academic year.

In perspective, we would like to continue to:

- Seek collaborative research endeavors
- Promote research through better remuneration
- Reinforce TTU research clusters—Health and Well-Being and Sustainability…

**Strategic Priority IV: Further Outreach and Engagement**

The department was involved in six Outreach and Engagement projects (OEMI reports indicate 2 O.E. activities) that included 35 non-TTU attendees and 35 K-12 students and teachers participating in TTU outreach and engagement activities. Efforts are made to strategically develop the present Outreach and Engagement activities. A rubric has been added to Faculty Annual Reviews to underscore the present choice.

**Strategic Priority V: Increase and Maximize Resources**

Efforts relative to increasing and maximizing resources revolved around the following variables:

- Involvement of graduate students with teaching assignments to defray expenses related to expensive instructors.
- Increase enrollment in the graduate program ENVD/IED to help at two fronts 1) increase WSCH and 2) teaching assignments.
- Revise the Course Inventory Course (CIP) codes for the ADM and ID disciplines moving from Home Economics to Fine Arts and Engineering, this has generated better formula.

Our perspective plan is to:

- Continue to recruit/admit students during the spring semester for the Interior Design Program
- Use in a balanced manner tenure-track, instructors, and GTA teaching positions; involve part-time instructors and graduate students in teaching assignments.
- Continue to work towards increasing enrollment in the graduate program to augment Weighted Semester Credit Hours (WSCH).
APPENDIX B
MS ENVD Curriculum Map

TEXAS TECH UNIVERSITY
Department of Design (DOD)

TENTATIVE-DEGREE PLAN / WORKSHEET

Master of Science / Environmental Design

<table>
<thead>
<tr>
<th>Name</th>
<th>Projected Graduation Date</th>
<th>Student ID/#</th>
</tr>
</thead>
</table>

### A. Specialization Area - 21 credit hours (minimum)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Substitution</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENVD 5301</td>
<td>Graduate Research Seminar</td>
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</tr>
<tr>
<td>ENVD 5310</td>
<td>Readings</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ENVD 5380</td>
<td>Human Factors</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ENVD 5381</td>
<td>Interior Design Analysis</td>
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<td></td>
<td>3</td>
</tr>
<tr>
<td>ENVD 5382</td>
<td>Environmental Design Systems</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ENVD 5384</td>
<td>Advanced Lighting Systems</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ENVD 5388</td>
<td>Design of Int. Env. For Physically &amp; Mentally Challenged Populations</td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

### B. Elective - 3 credit hours (can be ENVD 5311)

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Semester</th>
<th>Substitution</th>
<th>Credits</th>
</tr>
</thead>
</table>

### C. Research - 6 credit hours

(Courses can be taken both inside and outside of DOD)

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Semester</th>
<th>Substitution</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENVD 5378</td>
<td>Research Methods I</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EPSY 5380</td>
<td>Introduction to Educ. Statistics</td>
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</table>

### D. Thesis – (minimum 6 hours)

#### Report – (minimum of 6 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Substitution</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVD 6000</td>
<td>Master’s Thesis</td>
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<tr>
<td>ENVD 6001</td>
<td>Master’s Report</td>
<td></td>
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</table>

### E. Comments -

ENVD 5307- Internships will be determined by Committee.

**NOTE:** Leveling requirements will be determined in collaboration with the student, based on transcript evaluation. Students who are required to complete courses for leveling must maintain a grade of C or above in leveling courses.

Revised – March 2011
**APPENDIX B**

**PHD IED Curriculum Map**

TEXAS TECH UNIVERSITY  
Department of Design

**DEGREE PLAN / WORKSHEET**

Doctor of Philosophy / Interior and Environmental Design

Name ________________________________

<table>
<thead>
<tr>
<th>A. Environmental Design *-30 credit hours</th>
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<tr>
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<tr>
<td>ENVD 5310 Readings</td>
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<td>3</td>
</tr>
<tr>
<td>ENVD 5311 Individual Study in ENVD/or ENVD 5307</td>
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<tr>
<td>ENVD 5380 Human Factors</td>
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<td></td>
<td>3</td>
</tr>
<tr>
<td>ENVD 5381 Interior Design Analysis</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ENVD 5382 Environmental Design Systems</td>
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<td></td>
<td>3</td>
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<tr>
<td>ENVD 5384 Lighting</td>
<td></td>
<td></td>
<td>3</td>
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<tr>
<td>ENVD 5388 Design of Interior Environ</td>
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<tr>
<td>ENVD 6370 Env Design Tech &amp; Develop</td>
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<tr>
<td>ENVD 6389 Env Design Studio</td>
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<thead>
<tr>
<th>B. Research Collateral -21 credit hours (minimum)</th>
<th>Will vary, based on individual transcript evaluation and TTU course availability</th>
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<tbody>
<tr>
<td>ENVD 5378 Research Method 1</td>
<td></td>
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<td>ENVD 6378 Research Method 2</td>
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<tr>
<td>ENVD 7000 Research(6 hours)</td>
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<tr>
<td>EPSY 5379 Intro. To Educational Research</td>
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<td>EPSY 5382 Qualitative Research</td>
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<td>EPSY 5383 Data Analysis</td>
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<tr>
<th>C. Interdisciplinary Collateral- 15 credit hours (minimum)</th>
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<tr>
<td>Interdisciplinary (Can include courses successfully completed- MS)</td>
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D. **Dissertation** (List semester and hours)  

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<th>Course</th>
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<th>Semester</th>
<th>Credits</th>
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<td>Doctor’s Dissertation</td>
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<td>Doctor’s Dissertation</td>
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E. ***Residence Requirement***  

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<th>Semester</th>
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F. Projected Date of Preliminary Exam  

- Fall  
- Spring 20___

G. Projected Date of Qualifying Exam  

- Fall  
- Spring 20___

* Requirement of 66 (minimum) semester hours, including approved master’s level courses and transferred hours, is exclusive of thesis and dissertation. (Students who have begun dissertation research must register in each regular semester, and at least once each summer until the degree requirements have been completed; unless granted an official leave of absence from the program for medical or other exceptional reasons.) Must be enrolled for 3 hours semester of graduation.

** Residence is normally accomplished by the completion of a full schedule (at least 12 semester hours) of graduate work in each of two consecutive terms. Student holding half-time graduate assistantship may satisfy this requirement by 9 semester hours in each of the long terms, and 6 semester hours in the summer.

NOTE: ***Leveling requirements will be determined by the faculty advisory committee. Students who are required to complete courses for leveling must maintain a grade of C or above in leveling courses.

*** Pre-lims are required of all ENVD Doctoral students.

Pre-lims are given in August and January.

*** Advising for approved Degree Plan- please see Dr. Kristi Gaines

Dr. Kristi Gaines  
Director of Graduate Programs  
Room: HS 103A  
Phone: (806) 742-3050  
E-mail: kristi.gaines@ttu.edu

Revised April 17, 2012

Approved __________
APPENDIX C
Graduate Course Offerings

Graduate Course Offerings

Core Courses

**ENVD 5301 Graduate Research Seminar**
Prerequisite: None
Introduction to philosophies, technologies, and process involved in research and graduate study related to the students’ major area of specialization.

**ENVD 5307 Internship**
Prerequisite: None
Supervised internship experiences in established career-related positions in the student’s major area of specialization.

**ENVD 5310 Readings**
Prerequisite: None
A comprehensive and critical review of literature and research data related to current issues in the student’s major area of specialization.

**ENVD 5311 Individual Study**
Prerequisite: None
May be repeated for credit.

**ENVD 5378 Research Methods I**
Prerequisite: None
Positivistic, interpretative, and critical modes of research inquiry in the student’s major area of specialization.

**ENVD 5381 Environmental Design Analysis**
Prerequisite: None
Implications from the social sciences as applied to analyzing causes and arriving at possible solutions to problems relating to housing and interiors in contemporary society.

**ENVD 5382 Environmental Design Systems**
Prerequisite: None
Study of systems used in the design and research of residential and nonresidential interiors.

**ENVD 5384 Advanced Lighting Systems**
Prerequisite: ID 3381 or equivalent
Advanced study and application of lighting systems.
ENVD 5388 Design of Interior Environments for Physically and Mentally Challenged Populations
Prerequisite: None
Adaptation and evaluation of proximate environments to meet the needs of the physically and mentally challenged.

ENVD 6330 Research Fund Development
Prerequisite: None
Exploration of processes for preparing research ideas for presentation to individuals, groups, and/or organizations. Study of research proposal characteristics, how proposals are reviewed, strategies for success, and public versus private funding sources.

ENVD 6370 Environmental Design Technology and Development
Prerequisite: None
Examination of environmental design processes and related technologies. Analysis and synthesis of human factors, interior components, information systems, and the environment.

ENVD 6375 Current Consumer Issues
Prerequisite: None
Analysis of current consumer problems and decision-making responsibilities. Policies and programs for consumer protection and education.

ENVD 6378 Research Methods II
Prerequisite: ED 5378 or equivalent and 3 credit hours of statistics.
Application of statistical packages to analyze data and interpret results.

ENVD 6389 Environmental Design Studio
Prerequisite: None
Development of and/or response to specific environmental design programs. Study of design processes including visual presentations that exemplify design solutions for programs.

ENVD 7000 Research
ENVD 8000 Doctor’s Dissertation

Additional Suggested Courses for Quantitative Methods

EPSY 5380 Introduction to Educational Statistics
Prerequisite: None
An introductory course in statistics with major emphasis on univariate measures for analyzing educational data.

EPSY 5381 Intermediate Educational Statistics
Prerequisite: EPSY 5380 or STAT 5302
Topics include multiple regression, analysis of variance and covariance, multiple comparison tests, and additional non-parametric tests.
EPSY 6301 Advanced Data Analysis
Prerequisite: EPSY 5381 or STAT 5303 or consent of instructor.
Study of multivariate techniques for analyzing educational data, including such topics as multiple regression, manova, discriminate analysis and factor analysis.

Additional Suggested Courses for Qualitative Methods

EPSY 5382 Qualitative Research in Education
Prerequisite: None
Study in theoretical perspectives informing qualitative research in education including relevant issues and methodological criteria.

EPSY 6304 Qualitative Research Methods
Prerequisite: EPSY 5382
Study of qualitative methods used in educational research. Includes applications and problems.
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College of Human Sciences
Department of Design

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GENERAL INFORMATION

Introduction

Graduate students in the Department of Design (DOD) are expected to be familiar with policies and procedures of the Graduate School, College of Human Sciences, and the Department of Design. This manual is designed to assist students in obtaining information needed for planning and successfully completing a master's degree program in the area of Environmental Design. In addition, the manual provides a guide and source of information for DOD graduate faculty.

NOTE: The policies and procedures in this manual are subject to change.
MISSION STATEMENTS

Texas Tech University
Committed to teaching and the advancement of knowledge, Texas Tech University, a comprehensive public research university, provides the highest standards of excellence in higher education, fosters intellectual and personal development, and stimulates meaningful research and service to humankind.

College Of Human Sciences
The College of Human Sciences provides multidisciplinary education, research, and service focused on individuals, families, and their environments for the purpose of improving and enhancing the human condition.

Department of Design
The Department of Design provides the highest standards of excellence in higher education in the fields of environmental design, apparel design and manufacturing, and interior design (CIDA Accredited) while contributing to new knowledge in these areas through meaningful research and community outreach.
PROGRAM INFORMATION

AND

GRADUATE FACULTY
**UNIVERSITY:** Texas Tech University, Lubbock, Texas 79409-1162

**COLLEGE:** College of Human Sciences

**DEPARTMENT:** Department of Design (DOD)

**DEGREES:** Ph.D. in Interior and Environmental Design (IENVD)

M.S. in Environmental Design (ENVD)

**PROGRAM DESCRIPTIONS:**

**Doctor of Philosophy Degree Program** provides study opportunities in the area of Interior and Environmental Design. Admission into the program requires a master's degree and a 3.00 GPA on the master's coursework. A minimum of 66 semester hours of graduate work beyond the bachelor's degree, exclusive of credit for the dissertation. Students develop a course of study in consultation with an advisory committee. A preliminary examination is required before the end of the second semester of work. Leveling course work may be required to remove subject matter deficiencies revealed by the preliminary examination. Following the completion of coursework, a qualifying examination is administered.

**Master of Science Degree Program** emphasizes Environmental Design. Admission into the program requires a 3.00 GPA on upper division undergraduate coursework. Appropriate leveling course work may be required when the degree plan is developed. A minimum of 36 semester credit hours including thesis/report is required.

The Department offers an optional (3 or 6 hour credit) internship for master's and doctoral students.

**CURRENT RESEARCH PROJECTS**

- Examining the Behavioral and Brain Responses to Photographic Sky Compositions.
- Creation of Evidence-Based Design (EBD) knowledge summaries for the American Institute of Architects.
- An Integrative Approach to the Design of Independent Living Environments for Adults with Intellectual and Developmental Disabilities.
- Children’s Creation of Secret Spaces
- Architectural Design Development in Post, Texas
- Renovation and restoration of the Practice House
- Research Project: Fit Assessment using 3D Virtual Model
- Evidence Based Design: Conceptual Frameworks in Architecture and Interior Design
- Symbiosis between Design Concepts and Creativity: An Evidence-Based Approach

**EQUIPMENT AND FACILITIES:**

Departmental facilities and resources include drawing studios and equipment. In the College, students have access to an Instructional Materials Center, a computer laboratory with drafting capabilities. Campus facilities and resources include the Advanced Technology Learning Center, University Library, Law Library, Health Sciences Center Library, Architecture Library, Museum, the Vietnam Center, the Ranching Heritage Center (housing and lifestyles of Texas), and the International Cultural Center.

**UNIVERSITY DESCRIPTION:**

Texas Tech's approximately 33,000 students can stroll across a 1,839-acre campus featuring impressive landscaping together with Spanish Renaissance style red-tile-roofed buildings. The Lubbock campus—one of the largest in the nation—is well-equipped not only for research and study but also for cultural and recreational activities.

**COLLEGE AND**

The College of Human Sciences at TTU is among the three largest colleges of its kind in
DEPARTMENT DESCRIPTION: The DOD Department is one of five departments within the College. The Department supervises undergraduate programs in apparel design and manufacturing and interior design. The Interior Design program is accredited by the Council for Interior Design Accreditation (CIDA). Master's and doctoral programs are in the area of Environmental Design. The DOD graduate faculty are nationally and internationally recognized for achievements in identifying changing needs of society and providing strategies for meeting the changes through both knowledge production and dissemination.

LUBBOCK DESCRIPTION: Lubbock is a dynamic, growth-oriented city in West Texas. Lubbock is the largest city in this region with a metropolitan area population in excess of 200,000. Lubbock is a leader in education, medicine, and culture for West Texas.

ENVIRONMENTAL DESIGN GRADUATE FACULTY:

Cherif M. Amor, Ph.D., University of Missouri Columbia  
Associate Professor  
Research interest: Built Environment, Housing, Technology on Pedagogic Environments, Environment Behavior Correlation  
Email: cherif.amor@ttu.edu

Don Collier, M.F.A., Texas Tech University  
Associate Professor  
Research interest: Historic restoration and adaptive reuse  
Email: don.collier@ttu.edu

Kristi Gaines, Ph.D., Texas Tech University  
Assistant Professor/ Director of Graduate Programs  
Research interest: Constructed environments for neurodiverse populations  
Email: kristi.gaines@ttu.edu

Zahidul Islam, Ph.D, University of Missouri, Columbia  
Assistant Professor  
Research interest: Digital media and design cognition  
Email: zahidul.islam@ttu.edu

Debajyoti Pati, Ph.D., Georgia Institute of Technology  
Associate Professor  
Research interest: Healthcare Built Environments  
Email: d.pati@ttu.edu

Robin Robinson, Ph.D., Southern Illinois University, Carbondale  
Assistant Professor  
Research interest: Enhancing and developing creativity  
Email: r.robinson@ttu.edu

Su-Jeong Hwang Shin (Su Shin), Ph.D., North Carolina State University  
Associate Professor  
Research interest: Human Factors in Environmental Design, Anthropometry Study using 3D Body Scan Technology  
Email: su.hwang@ttu.edu
DEPARTMENT OF DESIGN ADMINISTRATION:

Vickie Hampton., Interim Department Chair
Texas Tech University
College of Human Sciences
Department of Design
Box 41220
Lubbock, Texas 79409-1220
806 742-3050 Ext. 228
FAX 806 742-1639
E-mail : vickie.hampton@ttu.edu

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College of Human Sciences
Department of Design
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Lubbock, Texas 79409-1220
806 742-3050 Ext. 225
FAX 806 742-1639
E-mail : don.collier@ttu.edu

Kristi Gaines, Ph.D., Director of Graduate Programs
Texas Tech University
College of Human Sciences
Department of Design
Box 41220
Lubbock, Texas 79409-1220
806 742-3050 Ext. 221
FAX 806 742-1639
E-mail: kristi.gaines@ttu.edu
RESOURCES
Academic

1. **Environmental Design.** See Graduate Faculty, Department of Design.

2. **Human Sciences Computer Learning Center.** A networked computer laboratory with drafting and data/information management capabilities is located in Room 301/306 of the College of Human Sciences. For information regarding use, contact the Director of Graduate Programs in the Department of Design.

3. **Human Sciences Curriculum Center.** Located in the basement of the Food Science Tower, this center has a library of curricular related materials. Graduate students may use materials in the Center.

4. **International Cultural Center.** The International Cultural Center houses all units of the Office of International Affairs. It offers attractive facilities for all types of meetings and conferences and special events and represents Texas Tech’s commitment to internationalization. The Office of International Affairs facilitates programs that bring an international dimension to the University’s roles in teaching, research, and public service.

5. **Museum.** The Texas Tech University Museum contains over 250,000 sq. ft. of galleries, research facilities, classrooms, work areas, and storage space. Special exhibits have included artwork, glass collections, sculpture, historical furnishings and accessories, and jewelry collections. The museum is accredited by the American Association of Museums.

6. **Ranching Heritage Center.** An integral element of Texas Tech is a 16-acre museum and historical park of 38 historic structures, dating from the 1780’s to 1930’s. The structures were moved to the site from locations throughout the state and have been authentically restored. The interiors include accessories characteristic of early American/West Texas periods. They illustrate the development of the ranching industry in the Southwest. The orientation building holds galleries, the McKenna Parlor, meeting rooms, Cogdell’s Store, and the Ranching Heritage Association office. Pamphlets are provided to assist in self-guided walking tours of the structures.

7. **Southwest Collection.** The Southwest Collection and Special Collections Library is comprised of rare books, the University Archive, the Vietnam Archive, the Archive of Turkish Oral Narrative, and the Southwest Collection. The Southwest Collection is the regional repository for historical information pertaining to West Texas and the Southwest. It has collected and makes available for research more than 1,800 collections of personal papers, and noncurrent business and institutional records, as well as a noncirculating library of Texana, Western Americana, maps, periodicals, photographs, newspapers, 5,000 hours of taped oral history, interviews, films, videotapes, and microfilm. All materials may be used by both the University community and the general public for research or reference.

8. **Vietnam Center.** The Vietnam Center was established by the Board of Regents in 1989, as a unit of the university’s college of Arts and Sciences. Its principal functions are to encourage the continuing study of all aspects of the American Vietnam experience, and to guide and assist in the development and growth of The Vietnam Archive at Texas Tech University.

9. **Main Library.** See catalog and informative materials available at the TTU Library. Students may find useful resources at the Law Library, Texas Tech Health Sciences Center Library, Architecture Library, and Southwest Collection.

10. **Teaching, Learning and Professional Development Center (TLPDC).** The TLPDC is located on the ground floor of the library.
Administrative

Administrators available to talk with graduate students about any aspect of their programs throughout the period of study are:

   Director of Graduate Programs, Department of Design - Dr. Kristi Gaines

Financial

Information regarding financial assistance is available from a number of sources on campus. A partial listing of assistance and information is as follows. To qualify for a graduate assistantship and/or scholarship, the student must be admitted to a degree program in the department.

Fellowship and Scholarships. Graduate students are encouraged to stay abreast of sources of information on fellowships and scholarships. Information is available from the Director of Graduate Programs of the Department, DOD faculty, and the Office of Student Financial Aid.

Graduate Assistantships. For information regarding graduate assistantships, see the Director of Graduate Programs of the Department of Design. Applications may be submitted at any time and will be considered when vacancies occur.

Teaching or Research Assistants, Graduate Part-time Instructors, and Their Dependents. Texas Law provides that nonresident teaching or research assistants, graduate part-time instructors, and their spouses or children are entitled to register and pay fees required for Texas residents. This exemption is extended only to those assistants appointed at least one-half time and remunerated at a rate established by the Provost that relates to the student’s degree program.

A Teaching Assistant is defined as a graduate student employed in support of the teaching mission of the unit who is responsible for, or in charge of, a class or class section or laboratory section.

A Research Assistant is defined as a graduate student employed in support of the research mission of the unit.

A Graduate Assistant is defined as a graduate student in an institution of higher education employed in support of a department or unit responsible for work assigned by the supervisor within the unit or department, which utilizes knowledge beyond undergraduate academic studies.

Loans. Students who are in need of financial assistance are invited to call the Office of Financial Aid for Students at 742-0454 for information. Students who must supplement their finances are encouraged to consider the many types of financial aid available through the Office of Financial Aid for Students, including scholarships, loans, grants, and the University Work-Study Program.
Publications

Four important publications that each graduate student should have for continuous reference throughout graduate study are:

<table>
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<th>Publications</th>
<th>Source</th>
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<tr>
<td>TTU Graduate Catalog</td>
<td>Graduate School Office (Online at <a href="http://www.ttu.edu/gradschool">www.ttu.edu/gradschool</a>)</td>
</tr>
<tr>
<td>Graduate Student Manual (DOD)</td>
<td>Electronically from Dr. Kristi Gaines</td>
</tr>
<tr>
<td>Publication Manual of the American Psychological Association</td>
<td>TTU/Barnes &amp; Noble Bookstore Check with thesis/dissertation advisor or Chairperson of Department of Design regarding choice of documentation style for thesis. Predominant style is APA.</td>
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M.S. and Ph.D. Alumni Profile

See Appendix D for a listing of students who have graduated from the master’s and doctoral graduate programs since 1985.
REQUIREMENTS FOR MASTER'S DEGREE
GENERAL REQUIREMENTS AND PROCEDURES IN ENVIRONMENTAL DESIGN
for the
Master's Degree Program in Human Sciences
Specialization in
Environmental Design

I. General Admission

Admission to the Graduate School must be obtained through the Graduate Admissions Office. Admission to a graduate program in the area of Environmental Design is based on a review by the Director of Graduate Programs for graduate students. No single criterion is used. Credentials are evaluated according to the following criteria.

A. GPA from undergraduate/graduate study
B. TOEFL scores (International Students)
C. Copies of official transcripts
D. Three Letters of recommendation (preferably from both academic and industry sources)
E. Design Portfolio
F. Applicant’s Career Goals and Objectives
G. Resume or Vitae:
   1. Special accomplishments in industry or academic pursuits.
   2. Leadership experience
   3. Other experiences relevant to the pursuit of a graduate degree

II. Credit Hours Required

A. A minimum of 36 credit hours (includes 6 hours of thesis/report credit) is required for the Environmental Design Master's Degree program.

B. The number of credit hours is determined by the student's Program Advisory Committee and is based upon:
   1. requirements in the departmental options,
   2. past education and experience, and
   3. professional goals of candidate.

C. The student, in consultation with the Director of Graduate Programs for graduate studies, develops a plan of study to include a minimum of:
   21 credit hours in the specialization area,
   9 credit hours in research/other
   6 credit hours in departmental thesis report/research (minimum).

Further information about the plan of study requirements may be obtained from the Director of Graduate
III. Thesis/Report Requirements and Enrollment Policies

The required six credit hours in departmental thesis/report credit should be arranged in accordance with the candidate's progress on the selected research project and enrollment in the departmental ENVD 6000/6001 Thesis/Report. Continued enrollment is required each semester until the thesis/report is completed. A maximum of six hours thesis credit/report is included in the minimum of 36 hours for the master's degree program. Individuals may need to enroll in more than six thesis/report credit hours in order to complete the thesis/report. Three hours is required the last semester of enrollment.

IV. Thesis/Report Committee

Composition of thesis committee shall include a minimum of three graduate faculty: two members from the student's specialization area, one outside the area. Any deviations from these guidelines, including changes, additions, or deletions of committee members shall be governed by current department, college, and university policies.

V. Thesis/Report Proposal

The student will submit a copy of a thesis/report proposal to each of the members of their thesis/report committee at least two weeks prior to a meeting with the student's committee for approval. Sample of a thesis proposal title page is given in Appendix A.

VI. Thesis/Report

A report must be written under the direction of the committee. The report/thesis must be completed during Fall or Spring semesters. Completion of reports and thesis in summer semesters requires approval by all committee members.

VII. Statement of Intention to Graduate

A Statement of Intention to Graduate, secured from the Graduate School must be filed with the Graduate School at least 12 weeks prior to Commencement. (See official calendar)

VIII. Time Limitations for Completion of Degree

The student is required to complete the master's/report degree within six years after registering for work credited toward a master's degree. For further information about time limitation, consult with the Department of Design Director of Graduate Programs for graduate studies and the Graduate School Catalog.

IX. Final Oral Examination

An oral examination is required of each candidate at the completion of the thesis/report. The final oral examination is primarily a defense of the thesis/report; however, the student should not expect that questions will be limited entirely to subject of the thesis. Completed copies of the thesis/report must be submitted to each member of the thesis committee at least two weeks prior to the defense. The defense must be scheduled prior to the Graduate School deadline.
X. **Publication of Student Work**

Research is an integral facet of graduate study and students, with their thesis/report chair are encouraged to seek publication of work completed. Many articles based on theses/reports and dissertations completed at Texas Tech are in print. Where close collaboration with faculty advisors occurred, co-authored publications are appropriate. In those disciplines where authorship order is not always alphabetical, the student will generally be first author in publications resulting from the thesis/report or dissertation. In cases of considerable revision or addition of other data, order of authorship should be subject to mutual agreement, based on the nature and extent of contribution by the parties concerned, and in accordance with accepted practice in the discipline.

In cases where the student was supported in full or in part by the University or through a faculty grant to do the research involved, or when a faculty member contributes to the work in a way that is substantially above and beyond that normally expected of a major advisor, and the student elects not to pursue publication within a reasonable time (6 months), the faculty member may choose to use the data/information in pursuing publication. The student may be listed as co-author according to the conventions of the discipline involved and the relative extent of contribution or additional work required. (Approved by Texas Tech University Graduate Council May 3, 1990.)

XI. **Schedule of Procedures for Master's Degree**

Appendix B summarizes the schedule of procedures to be followed in completing a program of study leading to the master's degree.

XII. **Responsibilities for Master's Program**

A. **Director of Graduate Programs**

1. Advise in the development of a plan of study.
2. Monitor the graduate student's program of study.
3. Provide guidance to graduate students.
4. Supervise graduate student files in department office, HS-211.
5. Review program opportunities with the student.
6. Make suggestions for one or more additional Program Advisory Committee members. The Director of Graduate Programs approves all plans of study.
7. File "Program for the Master's Degree" and "Application for Admission to Candidacy for the Master's Degree" upon completion of 9 hours of graduate work.
8. Assist student in setting up program advisory committee meetings at appropriate times.
9. Work with student during advising period each semester.

B. **Thesis Program Advisory Committee**

As soon as an applicant's program has been determined, an advisory committee of at least three members of the graduate faculty (including the minor area, if a minor is declared) will be appointed
by the Graduate Dean on the recommendation of the advisor. The chair of a student's committee must be a regular member of the department or program faculty from which the student will receive the masters degree.

1. Work with the Director of Graduate Programs making suggestions, reviewing, approving, and signing the student's plan of study. (Student will be included in the program committee meeting).

2. Assist, if invited, to serve on a student's thesis/report committee.

C. Thesis/Report Committee Chair (Selected in consultation with the Director of Graduate Programs).


2. Assist student in the presentation of thesis/report draft to thesis/report committee for review and approval before submission to Graduate School.


4. Guide student in preparing final copy of thesis/report for submission to the Graduate School. (Reports are not submitted to the Graduate School)

5. Provide a copy of all paper work to the Department of Design office and the Graduate School.

Faculty will serve on one thesis/report committee to completion before serving as a chair of a thesis. The chair of a thesis committee must be qualified by academic and professional preparation.

D. Thesis Committee

1. Approve thesis/report proposal, and sign title page. (See Appendix A)

2. Review research proposal for compliance with human subject's criteria. (See Appendix A)

3. Sign "Publication/Presentation Agreement Form." (See Appendix A)

4. Assist student during the research process.

5. Review and approve draft copy of thesis/report before submission to committee.

6. Review and approve draft copy of thesis/report before submission to Graduate School.

7. Participate in student's oral examination.


E. Master's Degree Student

1. Read the Graduate School Catalog, DOD Graduate Student Manual and Instructions for Preparing and Submitting Theses and Dissertations.

2. Confer with Director of Graduate Programs (DOD) and make proposals concerning:
(a) plan of study
(b) enrollment procedures (consult with Director of Graduate Programs (DOD) for graduate program each registration period),
(c) thesis/report committee chair and members, and
(d) research interests.

3. After consultation with the chair of the thesis/report committee, contact committee members requesting their membership on thesis/report committee.

4. Consult with thesis committee on a regular basis regarding:

(a) research proposal development,
(b) research proposal presentation,
(c) research proposal approval,
(d) guidance during research,
(e) planning committee meetings,
(f) unanswered questions, and
(g) planning for final examination.

5. Recheck plan of study when enrolling for the semester that the degree is to be conferred. Plan of study and transcript must agree.

6. Observe and meet Graduate School deadlines (see Graduate School Catalog and Instructions for Preparing and Submitting Theses and Dissertations) regarding:

(a) plan of study,
(b) draft copy of thesis/report,
(c) final examination, and
(d) final copy of thesis/report.

7. Provide copies of thesis to:
   (a) Graduate School, (not required for report).
   (b) department,
   (c) committee chair, and
   (d) other committee members (optional but recommended).

8. Develop a manuscript for publication (as first author) of thesis/report research and findings. If work is not submitted for publication within six months after thesis/report completion, the thesis chairperson and thesis/report committee members will have the right to publish research findings. Authorship will include the student's name. Agreement form in Appendix A.

   Students must be enrolled full time (at least 9-12 hours in each long term, 3 to 6 hours in each summer session) to be eligible to hold fellowships, teaching assistantships, part-time instructorships, research assistantships, or other appointments designed for the support of graduate study. Such enrollment must continue throughout the entire period of employment, not just through the twelfth class day.

NOTE: The student has the responsibility to be aware of and meet all due dates.

(Dates to meet graduation requirements may be obtained from TTU Graduate School)
APPENDICES
APPENDIX A

ADDITIONAL INFORMATION & FORMS

Statement of Intention to Graduate
Official Title Form
Admission to Candidacy for the Master's Degree Form
Publication/Presentation Agreement Form
5311 Problems Course Contract
Special Course Title Form
Proposal Approval Form
TEXAS TECH UNIVERSITY
The Graduate School

STATEMENT OF INTENTION TO GRADUATE
Masters Students / Thesis Option

SSN: Date:

Full Name for Diploma:
(A married woman should use her own first name)

Degree Sought:

Major:

Semester of Graduation:

Hometown to be listed in Program:
City/State OR State/Country:

Local Mailing Address:

Permanent Mailing Address

Diploma Mailing Address:
(Must be WITHIN The United States)

Will you be attending the Commencement ceremony?

Email Address:

Official Title Form

30
Official Title of Thesis (Do not use Abbreviations, Symbols, Formulas, etc.):

Committee Members (indicate Chair and Co-Chair):
1. 2.
3. 4.
5. 6.
7.

Please, E-Mail this Form to your Committee Chairperson, who will E-Mail it, as an attachment, to: lora.lopez@ttu.edu after verification.

Chairperson Name:
## TENATIVE-DEGREE PLAN / WORKSHEET

**Master of Science / Environmental Design**

Name ________________________________   Projected Graduation Date ________________  
Student ID# ____________________

### A. Specialization Area - 21 credit hours (minimum)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Semester</th>
<th>Substitution</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVD 5301</td>
<td>Graduate Research Seminar</td>
<td>_______</td>
<td>_______</td>
<td>3</td>
</tr>
<tr>
<td>ENVD 5310</td>
<td>Readings</td>
<td>_______</td>
<td>_______</td>
<td>3</td>
</tr>
<tr>
<td>ENVD 5380</td>
<td>Human Factors</td>
<td>_______</td>
<td>_______</td>
<td>3</td>
</tr>
<tr>
<td>ENVD 5381</td>
<td>Interior Design Analysis</td>
<td>_______</td>
<td>_______</td>
<td>3</td>
</tr>
<tr>
<td>ENVD 5382</td>
<td>Environmental Design Systems</td>
<td>_______</td>
<td>_______</td>
<td>3</td>
</tr>
<tr>
<td>ENVD 5384</td>
<td>Advanced Lighting Systems</td>
<td>_______</td>
<td>_______</td>
<td>3</td>
</tr>
<tr>
<td>ENVD 5388</td>
<td>Design of Int. Env. For Physically &amp; Mentally Challenged Populations</td>
<td>_______</td>
<td>_______</td>
<td>3</td>
</tr>
</tbody>
</table>

### B. Elective - 3 credit hours (can be ENVD 5311)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Semester</th>
<th>Substitution</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>_______</td>
<td>_______</td>
<td>3</td>
</tr>
</tbody>
</table>

### C. Research - 6 credit hours

(Courses can be taken both inside and outside of DOD)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Semester</th>
<th>Substitution</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVD 5378</td>
<td>Research Methods 1</td>
<td>_______</td>
<td>_______</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 5380</td>
<td>Introduction to Educ. Statistics</td>
<td>_______</td>
<td>_______</td>
<td>3</td>
</tr>
</tbody>
</table>

### D. Thesis – (minimum 6 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Semester</th>
<th>Substitution</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVD 6000</td>
<td>Master’s Thesis</td>
<td>_______</td>
<td>_______</td>
<td>6</td>
</tr>
<tr>
<td>ENVD 6001</td>
<td>Master’s Report</td>
<td>_______</td>
<td>_______</td>
<td>6</td>
</tr>
</tbody>
</table>

### E. Comments

ENVD 5307- Internships will be determined by Committee.

---

**NOTE:** Leveling requirements will be determined in collaboration with the student, based on transcript evaluation. Students who are required to complete courses for leveling must maintain a grade of **C** or above in leveling courses.

Revised – March 2011
After admission to a degree program, every applicant for the master’s degree is required to complete and submit one copy of this form to the Graduate School for approval before the second semester of enrollment in the program.

Date___________________

Full legal name __________________________________________ Student’s I.D.# ______________________

Current mailing address include zip code)

Degree sought______________________ Major __________________________ Expected Graduation Date____________

Previous Degree(s) Institution(s) Year(s) Awarded

Circle one: Non-Thesis Thesis (Complete committee and thesis title sections below—not for report option.)

Thesis committee (at least two Graduate Faculty members; indicate chairperson):

Thesis title (if known at this time, otherwise list area of thesis research):

Coursework (prefix and number as it appears in catalog or on official transcript): See TTU Graduate Catalog for hours required for degree sought.

Major 18-hr. min. Minor 6-hr. min. Tool or Language (if declared) Leveling (if required) Transfer Course#* Institution TTU equiv.#*

1

Transfer

*In order for transfer courses to be entered on the TTU transcript, courses must be given the TTU equivalent number. For example, MGMT 630 at TAMU may be equivalent to MGT 5371 at TTU. Please indicate when course was (or will be) taken and provide an official transcript to the Graduate School. No more than 6 hours may be transferred on a 36-hr., and 9 on a 42-hr program. Grades from transfer courses will not appear on TTU transcripts. Grades below B are not accepted on transfer work.

Signature of Graduate Advisor of major department declared) Signature of Graduate Advisor of minor dept.(if declared)

Graduate Dean Date

Approved [ ] Conditional Approval [ ] Not Approved [ ]

Remarks or Conditions of Approval:

Approval of this form by the Dean of the Graduate School merely indicates that the proposed program is acceptable; it carries no assurance of the applicant’s attainment of a degree. Changes to this program may be made only with the approval of the department concerned and the Graduate School, using the form available in the Graduate School. Conditions for approval for admission to candidacy must be met before the proposed semester of graduation. Revised 5/14/02.

PUBLICATION/PRESENTATION AGREEMENT FORM

Department of Design

33
NAME OF GRADUATE

[ ] MS [ ] Ph.D.

GRADUATION DATE __________________________ PHONE NO. ______ (____) __________________________

ADDRESS ______________________________________________________________________________________

THESIS/DISSERTATION TITLE ________________________________________________________________________

_______________________________________________________________________________________________

committee __________________________________________, Chairperson

__________________________________________________________ _______________________________________________________________________

__________________________________________________________ _______________________________________________________________________

__________________________________________________________ _______________________________________________________________________

AUThorship

If and when a publication or a presentation in the form of a paper occurs, the following agreement will exist:

If __________________________ (Graduate) writes the ARTICLE or the PRESENTATION, authorship will be

(Graduate), __________________________ (Chairperson),

________________________ (Member), _____________ (Member), and _____________ (Member) in that order.

(Graduate) has a six-month period following date of graduation in which to publish and/or present study. After

six months, thesis/dissertation committee may write an article or submit a presentation. The person assuming

the major responsibility of writing will be assigned first authorship. The graduate’s name will appear on each

publication or presentation determined by submission criteria.

Signatures Date

____________________________________, Graduate _______________________________________________________________________

____________________________________, Chairperson _______________________________________________________________________

____________________________________, Member _______________________________________________________________________

____________________________________, Member _______________________________________________________________________

____________________________________, Member _______________________________________________________________________

DEPARTMENT OF DESIGN

34
5311 PROBLEMS COURSE CONTRACT

(Submit 2 Copies to Instructor and DOD Office before 12th class day Fall-Spring/4th class day Summer Sessions)

<table>
<thead>
<tr>
<th>Semester/Year</th>
<th>Instructor</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Last</th>
<th>First</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialization/Option</th>
<th>Social Security#</th>
</tr>
</thead>
</table>

| Present Mailing Address | |
|-------------------------||

| Telephone # | |
|-------------||

<table>
<thead>
<tr>
<th>Title of Special Problem Course:</th>
<th>(Select and complete the appropriate title.)</th>
</tr>
</thead>
</table>

| Special Topics In | |
|-------------------||

| Individual Study In | |
|---------------------||

| Problems In | |
|-------------||

| Independent Study In | |
|----------------------||

| Selected Topics In | |
|-------------------||

| Advanced Studies In | |
|-------------------||

| Current Perspectives In | |
|-------------------------||

| Critical Advances In | |
|----------------------||

| Recent Advances In | |
|-------------------||

| Goals/Objectives of Special Problem Course:* |

<table>
<thead>
<tr>
<th>Instructor’s Signature</th>
<th>Date</th>
<th>Student’s Signature</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Director of Graduate Programs Approval</th>
<th>Date</th>
</tr>
</thead>
</table>

*Upon completion of ENVD 5311, submit one page summary of goals and objectives accomplished. Summary will be filed in graduate student’s file in DOD office.
ENVD 5311 SPECIAL COURSE TITLE

Date ______________________

Name: __________________________ ID#: ______________________

Masters ____________

Doctorate ____________

Major ____________________________________________________________________________________________

ENVD 5311- ________

(Section)

Special Course Title: __________________________________________________________________________

_____________________________________________________________

Environmental Design / Director of Graduate Programs
MEMORANDUM

To: Ralph Ferguson, Assistant Dean  
The Graduate School  

From: (Insert Name), Committee Chair  

Date:  

Subject: Final Examination for (Insert Student’s Name and Social Security Number)  

This memorandum is to inform you that (Insert Student’s Name) successfully completed the Master’s oral defense on (Insert Date of Oral Defense). The title of the thesis/report is “(Insert Title).” Committee members present were (Insert Name of Committee Chair First), Chair, (Insert Names of Other Committee Members).  

cc: (Insert Name), Committee Chair  
   (Insert Student’s Name)  
   (File)
Proposal Approval Form

TITLE

______________________________

by

NAME

A PROPOSAL

IN

MAJOR AREA OF STUDY

Submitted to the Graduate Faculty
of Texas Tech University in
Partial Fulfillment of
the Requirements for
the Degree of

MASTER OF SCIENCE

Approved

________________________________________
Chairperson of the Committee
APPENDIX B
MASTER’S DEGREE

Summary of Steps Required for Degree
**MASTER’S DEGREE**  
Summary of Major Steps Required for the Master’s Degree

<table>
<thead>
<tr>
<th>Action</th>
<th>Initiated Through</th>
<th>Approved By</th>
<th>Time</th>
<th>Check when Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply for admission</td>
<td>Graduate School/Department</td>
<td>Department</td>
<td>30 days prior to enrollment (if possible)</td>
<td></td>
</tr>
<tr>
<td>2. Read thoroughly Department of Design Graduate Student Manual</td>
<td>Director of Graduate Programs</td>
<td></td>
<td>When enrolled in ENVD 5301</td>
<td></td>
</tr>
<tr>
<td>3. Plan course of study</td>
<td>Dept. of Design</td>
<td>Director of Graduate Programs</td>
<td>Prior to first registration or during first semester</td>
<td></td>
</tr>
<tr>
<td>4. File <em>Program for Master’s Degree</em></td>
<td>Director of Grad. Program</td>
<td>Graduate Dean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Select thesis/report committee</td>
<td>Director of Grad Program</td>
<td>Graduate Dean</td>
<td>May initiate after completion of 9 hours</td>
<td></td>
</tr>
<tr>
<td>6. File Application for Admission to Candidacy for the Master’s Degree,</td>
<td>Director of Grad Program</td>
<td>Graduate Dean</td>
<td>obtain dates from graduate school</td>
<td></td>
</tr>
<tr>
<td>7. Proceed with course work</td>
<td></td>
<td></td>
<td>timeline calendar</td>
<td></td>
</tr>
<tr>
<td>8. Present thesis/report proposal to members of thesis/report committee</td>
<td>Thesis/Report Committee Chair</td>
<td>Thesis/Report Committee</td>
<td>Should give committee two weeks to</td>
<td></td>
</tr>
<tr>
<td>9. File official title, master’s thesis</td>
<td>Director of Graduate Programs</td>
<td>Graduate Dean</td>
<td>Semester of graduation**</td>
<td></td>
</tr>
<tr>
<td>10. Get thesis packet containing title page from Graduate School</td>
<td>Graduate School</td>
<td></td>
<td>Prior to final exam</td>
<td></td>
</tr>
<tr>
<td>11. Proceed with thesis/report project</td>
<td>Thesis Committee</td>
<td></td>
<td>Timeline developed with committee</td>
<td></td>
</tr>
<tr>
<td>12. Draft copies of thesis/report*</td>
<td>Thesis Committee Chair</td>
<td>Thesis Committee</td>
<td>Should give to committee two weeks prior to meeting.</td>
<td></td>
</tr>
<tr>
<td>13. Complete application of intent to graduate</td>
<td>Director of Graduate Programs</td>
<td>Graduate Dean</td>
<td>Check deadline at Graduate School for</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>semester of intended graduation**</td>
<td></td>
</tr>
</tbody>
</table>

* Meeting with the Director of Graduate Programs is mandatory each semester of enrollment  
** Specific deadlines set in each graduation period by Graduate School  
*** Electronic document; housed in data base known as (ETD) electronic thesis/dissertation.
# MASTER’S DEGREE
Summary of Major Steps Required for the Master’s Degree *(continued)*

<table>
<thead>
<tr>
<th>Action</th>
<th>Initiated Through</th>
<th>Approved By</th>
<th>Time</th>
<th>Check when Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Check <strong>all</strong> graduate school deadlines</td>
<td>Student</td>
<td>Graduate School</td>
<td>Each semester</td>
<td></td>
</tr>
<tr>
<td>15. Submit amended copy of course of study <em>if necessary</em></td>
<td>Director of Graduate Programs</td>
<td>Graduate Dean</td>
<td>By the beginning of semester in which degree will be conferred</td>
<td></td>
</tr>
<tr>
<td>16. Complete thesis/report research, prepare final draft copy, submit to thesis/report committee members*</td>
<td>Thesis Committee Chair</td>
<td>Committee Members</td>
<td>Should give committee two weeks to respond to final draft submission</td>
<td></td>
</tr>
<tr>
<td>17. Notify Director of Graduate Programs of oral defense date (Thesis Only)</td>
<td>Thesis Committee Chair</td>
<td>Director of Graduate Programs</td>
<td>Notify at least two weeks in advance of oral defense; Post announcement in DOD</td>
<td></td>
</tr>
<tr>
<td>18. Defend thesis/report project orally*</td>
<td>Thesis Committee Chair</td>
<td>Thesis Committee</td>
<td>Check date when completed**; thesis must be submitted to Graduate School</td>
<td></td>
</tr>
<tr>
<td>19. Pay thesis fees</td>
<td>Student Business Services</td>
<td></td>
<td>Prior to submission of thesis</td>
<td></td>
</tr>
<tr>
<td>20. Pay diploma fee</td>
<td>Student Business Services</td>
<td></td>
<td>Semester of graduation** (by specified date)</td>
<td></td>
</tr>
<tr>
<td>21. ***Submit thesis electronically (Thesis Only)</td>
<td>Thesis Committee Chair</td>
<td>Graduate School</td>
<td>Semester of graduation** (by specified date)</td>
<td></td>
</tr>
<tr>
<td>22. Submit manuscript based on thesis</td>
<td>Thesis Committee Chair</td>
<td></td>
<td>Six months following thesis defense</td>
<td></td>
</tr>
</tbody>
</table>

* Meeting with the Director of Graduate Programs is mandatory each semester of enrollment

** Specific deadlines set in each graduation period by Graduate School

*** Electronic document; housed in database known as (ETD) electronic thesis/dissertation.
APPENDIX C

GUIDELINES FOR THESIS DEFENSE AND ORAL EXAMINATION FOR MASTERS DEGREE

Guidelines for Thesis Defense and Oral Examination for Master’s Degree
GUIDELINES FOR THESIS DEFENSE AND
ORAL EXAMINATION FOR MASTERS DEGREE

The following are suggested general guidelines for the final oral examination for the masters degree. The Graduate School has no desire to establish an inflexible uniformity in the conduct of these examinations, but we do wish to make this important event in a candidate's graduate program more significant and also deserving of broader interest and participation on the part of faculty members and other graduate students alike. A thesis defense should be a major event in any department, justifying greater attendance than is sometimes evident.

Scheduling and Announcement

The final oral examination, usually over the general field of the thesis, is required of all candidates for masters degrees. The exam may be scheduled at any suitable time after the thesis has been approved by the candidate's thesis committee. The examination is a formal, public affair, and should be scheduled in a room conducive to general attendance by faculty members and students.

Conduct of the Examination

The Chairperson of the thesis committee should convene the examination by introducing the candidate, giving his/her background and indicating the general format of procedures to be followed. Although there will likely be some variation from department to department and from committee to committee, the following general procedures are appropriate. Initially, the candidate should be given a short period of time (from 15 to 30 minutes) for an overview of his/her project for the benefit of those in attendance who have not read the thesis. After this presentation, the candidate should be questioned by members of the committee in a way that will require a genuine defense of both the thesis and its research procedures. All members of the committee should have read and thoroughly familiarized themselves with the dissertation before the examination and copies of the document should be available for reference during the examination.

After committee members have questioned the candidate or made comments to the candidate, others in attendance should be permitted to raise questions or make comments. As indicated earlier, the examination is a public affair and the candidate should be able to defend the work before anyone who cares to question it. When ample opportunity has been given for questions from the audience, those not on the masters committee should be excused while the committee asks any final questions it chooses. When the committee is satisfied, the candidate should be dismissed from the room while the committee deliberates and comes to a decision concerning the adequacy of the candidate's performance. When a decision is reached, the candidate should be informed and the committee chairperson should forward a report of the outcome to the Department Graduate Coordinator and the Graduate Office for the candidate's record.
APPENDIX D
GUIDELINES FOR WRITING MASTER’S REPORT

Three Options for Master's Report:

I. Report (length approximately 50 - 75 pages)

II. Research Project

III. Published manuscript in one of the following journals:
   a. Journal of Interior Design
   b. Environment and Behavior
   c. Architectural Planning and Research
   d. Environmental Psychology
   e. Journal of Design Principles and Practices
   f. Health Environments Research and Design Journal
   g. Journal of sustainability
REPORT GUIDELINES FOR MS (NON-THESIS) IN ENVIRONMENTAL DESIGN

For students selecting to do a report for the completion of their Master's degree (non-thesis) in Environmental Design (ENVD), the guidelines for submission of the report follows:

Report Committee: Each Report Committee will include a minimum of 2 graduate faculty, including a chair, to assist with the process of completion of the report. This committee will be appointed in collaboration with the MS (non-thesis) Graduate Student in ENVD. This committee will be identified during the last 6 hours of course work.

Report Components:

... Theme: The proposed line-of-inquiry will be developed from the area of Environmental Design. This line-of-inquiry can encompass any approved topic or concept that addresses issues related to people, places, and their interaction within the built interior environment.

.....Title: Title should accurately reflect and describe report focus. The title will be approved by the Report Committee.

.....Table of contents: List contents including page numbers, list of figures (or tables) if used,

.....Abstract: Provide brief distillation of the report's content.

.....Executive Summary: Write an Executive Summary that will serve as a preview of the components in the report. The summary will include the main themes/actions of the topic/issue to provide the reader with a preview of the report.

.....Introduction: Includes significance of the topic/issue. Why is this topic/issue important to environmental design? Why do designers and planners need to know about this topic/issue? What will be the theoretical and/or practical application of the report findings?

.....Statement of the problem to be addressed in the report: Include goal/s and objectives to be addressed in the report. Clearly identify the intent of the topic/issue being investigated. Adequately justify the importance of the topic/issue selected for the report.

.....Background Information: History/origin of specific topic/issue. Develop relevance of topic/issue. What is the current status of this topic/issue? Utilization of current journals, books, and other types of references determined to represent the topic/issue are assumed.
Binding Requirements:

...Veefo Binding with plastic cover.

Include:

- Approval Sheet
- Publication Agreement Form
- Report
- Hard copy of presentation
- 1 copy for Dept. of Design
- 1 copy for each committee member

Note:

Students should complete and present report under supervision of Report Committee during Fall or Spring semesters. Summer completions of Report can be approved with consent of all committee members.

Revised August 2012
APPENDIX E
MASTER'S AND DOCTORAL GRADUATES
1985-2011
<table>
<thead>
<tr>
<th>Grad. Date</th>
<th>Degree</th>
<th>Name</th>
<th>Thesis/Dissertation Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1985</td>
<td>M.S./H&amp;I</td>
<td>Bonnie S. Jenkins</td>
<td>“Inventory And Analysis Of Victorian Residential Structures In Fannin County, Texas”</td>
</tr>
<tr>
<td>1986</td>
<td>Ph.D./EDCE</td>
<td>G. Marie Anderson Gentry</td>
<td>“Bruce Goff: The Luminous Environment In Selected Residential Designs”</td>
</tr>
<tr>
<td>1986</td>
<td>M.S./CS&amp;M</td>
<td>Mary R. Reyes</td>
<td>“Experimental Approach To Lighting Level: Color and Light In An Office Environment”</td>
</tr>
<tr>
<td>1987</td>
<td>M.S. / H.I.</td>
<td>Gwendolyn J. Cooper</td>
<td>“Dental Office Design in Texas”</td>
</tr>
<tr>
<td>1989</td>
<td>M.S./H&amp;I</td>
<td>Zane Curry</td>
<td>“Rural Housing Alternative Designed For Mature Adult Residents”</td>
</tr>
<tr>
<td>1989</td>
<td>M.S./H&amp;I</td>
<td>Karla Jackson</td>
<td>“Adult Day Care: Environmental Design Strategies For Persons With Alzheimer’s Disease”</td>
</tr>
<tr>
<td>1990</td>
<td>Ph.D./EDCE</td>
<td>Margaret N. Dobbs</td>
<td>“Alzheimer’s Disease: The Relationship Between Selected Wallcovering Patterns And Resident Behaviors in A Special Care Unit”</td>
</tr>
<tr>
<td>1992</td>
<td>Ph.D./EDCE</td>
<td>Zane Curry</td>
<td>“Computer Usage In Interior Design: Professional Applications and Pedagogical Implications”</td>
</tr>
<tr>
<td>1993</td>
<td>Ph.D./EDCE</td>
<td>Laura K. Burleson</td>
<td>“Parkinson’s Disease: Relationship Between Environmental Design and Falls Risk”</td>
</tr>
<tr>
<td>1994</td>
<td>M.S./EDCE</td>
<td>Rosemary Peggram</td>
<td>“Teaching Technique Preferences: Lecture Courses In Fider-Accredited Interior Design Programs”</td>
</tr>
<tr>
<td>Year</td>
<td>Degree/Program</td>
<td>Name</td>
<td>Title</td>
</tr>
<tr>
<td>------</td>
<td>----------------</td>
<td>-----------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>1995</td>
<td>M.S./EDCE</td>
<td>Cheryl Staton</td>
<td>“Development And Usage Of A Hospital Patient Room Environmental Assessment Instrument For The Analysis Of Adult And Pediatric Patient Room Design”</td>
</tr>
<tr>
<td>1998</td>
<td>Ph.D./CEED</td>
<td>Betsy D. Dunham</td>
<td>“Assessment Of The Status Of Model Building Codes In Interior Design Curricula”</td>
</tr>
<tr>
<td>1999</td>
<td>Ph.D./CEED</td>
<td>Zaidi Abdullah</td>
<td>“The Effects of Table Lamp Shade Shape and Compact Fluorescent Lamp Burning Position on University Students’ Visual Comfort”</td>
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<td>1999</td>
<td>Ph.D./CEED</td>
<td>Joan Dickinson</td>
<td>“The Effect of Selected Residential Carpeting on the Balance and Gait of Older Healthy Adults”</td>
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<td>2000</td>
<td>M.S./ED</td>
<td>Sultana Nazneen</td>
<td>“Attitudes and Beliefs of Design Professionals Regarding Environmentally Conscious Design”</td>
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<td>2001</td>
<td>M.S./ED</td>
<td>Linda Maretta West Scott</td>
<td>“Rural Housing: An Alternative Housing Design for Mature Adult Residents”</td>
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<td>M.S./ED</td>
<td>Hong Wang</td>
<td>“Computer Classroom Wall Color Preferences and Personality Type of College Students”</td>
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<td>2004</td>
<td>M.S./E.D.</td>
<td>Delores Key</td>
<td>“Computer-Aided Design Use in Interior Design Firms”</td>
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<td>2004</td>
<td>M.S./E.D.</td>
<td>Kathy F. Montgomery</td>
<td>“Understanding the Relationship Between the Design of the Workplace Environment and Wellness”</td>
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<td>2006</td>
<td>M.S./E.D.</td>
<td>Thapa Dhiraj</td>
<td>&quot;Hotel Lobby Design: Study of Parameters of Attraction&quot;</td>
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<td>2008</td>
<td>M.S./ENVD</td>
<td>Aseon Kim</td>
<td>&quot;Carpet Indoor Air Quality: Effects on Occupant’s Health&quot;</td>
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<td>2008</td>
<td>Ph.D./ENVD</td>
<td>Asem Obeidat</td>
<td>&quot;Designing Alzheimer’s Special Care Facilities that Includes Consideration for the Islamic Culture&quot;</td>
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<td>2008</td>
<td>Ph.D./ENVD</td>
<td>Kristi Lynn Scott Gaines</td>
<td>&quot;Brain Compatible Learning Environments for Students with Autism Spectrum Disorders&quot;</td>
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<td>2009</td>
<td>M.S./ENVD</td>
<td>Youjin Jurng</td>
<td>&quot;Recycling Behavior in the Home Environment: A Comparative Approach Between Daegu, South Korea and Lubbock, Texas, United States&quot;</td>
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<td>2010</td>
<td>M.S./ENVD</td>
<td>Adrienne Fairlie</td>
<td>&quot;Designing a Therapeutic Environment for Individuals Diagnosed with Post-Traumatic Stress Disorder&quot;</td>
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<td>2010</td>
<td>M.S./ENVD</td>
<td>Rachelle Collins</td>
<td>&quot;Inclusive Classroom Design for Elementary School Students with Attention Deficit Hyperactivity Disorder&quot;</td>
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<td>2011</td>
<td>M.S./ENVD</td>
<td>Jessica Grabham</td>
<td>&quot;An Integrative Approach for Successful Aging in Continuing Care Retirement Communities&quot;</td>
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<td>2011</td>
<td>M.S./ENVD</td>
<td>Alicia Spaete</td>
<td>&quot;Accommodating University Students with ADHD: Distractor Alleviation through Classroom and Disability Services and Design&quot;</td>
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<td>2011</td>
<td>M.S./ENVD</td>
<td>Linna Yoon</td>
<td>&quot;A Study of How the Physical Environment Affects Wandering Behavior in Nursing Home Design&quot;</td>
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<td>2011</td>
<td>M.S./ENVD</td>
<td>Kate Haenchen</td>
<td>The Historical Significance of and the Recommendations for the Algerita Hotel in Post, Texas</td>
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<tr>
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<td>2011</td>
<td>M.S./ENVD</td>
<td>Leeanne Bergen</td>
<td>Designing Inclusive Learning Environments to Accommodate Children with Autism Spectrum Disorders (ASD)</td>
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<td>2012</td>
<td>M.S./ENVD</td>
<td>Shoyre Kheri</td>
<td>Sustainable Design Elements in Hot Region of the Persian Gulf Area from Past to Future</td>
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<td>2012</td>
<td>M.S./ENVD</td>
<td>Saif Obeidat</td>
<td>The Impact of Lighting on Guest's Perception: Symbiosis between Hospitality and Sustainability in Interior Design</td>
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<td>2012</td>
<td>M.S./ENVD</td>
<td>Marwa Abdelmonem</td>
<td>Analysis of Low-Income High-Rise Housing's Direct and Indirect Environmental Factors that Contribute to Parental Anxiety among Female-Headed Households in USA</td>
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<td>2012</td>
<td>M.S./ENVD</td>
<td>Lisa Pickrell</td>
<td>Color Effects on Shopping Behavior: A Study on Individuals with Obsessive-Compulsive Disorder in the Retail Environment</td>
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<td>2012</td>
<td>M.S./ENVD</td>
<td>Diana Sabouni</td>
<td>Creating Therapeutic Outpatient Healthcare Facilities: Taking A Closer Look at Imaging Departments</td>
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<td>2012</td>
<td>M.S./ENVD</td>
<td>Rehab Aburas</td>
<td>Physical and Psychosocial Factors in Classroom Design for Elementary Level Schools</td>
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<td>2012</td>
<td>M.S./ENVD</td>
<td>Alicia Morton</td>
<td>Obesogenic Environments: Shaping Individuals Through Design</td>
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</table>

* 1992 through August 2003
M.S. /CT&M - Clothing, Textiles and Merchandising
M.S. /CS&M - Consumer Studies and Management
M.S. /FFP - Family Financial Planning
M.S. /H&I or ED - Housing and Interiors (Effective 1991 Environmental Design ED)
Ph.D./EDCE - Environmental Design and Consumer Economics

2006 M.S./E.D.
2007 M.S. ENVD
2007 Ph.D. ENVD

(Revised – August 2012)
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GENERAL INFORMATION

Introduction

Graduate students in the Department of Design are expected to be familiar with policies
and procedures of the Graduate School, College of Human Sciences, and the
Department of Design. This manual is designed to assist students and faculty in
obtaining information needed for planning and successfully completing a doctoral
degree program in the area of Environmental Design.

NOTE:  The policies and procedures in this manual are subject to change.
MISSION STATEMENTS

Texas Tech University

Committed to teaching and the advancement of knowledge, Texas Tech University, a comprehensive public research university, provides the highest standards of excellence in higher education, fosters intellectual and personal development, and stimulates meaningful research for service to humankind.

College Of Human Sciences

The College of Human Sciences provides multidisciplinary education, research, and service focused on individuals, families, and their environments for the purpose of improving and enhancing the human condition.

Department of Design

The Department of Design provides the highest standards of excellence in higher education in the fields of environmental design, apparel design and manufacturing and interior design, while contributing to new knowledge in these areas through meaningful research and community outreach.
PROGRAM INFORMATION

AND

GRADUATE FACULTY
UNIVERSITY: Texas Tech University, Lubbock, Texas  79409-1162

COLLEGE: College of Human Sciences

DEPARTMENT: Department of Design

DEGREES: Ph.D. in Environmental Design
          M.S. in Environmental Design

PROGRAM DESCRIPTIONS:

Doctor of Philosophy Degree Program provides study opportunities in the area of Environmental Design. Admission into the program requires a master's degree, Texas Tech University (TTU) Graduate school approval, and GPA of 3.5 on the master's coursework. A minimum of 66 semester hours of graduate work beyond the bachelor's degree, exclusive of credit for the dissertation, is required. Students develop a course of study in consultation with an advisory committee. A preliminary examination is required before the end of the second semester of work. Leveling course work may be required to remove subject matter deficiencies revealed by the preliminary examination. Following the completion of coursework, a qualifying examination is administered.

Master of Science Degree Program emphasizes Environmental Design. Admission into the program requires a 3.00 GPA on upper division undergraduate course work and TTU Graduate School approval. Appropriate leveling course work may be required when the degree plan is designed. A minimum of 36 semester credit hours including thesis is required.

The Department offers an optional (3 or 6 hour credit) internship for master's and doctoral students who have not had previous industry experience in Environmental Design.

CURRENT RESEARCH PROJECTS:

- Examining the Behavioral and Brain Responses to Photographic Sky Compositions.
- Creation of Evidence-Based Design (EBD) knowledge summaries for the American Institute of Architects.
- An Integrative Approach to the Design of Independent Living Environments for Adults with Intellectual and Developmental Disabilities.
- Designing for Neurodiversities
- Architectural Design Development in Post, Texas
- Renovation and restoration of the Practice House
- Research Project: Fit Assessment using 3D Virtual Model
- Evidence Based Design: Conceptual Frameworks in Architecture and Interior Design
- Symbiosis between Design Concepts and Creativity: An Evidence-Based Approach

EQUIPMENT AND FACILITIES:

Departmental facilities and resources include drawing studios and equipment. In the College, students have access to an Instructional Materials Center, and a Computer Laboratory with drafting capabilities. Campus facilities and resources
include the Advanced Technology Learning Center, University Library, Architecture Library, Law School Library, Health Sciences Center Library, the TTU Museum, the Ranching Heritage Center (housing and lifestyles of Texas), and the International Cultural Center.

**UNIVERSITY DESCRIPTION:**

Texas Tech’s approximately 33,000 students can stroll across a 1,839-acre campus featuring impressive landscaping together with Spanish Renaissance style red-tile-roofed buildings. The Lubbock campus--one of the largest in the nation--is well-equipped not only for research and study but also for cultural and recreational activities. In addition, the University operates a number of other facilities: Research Center-West Campus (Lubbock), agricultural field laboratories at New Deal, satellite medical facilities in Amarillo, El Paso, and Midland-Odessa. The agricultural facility and research farm spans 16,000 acres. Also outside the Lubbock campus is the TTU Center in the Texas Panhandle.

**COLLEGE AND DEPARTMENT DESCRIPTION:**

The College of Human Sciences at TTU is among the three largest colleges of its kind in the nation. The Department of Design is one of four departments within the College. The Department supervises undergraduate programs in apparel design and manufacturing, and interior design. The Interior Design program is CIDA (Council for Interior Design Accreditation) accredited. Master's and doctoral programs are in the area of environmental design. The Department of Design graduate faculty are nationally and internationally recognized for achievements in identifying changing needs of society and providing strategies for meeting the changes through both knowledge production and dissemination.

**LUBBOCK DESCRIPTION:**

Lubbock is a dynamic, growth-oriented city in West Texas. Lubbock is the largest city in this region with a metropolitan area population in excess of 230,000. Lubbock is a leader in education, medicine, and culture for West Texas.

**DOD GRADUATE FACULTY:**

**ENVIRONMENTAL DESIGN GRADUATE FACULTY:**

Cherif M. Amor, Ph.D., University of Missouri Columbia  
Associate Professor  
Research interest: Built Environment, Housing, Technology on Pedagogic Environments, Environment Behavior Correlation.  
Email: cherif.amor@ttu.edu

Don Collier, M.F.A., Texas Tech University  
Associate Professor  
Research interest: Historic restoration and adaptive reuse  
Email: don.collier@ttu.edu

Kristi Gaines, Ph.D., Texas Tech University  
Assistant Professor/ Director of Graduate Programs  
Research interest: Constructed environments for neurodiverse populations  
Email: kristi.gaines@ttu.edu

Zahidul Islam, Ph.D, University of Missouri, Columbia
Assistant Professor
Research interest: Digital media and design cognition
Email: zahidul.islam@ttu.edu

Debajyoti Pati, Ph.D., Georgia Institute of Technology
Associate Professor
Research interest: Healthcare Built Environments
Email: d.pati@ttu.edu

Robin Robinson, Ph.D., Southern Illinois University, Carbondale
Assistant Professor
Research interest: Enhancing and developing creativity in fashion design
Email: r.robinson@ttu.edu

Su-Jeong Hwang Shin (Su Shin), Ph.D., North Carolina State University
Associate Professor
Research interest: Human Factors in Environmental Design, Anthropometry Study using 3D Body Scan Technology
Email: su.hwang@ttu.edu

DEPARTMENT OF DESIGN ADMINISTRATION:

Vickie Hampton., Interim Department Chair
Texas Tech University
College of Human Sciences
Department of Design
Box 41220
Lubbock, Texas 79409-1220
806 742-3050 Ext. 228
FAX 806 742-1639
E-mail : vickie.hampton@ttu.edu

Don Collier., Associate Chair of Department
Texas Tech University
College of Human Sciences
Department of Design
Box 41220
Lubbock, Texas 79409-1220
806 742-3050 Ext. 225
FAX 806 742-1639
E-mail : don.collier@ttu.edu

Kristi Gaines, Ph.D., Director of Graduate Programs
Texas Tech University
College of Human Sciences
Department of Design
Box 41220
RESOURCES
Academic

1. **Environmental Design.** See Graduate Faculty, Department of Design.

2. **Human Sciences Computer Learning Center.** A networked computer laboratory with drafting and data/information management capabilities is located in Room 301/306 of the College of Human Sciences. For information regarding use, contact chairperson of department, or advisor.

3. **Human Sciences Curriculum Center.** Located in the basement of the Food Science Tower. This Center has a library of curricular related materials. Graduate students may use materials in the center.

4. **International Cultural Center.** The International Cultural Center houses all units of the Office of International Affairs and the area studies programs of the University. It offers attractive facilities for all types of meetings and conferences and special events and represents Texas Tech’s commitment to internationalization. The Office of International Affairs facilitates programs that bring an international dimension to the University’s roles in teaching, research, and public service.

5. **Museum.** The Texas Tech University Museum contains over 160,000 sq. ft. of galleries, research facilities, classrooms, work areas, and storage space. Special exhibits have included artwork, glass collections, sculpture, historical furnishing and accessories, and jewelry collections. Collection objects number in excess of 1.5 million. The museum is accredited by the American Association of Museums.

6. **Ranching Heritage Center.** An integral element of Texas Tech is a 14-acre outdoor exhibit of 33 historic structures, dating from the 1830s to 1920s. The structures have been moved to the site from locations throughout the state and have been authentically restored. The interiors include accessories characteristic of early American/West Texas periods. The orientation building holds galleries, the McKanna Parlor, meeting rooms, Cogdell’s Store, and the Ranching Heritage Association office. Pamphlets are provided to assist in self-guided walking tours of the structures.

7. **Southwest Collection.** The Southwest Collection and Special Collections Library is comprised of rare books, the University Archive, the Vietnam Archive, the Archive of Turkish Oral Narrative, and the Southwest Collection. The Southwest Collection is the regional repository for historical information pertaining to West Texas and the Southwest. It has collected and makes available for research more than 1,600 collections of personal papers, and noncurrent business and institutional records, as well as a noncirculating library of Texana, Western Americana, maps, periodicals, photographs, newspapers, taped interviews, films, videotapes, and microfilm. All materials may be used by both the University community and the general public for research or reference. The Southwest Collection is located in the new Southwest Collection/Special Collections Library Building north of the University Library.
Service is provided 9 a.m. to 5 p.m., Monday, Wednesday, and Friday; 9 a.m. to 7 p.m., Tuesday and Thursday; and 10 a.m. to 5 p.m., Saturday. Inquiries and donations are welcomed. Tours are available.

8. **Vietnam Center** The Vietnam Center was established by the Board of Regents in 1989, as a unit of the university's College of Arts and Sciences. Its principal functions are to encourage the continuing study of all aspects of the American Vietnam experience, and to guide and assist in the development and growth of the Vietnam Archive at Texas Tech University.

9. **Main Library** See catalog and informative materials available at the TTU Library. Students may find useful resources at the Law Library, Texas Tech Health Sciences Center Library, Architecture Library, and Southwest Collection.

10. **Advanced Technology Learning Center** (ATLC). The ATLC computer lab is located in the library basement. Graduate students may request an allocation of funds to cover costs of computer time for analysis of data for thesis and dissertations. Forms are available at the computer lab. To avoid delays, submit signed form to computer lab several days before computer use is needed.

**Administrative**

Administrators available to talk with graduate students about aspects of their programs throughout the period of study are:

   Doctoral Program Advisor is:
   Environmental Design (ED) - Dr. Kristi Gaines
   Interim Chairperson of Department – Dr. Vickie Hampton

**Financial**

Information regarding financial assistance is available from a number of sources on campus. A partial listing of assistance and information is as follows. To qualify for a graduate assistantship and/or scholarship, the student must be admitted to a degree program in the Department of Design.

**Fellowship and Scholarships** Graduate students are encouraged to stay abreast of sources of information on fellowships and scholarships. Application forms for some fellowships and scholarships are available in the office of the Dean as well as the Graduate School. Information also is available from the chairperson of the department, associate chair, Department of Design faculty, and the Office of Financial Aid. A copy of the scholarship application form used by the College and Department may be found online at [http://www.depts.ttu.edu/hs/scholarships.php](http://www.depts.ttu.edu/hs/scholarships.php).
Graduate Assistantships. For information regarding graduate research or teaching assistantships, see the chairperson of the department. Applications may be submitted at any time and will be considered when vacancies occur.

Teaching or Research Assistants, Graduate Part-time Instructors, and Their Dependents. Texas Law provides that nonresident teaching or research assistants, graduate part-time instructors, and their spouses or children are entitled to register and pay fees required for Texas residents. This exemption is extended only to those teaching or research assistants appointed at least one-half time and remunerated at a rate established by the Provost and in a position that relates to the student’s degree program.

A Teaching Assistant is defined as a graduate student employed in support of the teaching mission of the unit who is responsible for, or in charge of, a class or class section or a quiz drill or laboratory section.

A Research Assistant is defined as a graduate student employed in support of the research mission of the unit as its director or faculty, in laboratory, library, field or computer, or such other activity as may assist the unit’s research effort.

Loans. Students who are in need of financial assistance are invited to call the Office of Financial Aids to discuss financial needs. Students who must supplement their finances are encouraged to consider the many types of financial aid available through the Office of Financial Aid, including scholarships, loans, grants, and the College Work-Study Program.

Placement. Placement services and information are available from several sources. The University Career Planning and Placement Service provides information regarding position openings, counseling and career guidance, contacts between students and recruiters, referrals, and many other services.
Publications

Four important publications that each graduate student should have for continuous reference throughout graduate study are:

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<tr>
<td>TTU Graduate Catalog &amp; Instructions for Preparing and Submitting Thesis and Dissertation:</td>
</tr>
<tr>
<td><a href="http://www.depts.ttu.edu/officialpublications/catalog/GradSchool.php">http://www.depts.ttu.edu/officialpublications/catalog/GradSchool.php</a></td>
</tr>
<tr>
<td>Graduate Student Manual (DEPARTMENT OF DESIGN) Digital</td>
</tr>
<tr>
<td>Instructions for Preparing and Submitting Theses and Dissertations</td>
</tr>
<tr>
<td>TTU/Barnes &amp; Noble Bookstore and CopyTech</td>
</tr>
<tr>
<td>Publication Manual of the American Psychological Association</td>
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REQUIREMENTS FOR

DOCTORAL DEGREE
GENERAL REQUIREMENTS AND PROCEDURES IN ENVIRONMENTAL DESIGN
for the
Ph.D. Program in Human Sciences
Specialization in
Environmental Design

General Admission

Admission to the Graduate School must be obtained through the Graduate Admissions Office. Admission to a graduate program in the area of Environmental Design is based on a review of information submitted. No single criterion is used. Credentials are evaluated according to the following criteria.

A. GPA from undergraduate/graduate study
B. TOEFL scores (International Students)
C. Copies of official transcripts
D. Letters of recommendation (preferably from both academic and industry sources)
E. Portfolio review (academics and professional)

Applicant’s Career Goals in

A. Applicant’s career objectives

Unique Contributions as Evidenced in Applicant’s Resume or Vita:

A. Special accomplishments in industry and/or academic pursuits.
B. Leadership experience and potential
C. Other unique life experiences relevant to the pursuit of a graduate degree

Advising

The Director of DOD graduate program assumes responsibility for serving as the doctoral students’ advisor. The student is required to meet with the Director for advisement each semester of enrollment during enrollment periods.
**Doctoral Program**

A doctoral plan of study will be designed for each student under the guidance of the Doctoral Advisory Committee and approved by the Director of Graduate Programs. For additional information refer to the Graduate Catalog, Policies and Regulations, "The Doctor's Degree." The following guidelines apply:

**Total Hours**  
66 hours beyond the baccalaureate (minimum) exclusive of master’s thesis and doctoral dissertation.

Dissertation hours to be taken per semester are determined by chair of dissertation committee. Each committee member will receive one hour of credit during enrollment periods requiring their input.

The number of hours for which a student must enroll in each semester depends upon the level of involvement in research and the use of university facilities and faculty time. Students in residence and devoting full time to thesis or dissertation research may be permitted to enroll for a lower number of hours, depending on the level of activity and the judgment of the committee chair or the graduate advisor. However, in the semester in which students expect to complete their work and conduct the defense, enrollment will be above the minimum, to cover the more intense reading and processing time involved by committee members.

A student may apply up to 24 hours (maximum) taken in a completed master’s program toward the Ph.D. degree, provided the courses meet the statutes of time limitations and are considered equivalent to existing Texas Tech courses that would normally fit within the student's doctoral program of study (does not include thesis hours). Leveling work may be required.

A maximum of six (6) semester hours credit completed beyond the master's prior to admission to the program will be evaluated for credit toward a degree. No more than 12 semester hours (taken as a special student) earned prior to admission to a degree program will be counted toward degree requirements.
Specialization

Environmental Design

Competencies are to be demonstrated in one of the following areas: environmental design research methods and application; issue analysis; drafting skills and design concepts; space planning and presentation skills; knowledge of history and styles in architecture, furnishings and ornaments; application of elements and principles of color and design; application of technical information and specifications; analysis and application of business practices and ethics; or

Internship

Environmental Design guidelines:

(a) Formal corporate internship for students who have not previously had field related work experience.
(b) Required hours will be developed by the internship supervisor and the on-site advisor. (200 minimum)
(c) Three or six hours credit.
(d) Prerequisites include completion of the required option core courses.

Dissertation

Minimum requirement of 12 semester hours.

Residency

Refer to Bulletin of Texas Tech University - Graduate School Catalog.

Qualifying Examination Procedures

Following the completion of all coursework or a review of remaining coursework with the Director of Graduate Programs, the qualifying exam will be administered (January/August). Exam will be administered the week before classes begin.

A. The student will submit Qualifying Exam Application form to the Director of Graduate Programs on or before August 1st for Fall exam and December 1st for Spring Exam. (Page 31)

B. Qualifying Exams will be taken on PC’s, at designated site. The exam will be proctored by a faculty member.

C. Each question will have a time limitation ranging from 2 to 3 hours.

D. The Director of Graduate Programs will compile the questions. Each student will have a minimum of 6 questions. Questions will be in the following areas:
Interdisciplinary Collateral 1 question

Research Collateral
Research Methodologies 2 questions
Elementary Analyses 1 question

Specialization 2 questions

E. Department of Design Doctoral Advisory Committee will meet to compile questions. Questions, in brown clasp envelopes with all necessary support materials (disk, articles) included, will be given to Graduate Advisor prior to exam date.

F. The Qualifying Examination for Admission to Candidacy for the doctor's degree is one of the major features of the doctoral program and will be administered in both the major and minor areas of study (if a formal minor has been declared). The examination requires a synthesis and application of knowledge acquired during the course of study for the doctoral degree. Consequently, satisfactory performance in course work does not necessarily guarantee successful performance on the Qualifying Examination.

G. Exam proctors will collect questions/answers; copies will be made in Department of Design office; copies will be distributed to appropriate faculty for grading. Questions will be graded by faculty member that wrote the question.

H. APA Publication Manual guidelines will be consistently followed in written presentation of responses.

I. Each response will be double spaced, 12 pt font and include subheadings.

J. Evaluation criteria for Ph.D. qualifying examinations (written and/or oral) will be administered during both the fall and spring semesters (August/January)

1. A student can receive a PASS, CONDITIONAL PASS, or FAIL from the faculty member/s grading the exam responses.

2. To be admitted to candidacy the student must demonstrate the following:
   - Competency in designing research studies appropriate to area of study
   - Understanding of relationship between research methodologies and research analyses appropriate to area of study. This includes the development of testable research hypotheses/research
questions and research design that adequately tests the research hypotheses/research questions.

- Ability to discuss research issues and controversies relevant to the area of study including the citation of examples from the literature.
- Understanding of the components of a proposal relevant to the area of study.
- Ability to synthesize, assimilate, enumerate, interpret, analyze, conceptualize, and distill information from previous course work relevant to the specific question.
- Ability to support the ideas, premises, arguments or summaries with appropriate references from readings in the relevant area.
- Ability to thoroughly and comprehensively explore and present responses that justify and support position.
- Ability to present information clearly, well organized and logically.

3. Research Methods are a critical component of the program of study and the Qualifying Exam. The Department of Design doctoral student is expected to have acquired competency in the understanding and knowledge of research methodologies and analyses. These minimum skills qualify the student to undertake the dissertation stage of the program of study. The exam will determine if the student is adequately prepared to proceed with their dissertation research. Students are expected to independently design and conduct research deemed by the dissertation committee as having the potential of contributing to the body of knowledge in the discipline. Students will assume the responsibility for becoming an expert in the area of their dissertation research. Therefore, the student is expected to demonstrate research, methodological and analysis expertise sufficient to assume full responsibility for their dissertation research.

4. A Fail is received when:

- Condition(s) are not judged by the grader to have been satisfactorily demonstrated by the student. (See section J, 2)

In the case of a fail, the grader/s will determine specific conditions for continuation in the program. This condition may include one or more of the following: write new question/s, provide additional information, completion of special project/s, and/or additional course work. Time limitations for satisfying the conditions will be specified by the committee. Student cannot sit for the exam a second time until next
testing period.

SPECIAL CIRCUMSTANCES REQUIRING DEVIATIONS FROM THE TERMS AND CONDITIONS OUTLINED BY THE GRADER/S MUST BE APPROVED BY THE PROGRAM ADVISORY COMMITTEE.

**Admission to Candidacy**

A letter of recommendation for admission to candidacy is forwarded to the Graduate School by the Director of Graduate Programs after the candidate successfully completes the qualifying examination (written/oral).

**Dissertation Committee**

Composition of dissertation committee shall include a minimum of three graduate faculty: two members from the student's specialization area, one outside the specialization area. Any deviations from these guidelines, including changes, additions, or deletions of committee members shall be governed by current department, college, and university policies.

**Dissertation Proposal**

The student will submit a copy of a dissertation proposal or topic summary to each of the members of his/her dissertation committee at least two weeks prior to a meeting with the student's committee for approval/rejection of the dissertation proposal. See an example of the "Dissertation Proposal Title Page" on Page 31.

**Dissertation**

A dissertation must be written under the direction of the dissertation committee in accordance with the format and instructions set forth in the most recent edition of *Instructions for Preparing and Submitting Theses and Dissertations* published by the Graduate School at Texas Tech University.

To receive your Ph.D. you must have completed a successful dissertation.

To work on your dissertation you must have a dissertation committee appointed.

To have a dissertation committee appointed, you must have passed the qualifying exam, written and oral, and filed the candidacy report form and committee membership form to the graduate school.

**Statement of Intention to Graduate**
A Statement of Intention to Graduate, secured from the Graduate School, must be filed with the Graduate School at least 12 weeks prior to commencement.

**Time Limitations for Completion of Degree**

Credit will not be given for work completed more than five years prior to admission to the doctoral program at Texas Tech University. All work for the doctorate must be completed within four years after the applicant has been admitted to candidacy.

After being admitted to candidacy, extensions will be approved only for exceptional circumstances and for a limited period of time; the student may be required to retake the qualifying examination. (See Item J)

**Final Examination**

A public oral defense of the completed dissertation constitutes the final departmental requirement prior to granting the Ph.D. degree. Completed copies of the dissertation must be submitted to each member of the dissertation committee at least two weeks prior to the oral presentation. A "Dissertation Defense Announcement" must be filed at least three weeks before the scheduled oral examination. The orals must be scheduled prior to the Graduate School deadline. Committee approval is needed prior to submission of the final copy of the dissertation to the Graduate School. The examination is conducted by the dissertation committee and the graduate dean or a designated representative. This information will be posted in the departmental office and may be posted in other strategic areas.

**Publication of Student Work**

Research is an integral facet of graduate study and students are encouraged to seek publication of work done in pursuit of advanced degrees. Many theses and dissertations completed at Texas Tech are in print in research journals. In research where close collaboration with faculty advisors occurs, it is entirely appropriate in some disciplines for publications to be co-authored. In those disciplines where authorship order is not always alphabetical, the student will generally be the first author listed in a publication resulting from a thesis or dissertation. In cases of considerable revision or addition of other data, the order of authorship should be subject to mutual agreement, based on the nature and extent of contribution of the parties concerned, and in accordance with accepted practice in the discipline.

In cases where the student was supported in full or in part by the University or through a faculty grant to do the research involved, or when a faculty member
 contributes to the work in a way that is substantially above and beyond that normally expected of a major advisor, and the student elects not to pursue publication within a reasonable time (6 months), the faculty member may choose to use the data in pursuing publication, listing the student as co-author according to the conventions of the discipline involved and the relative extent of contribution or additional work required. (Approved by Texas Tech University Graduate Council May 3, 1990.)

**Schedule of Procedures for Doctoral Degree**

The schedule of procedures to be followed in completing a program leading to the doctor's degree.

Pages 45-47.

**Responsibilities for Doctoral Program**

A. **Director of Graduate Programs**

1. Review program opportunities with the student.

2. Provide guidance to graduate students and graduate faculty.

3. Advise the graduate student in the development of the plan of study.

4. Make suggestions for two or more additional Program Advisory Committee members.

5. Plan a tentative time schedule with student including:
   
   (a) course completion  
   (b) research completion  
   (c) dissertation completion

6. Work with student at registration time.

7. Monitor the graduate program.

8. Supervise graduate student files in departmental office, COHS-211.

B. **Doctoral Advisory Committee**

1. Doctoral Advisory Chair and Committee (2 from specialized area, 1 from outside area) will be appointed by the Director of Graduate Programs.

2. Plan and approve the student's plan of study.
3. Develop and evaluate preliminary examination questions.

4. If invited, serve on a student's dissertation committee.

C. **Doctoral Committee Chair**

1. Guide student in developing the dissertation to completion.

2. Assist student in the presentation of the draft copy of the dissertation to the committee for review and approval before submission to Graduate School.


5. A copy of all forms and correspondence should be provided to the Director of Graduate Programs.

   Faculty will serve on two dissertation committees to completion before serving as a chair of a dissertation. The chair of a dissertation committee must be qualified by academic preparation (Ph.D.), have graduate faculty status, related work experience, and/or courses taught.

D. **Dissertation Committee**

1. Review the research proposal for compliance with human subjects criteria

2. Approve the dissertation proposal and sign the title page. (See Appendix A)

3. Assist student during the research process.

4. Review and approve draft copy of dissertation before submission to the Graduate School.

5. Participate in student's oral examination.


7. Sign "Publication/Presentation Agreement Form." (See Appendix A)
E. **Doctoral Degree Student**

1. Read the Graduate School Catalog, Department of Design Graduate Student Manual and the Instructions for Preparing and Submitting Theses and Dissertations.

2. Observe and meet Graduate School deadlines regarding:
   
   (a) plan of study  
   (b) draft copy of dissertation  
   (c) oral examination, and  
   (d) final copy of dissertation.

3. Confer with the Director of Graduate Programs concerning:
   
   (a) Checking plan of study when enrolling for the semester that degree is to be conferred.  
   (b) Plan of study (to be developed with Doctoral Advisory Committee).  
   (c) Preliminary and Qualifying examinations.  
   (d) Selection of dissertation committee chair and members.  
   (e) Research interests.  
   (f) Enrollment procedures (consult with Director of Graduate Programs each registration period).

4. Contact committee members requesting their membership on dissertation committee (after being admitted to candidacy).

5. Consult the dissertation committee on a regular basis regarding:
   
   (a) research proposal development,  
   (b) research proposal presentation,  
   (c) research proposal approval,  
   (d) guidance during research,  
   (e) planning committee meetings,  
   (f) unanswered questions, and  
   (g) planning for oral defense.

6. Develop a manuscript for publication (as first author) of dissertation research and findings. If the work is not submitted for publication within six months after dissertation completion, the major professor and dissertation committee members will have the right to publish the research findings. Authorship will include student’s name. (See Page 28)
Additional Information

Refer to the Graduate Catalog for additional information concerning doctoral study at Texas Tech University.

IT IS THE STUDENT’S RESPONSIBILITY TO BE AWARE OF AND MEET ALL DUE DATES

Deadlines to meet graduation requirements may be obtained from TTU Graduate School
FORMS
COLLEGE OF HUMAN SCIENCES
GRADUATE SCHOLARSHIPS

http://www.depts.ttu.edu/gradschool/scholarships/
PUBLICATION/PRESENTATION AGREEMENT FORM

Department of Design

Name of Graduate ____________________________ [ ] MS [ ] Ph.D.
Graduation Date _______________________ Phone No. ( ) _______________________
Address ________________________________________________________________
Thesis/Dissertation Title____________________________________________________

______________________________________________________________

Committee ________________________________, Chairperson

______________________________________________________________

______________________________________________________________

______________________________________________________________

AUTHORSHIP

If and when a publication or a presentation in the form of a paper occurs, the following agreement will exist:

If ________________ (Graduate) writes the ARTICLE or the PRESENTATION, authorship will be ________________ (Graduate), ________________ (Chairperson), ________________ (Member), ________________ (Member), and ________________ (Member), in that order. ________________ (Graduate) has a six-month period following date of graduation in which to publish and/or present study. After six months, report/thesis/dissertation committee may write an article or submit a presentation. The person assuming the major responsibility of writing will be assigned first authorship. The graduate's name will appear on each publication or presentation determined by submission criteria.

Signatures Date

__________________________________________, Graduate

__________________________________________, Chairperson

__________________________________________, Member

__________________________________________, Member

__________________________________________, Member

__________________________________________, Member
QUALIFYING EXAMINATION REQUEST FORM

To:

From: Director of Graduate Programs
Department of Design
MS-41220

Date:

Re: Questions for Qualifying Examination

____________________ is planning to take her/his qualifying examination ______ ______. Please submit questions to cover the following subject matter area(s):

Please submit the question(s) by ______________ to ______________ ______. Suggested response time is 2-3 hours. If you are unable to submit a question, please let me know as soon as possible.
Ph.D. in Environmental Design and Consumer Economics

Directions: Respond by either writing a brief summary statement or by checking appropriate items, and give one copy to the Associate Chair 14 days prior to taking your preliminary examination.

I. Education Experiences

<table>
<thead>
<tr>
<th>Degree</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td></td>
</tr>
<tr>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Master’s Degree</td>
<td></td>
</tr>
<tr>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Major</td>
<td></td>
</tr>
</tbody>
</table>

Additional educational coursework and/or experience:

Institution(s):

II. Employment and Brief Description of Responsibilities

III. Professional Goals
QUALIFYING EXAM APPLICATION FORM

Date____________________

Name ____________________________________________

Last               First               Middle

Ph.D. Option       _____ ENVD (Environmental Design)

Present Mailing Address ____________________________________________

                               (  ) ________________________________

                                            Telephone Number

Dissertation Chair ____________________________

Dissertation Committee ____________________________________________

__________________________________________

Tentative Dissertation Focus ____________________________________________

__________________________________________
Signature of Applicant

DISSERTATION PROPOSAL

TITLE PAGE
HOW TO PREPARE A TITLE PAGE WITH A TITLE OF
TWO OR MORE LINES IN INVERTED
PYRAMID STYLE

by

NAME, M.S.

A DISSERTATION

IN

MAJOR AREA OF STUDY

Submitted to the Graduate Faculty
of Texas Tech University in
Partial Fulfillment of
the Requirements for
the Degree of

DOCTOR OF PHILOSOPHY

Approved

Chairperson of the Committee

Accepted

Dean of the Graduate School

Month, Year

1Official title pages are processed in the Graduate School.
SUGGESTIONS FOR WRITING

QUALIFYING EXAMINATIONS
SUGGESTIONS FOR WRITING QUALIFYING EXAMINATIONS

A student writing qualifying examinations is expected to perform at the higher cognitive levels. Answers should be organized around key ideas directly related to the various components of the questions.

1. Each question should be analyzed carefully; every part of the question should be included in the response. Sometimes a very significant part of a complex question can be overlooked. Breaking down the question into its component parts will help prevent serious omissions.

2. The candidate should document responses by referring to several theorists, authors, and researchers who have contributed to the literature related to the question. The student should demonstrate that information can be used within a defined context.

3. The student should carefully distinguish fact from opinion. The comprehensive exam is an attempt to assess mastery of a field. When personal ideas are presented they should be contrasted with those of other authors.

4. The student should make the essay logical, well organized, and well supported. The preparation of a topical outline may help one decide which points to include in a response and how to organize the material.

5. For most questions, there will be no single right or wrong response. There are however, shallow, undocumented and illogical responses and responses that contain bits of inaccurate information. The student may benefit by developing a list of criteria for each answer.

6. Time should be carefully apportioned to the various questions.

7. Some questions can be approached from a variety of perspectives; an introductory paragraph is useful in letting the reader know the approach to be taken.

8. The writing of a comprehensive examination requires no modesty on the part of the student. Instead, one should demonstrate that one can attack the question with vigor. Showing that the skills of analysis, synthesis, and logic are well developed is a definite asset. The exam is the time to show that the results of systematic and analytical thinking can be convincingly presented.

Developed by: Dr. Beulah Hirschlein
Oklahoma State University
Stillwater, Oklahoma
(n.d.)
GUIDELINES FOR DISSERTATION DEFENSE AND ORAL EXAMINATION FOR DOCTORAL DEGREE
GUIDELINES FOR DISSERTATION DEFENSE AND ORAL EXAMINATION FOR DOCTORAL DEGREE

The following are suggested general guidelines for the final oral examination for the doctoral degree. The Graduate School has no desire to establish an inflexible uniformity in the conduct of these examinations, but we do wish to make this important event in a candidate's graduate program more significant and also deserving of broader interest and participation on the part of faculty members and other graduate students alike. A dissertation defense should be a major event in any department, justifying greater attendance than is sometimes evident.

Scheduling and Announcement

The final oral examination, usually over the general field of the dissertation, is required of all candidates for doctoral degrees. The exam may be scheduled at any suitable time after the dissertation has been approved by the candidate's dissertation committee. The examination is a formal, public affair, and should be scheduled in a room conducive to general attendance by faculty members and students.

Conduct of the Examination

The chairperson of the dissertation committee should convene the examination by introducing the candidate, giving his/her background and indicating the general format of procedures to be followed. Although there will likely be some variation from department to department and from committee to committee, the following general procedures are appropriate. Initially, the candidate should be given a short period of time (from 15 to 30 minutes) for an overview of his/her project for the benefit of those in attendance who have not read the dissertation. After this presentation, the candidate should be questioned by members of the committee in a way that will require a genuine defense of both the dissertation and its research procedures. All members of the committee should have read and thoroughly familiarized themselves with the dissertation before the examination and copies of the document should be available for reference during the examination.

After committee members have questioned the candidate or made comments to the candidate, others in attendance should be permitted to raise questions or make comments. As indicated earlier, the examination is a public affair and the candidate should be able to defend the work before anyone who cares to question it. When ample opportunity has been given for questions from the audience, those not on the doctoral committee should be excused while the committee asks any final questions it chooses. When the committee is satisfied, the candidate should be dismissed from the room while the committee deliberates and comes to a decision concerning the adequacy of the candidate's performance. The Graduate Dean or his representative, who attends primarily to observe the conduct of the examination and serve as an impartial arbiter in case questions arise relating to procedure or outcome, should participate in the final deliberations and may cast a vote if he or she deems it appropriate. When a decision is reached, the candidate should be informed and the committee chairperson should forward a report of the outcome to the Department Graduate Coordinator and the Graduate Office for the candidate's record.
SUMMARY OF MAJOR STEPS REQUIRED
FOR THE DOCTORAL DEGREE

DEPARTMENT OF DESIGN
<table>
<thead>
<tr>
<th>Action</th>
<th>Initiated Through</th>
<th>Approved By</th>
<th>Time</th>
<th>Check when Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply for admission</td>
<td>Graduate School &amp; Department</td>
<td>Graduate Dean &amp; Department</td>
<td>3 month prior to enrollment (if possible)</td>
<td></td>
</tr>
<tr>
<td>2. Read DOD Graduate Student Manual and Graduate School Catalog thoroughly</td>
<td>DOD Department; Enroll in ENVD 5301 Fall Semester</td>
<td></td>
<td>During first two semesters enrolled</td>
<td></td>
</tr>
<tr>
<td>3. Plan first semester course of study</td>
<td>Director</td>
<td>Director</td>
<td>Prior to registration</td>
<td></td>
</tr>
<tr>
<td>4. Set up Program Advisory Committee</td>
<td>Director</td>
<td>Director</td>
<td>Prior to completing Degree Plan (first 12 hours)</td>
<td></td>
</tr>
<tr>
<td>5. Take Preliminary Exam</td>
<td>Director</td>
<td>Director &amp; Program Advisory Committee</td>
<td>Early in doctoral study, during first 12-15 hours of coursework</td>
<td></td>
</tr>
<tr>
<td>6. File Doctoral Program Proposal and Preliminary Examination</td>
<td>Director</td>
<td>Graduate Dean</td>
<td>After evaluation of preliminary exam by faculty</td>
<td></td>
</tr>
<tr>
<td>7. Proceed with coursework</td>
<td>Director</td>
<td>Director</td>
<td>*Secure Associate Chair approval prior to registration each semester</td>
<td></td>
</tr>
<tr>
<td>8. File changes in Degree Plan (if necessary)</td>
<td>Director</td>
<td>Graduate Dean</td>
<td>As they are determined</td>
<td></td>
</tr>
<tr>
<td>9. Three Year Formal Review</td>
<td>Director</td>
<td>Program Advisory Committee; Departmental Chair; Dean</td>
<td>After three years of full-time study</td>
<td></td>
</tr>
<tr>
<td>10. Annual Formal Review</td>
<td>Director</td>
<td>Program Advisory Committee; Departmental Chair; Dean</td>
<td>Annually until completion of program</td>
<td></td>
</tr>
<tr>
<td>11. Take qualifying examination; successfully pass Major and Minor areas</td>
<td>Director and/or Program Advisory Committee</td>
<td>Program Advisory Committee</td>
<td>After completion of coursework (can be taken during last semester of coursework)</td>
<td></td>
</tr>
<tr>
<td>12. Recommendation for admission to candidacy</td>
<td>Director</td>
<td>Director; Program Advisory Committee</td>
<td>After passing qualifying exam and meeting any tool requirements; at least four months prior to graduation</td>
<td></td>
</tr>
<tr>
<td>13. Select dissertation committee</td>
<td>Director</td>
<td>Graduate Dean</td>
<td>May initiate after candidacy</td>
<td></td>
</tr>
<tr>
<td>14. Present dissertation proposal to members of dissertation committee for approval</td>
<td>Dissertation Committee Chair</td>
<td>Dissertation Committee</td>
<td>Upon successful completion of qualifying exam</td>
<td></td>
</tr>
</tbody>
</table>

* Meeting with the Director is mandatory each semester of enrollment

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## DOCTORAL DEGREE

### Summary of Major Steps Required for the Doctoral Degree (continued)

<table>
<thead>
<tr>
<th>Action</th>
<th>Initiated Through</th>
<th>Approved By</th>
<th>Time</th>
<th>Check when Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. File dissertation topic and committee form</td>
<td>Director</td>
<td>Graduate Dean</td>
<td>To be filed after candidacy</td>
<td></td>
</tr>
<tr>
<td>16. Proceed with dissertation project</td>
<td>Dissertation Committee</td>
<td>Dissertation Committee</td>
<td>Established by Dissertation Committee Chair</td>
<td></td>
</tr>
<tr>
<td>17. Draft copies of dissertation</td>
<td>Dissertation Committee Chair</td>
<td>Dissertation Committee</td>
<td>Should give committee two weeks to respond to each draft submission</td>
<td></td>
</tr>
<tr>
<td>18. Check all Graduate School deadlines</td>
<td>Graduate School Personnel</td>
<td>Graduate Dean</td>
<td>Each semester</td>
<td></td>
</tr>
<tr>
<td>19. Submit amended copy of course study (if necessary)</td>
<td>Director</td>
<td>Graduate Dean</td>
<td>By the beginning of semester in which degree will be conferred</td>
<td></td>
</tr>
<tr>
<td>20. Complete dissertation research; prepare final draft copy; submit to dissertation committee members</td>
<td>Dissertation Committee Chair</td>
<td>Dissertation Committee</td>
<td>Should give committee two weeks to respond to final draft submission</td>
<td></td>
</tr>
<tr>
<td>21. File “Statement of Intent to Graduate”</td>
<td>Graduate Dean</td>
<td>Graduate Dean</td>
<td>At least 12 weeks prior to graduation</td>
<td></td>
</tr>
<tr>
<td>22. File official title of dissertation</td>
<td>Dissertation Committee Chair</td>
<td>Graduate Dean</td>
<td>Semester of graduation (by specified date)</td>
<td></td>
</tr>
<tr>
<td>23. Schedule oral defense of dissertation</td>
<td>Dissertation Committee Chair</td>
<td>Dissertation Committee</td>
<td>After dissertation committee approves dissertation draft</td>
<td></td>
</tr>
<tr>
<td>24. Submit copy of doctoral defense announcement</td>
<td>Dissertation Committee Chair</td>
<td>Graduate Dean</td>
<td>At least 3 weeks prior to date of defense</td>
<td></td>
</tr>
<tr>
<td>25. Obtain dissertation packet containing title page from Graduate School</td>
<td>Graduate School</td>
<td></td>
<td>Prior to final defense</td>
<td></td>
</tr>
<tr>
<td>26. Notify department of oral defense date</td>
<td>Dissertation Committee Chair</td>
<td>Director</td>
<td>Notify at least two weeks in advance of oral defense</td>
<td></td>
</tr>
<tr>
<td>27. Public oral defense of dissertation</td>
<td>Dissertation Committee</td>
<td>Graduate Dean representative and Dissertation Committee</td>
<td>Semester of graduation (by specified date)</td>
<td></td>
</tr>
<tr>
<td>28. File report of final exam with Graduate School</td>
<td>Dissertation Committee Chair</td>
<td>Dissertation Committee</td>
<td>Semester of graduation (by specified date)</td>
<td></td>
</tr>
<tr>
<td>29. Pay diploma fee; give copy of receipt</td>
<td>Student Business Services</td>
<td></td>
<td>Semester of graduation (by specified date)</td>
<td></td>
</tr>
</tbody>
</table>
** Specific deadlines set in each graduation period by Graduate School

Note:
Specific deadlines set in each graduation period by Graduate School.
Obtain a copy of “Completion Requirements for Theses and Dissertations” issues each semester by TTU Graduate School.

<table>
<thead>
<tr>
<th>Action Description</th>
<th>Responsible Party</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pay dissertation fee; give copy of receipt to Graduate School</td>
<td>Student Business Services</td>
<td>Semester of graduation (by specified date)</td>
</tr>
<tr>
<td>Submit manuscript based on dissertation</td>
<td>Dissertation Committee Chair</td>
<td>Within six months following dissertation defense</td>
</tr>
</tbody>
</table>
MASTERS & DOCTORAL GRADUATES
1985-2012
<table>
<thead>
<tr>
<th>Grad. Date</th>
<th>Degree</th>
<th>Name</th>
<th>Thesis/Dissertation Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1985</td>
<td>M.S./H&amp;I</td>
<td>Bonnie S. Jenkins</td>
<td>&quot;Inventory And Analysis Of Victorian Residential Structures In Fannin County, Texas&quot;</td>
</tr>
<tr>
<td>1986</td>
<td>Ph.D./EDCE</td>
<td>G. Marie Anderson Gentry</td>
<td>&quot;Bruce Goff: The Luminous Environment In Selected Residential Designs&quot;</td>
</tr>
<tr>
<td>1986</td>
<td>M.S./CS&amp;M</td>
<td>Patricia A. Harmony Arledge</td>
<td>&quot;Innovativeness And Risk-Taking Characteristics Of Owners Of Earth-Sheltered Homes&quot;</td>
</tr>
<tr>
<td>1986</td>
<td>M.S./CS&amp;M</td>
<td>Mary R. Reyes</td>
<td>&quot;Experimental Approach To Lighting Level: Color and Light In An Office Environment&quot;</td>
</tr>
<tr>
<td>1987</td>
<td>M.S. / H.I.</td>
<td>Gwendolyn J. Cooper</td>
<td>&quot;Dental Office Design in Texas&quot;</td>
</tr>
<tr>
<td>1989</td>
<td>M.S./H&amp;I</td>
<td>Zane Curry</td>
<td>&quot;Rural Housing Alternative Designed For Mature Adult Residents&quot;</td>
</tr>
<tr>
<td>1989</td>
<td>M.S./H&amp;I</td>
<td>Karla Jackson</td>
<td>&quot;Adult Day Care: Environmental Design Strategies For Persons With Alzheimer’s Disease&quot;</td>
</tr>
<tr>
<td>1990</td>
<td>Ph.D./EDCE</td>
<td>Margaret N. Dobbs</td>
<td>&quot;Alzheimer’s Disease: The Relationship Between Selected Wallcovering Patterns And Resident Behaviors in A Special Care Unit&quot;</td>
</tr>
<tr>
<td>1990</td>
<td>Ph.D./EDCE</td>
<td>Adrienne C. Ham</td>
<td>&quot;Bamboo Housing In Costa Rica: An Analysis Of A Pilot Program&quot;</td>
</tr>
<tr>
<td>1990</td>
<td>M.S./H&amp;I</td>
<td>Kathryn E. Linquist</td>
<td>&quot;Architectural Assessment of Selected Residential Structures In The Lavaca Neighborhood Of San Antonio, Texas&quot;</td>
</tr>
<tr>
<td>1992</td>
<td>Ph.D./EDCE</td>
<td>Zane Curry</td>
<td>&quot;Computer Usage In Interior Design: Professional Applications and Pedagogical Implications&quot;</td>
</tr>
<tr>
<td>1993</td>
<td>Ph.D./EDCE</td>
<td>Laura K. Burleson</td>
<td>&quot;Parkinson’s Disease: Relationship Between Environmental Design and Falls Risk&quot;</td>
</tr>
<tr>
<td>1994</td>
<td>M.S./EDCE</td>
<td>Rosemary Peggram</td>
<td>&quot;Teaching Technique Preferences: Lecture Courses In Fider-Accredited Interior Design Programs&quot;</td>
</tr>
<tr>
<td>1995</td>
<td>Ph.D./EDCE</td>
<td>Hee Jin Pak</td>
<td>&quot;The Perception Of Environmental Design Factors Related To Falls Risk Among The Independent Elderly&quot;</td>
</tr>
<tr>
<td>Year</td>
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<tr>
<td>1995</td>
<td>M.S./EDCE</td>
<td>Cheryl Staton</td>
<td>&quot;Development And Usage Of A Hospital Patient Room Environmental Assessment Instrument For The Analysis Of Adult And Pediatric Patient Room Design&quot;</td>
</tr>
<tr>
<td>1998</td>
<td>Ph.D./CEED</td>
<td>Betsy D. Dunham</td>
<td>&quot;Assessment Of The Status Of Model Building Codes In Interior Design Curricula&quot;</td>
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<tr>
<td>1999</td>
<td>Ph.D./CEED</td>
<td>Zaidi Abdullah</td>
<td>&quot;The Effects of Table Lamp Shade Shape and Compact Fluorescent Lamp Burning Position on University Students’ Visual Comfort&quot;</td>
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<td>1999</td>
<td>Ph.D./CEED</td>
<td>Joan Dickinson</td>
<td>&quot;The Effect of Selected Residential Carpeting on the Balance and Gait of Older Healthy Adults&quot;</td>
</tr>
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<td>2000</td>
<td>M.S./ED</td>
<td>Sultana Nazneen</td>
<td>&quot;Attitudes and Beliefs of Design Professionals Regarding Environmentally Conscious Design&quot;</td>
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<tr>
<td>2001</td>
<td>M.S./ED</td>
<td>Linda Maretta West Scott</td>
<td>&quot;Rural Housing: An Alternative Housing Design for Mature Adult Residents&quot;</td>
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<tr>
<td>2003</td>
<td>M.S./ED</td>
<td>Hong Wang</td>
<td>&quot;Computer Classroom Wall Color Preferences and Personality Type of College Students&quot;</td>
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<td>2004</td>
<td>M.S./E.D.</td>
<td>Delores Key</td>
<td>&quot;Computer-Aided Design Use in Interior Design Firms&quot;</td>
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<td>2004</td>
<td>M.S./E.D.</td>
<td>Kathy F. Montgomery</td>
<td>&quot;Understanding the Relationship Between the Design of the Workplace Environment and Wellness&quot;</td>
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<tr>
<td>2006</td>
<td>M.S./E.D.</td>
<td>Jennifer Kneupper</td>
<td>&quot;Family Interaction Activities and the Influence of Selected Design Attributes in the Home Environment&quot;</td>
</tr>
<tr>
<td>2006</td>
<td>M.S./E.D.</td>
<td>Thapa Dhiraj</td>
<td>&quot;Hotel Lobby Design: Study of Parameters of Attraction&quot;</td>
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<tr>
<td>Year</td>
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<tr>
<td>2008</td>
<td>M.S./ENVD</td>
<td>Aseon Kim</td>
<td>&quot;Carpet Indoor Air Quality: Effects on Occupant’s Health&quot;</td>
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<tr>
<td>2008</td>
<td>Ph.D./ENVD</td>
<td>Asem Obeidat</td>
<td>&quot;Designing Alzheimer’s Special Care Facilities that Includes Consideration for the Islamic Culture&quot;</td>
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<tr>
<td>2008</td>
<td>Ph.D./ENVD</td>
<td>Kristi Lynn Scott Gaines</td>
<td>&quot;Brain Compatible Learning Environments for Students with Autism Spectrum Disorders&quot;</td>
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<tr>
<td>2009</td>
<td>M.S./ENVD</td>
<td>Youjin Jurng</td>
<td>&quot;Recycling Behavior in the Home Environment: A Comparative Approach Between Daegu, South Korea and Lubbock, Texas, United States&quot;</td>
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<td>2010</td>
<td>M.S./ENVD</td>
<td>Adrienne Fairlie</td>
<td>&quot;Designing a Therapeutic Environment for Individuals Diagnosed with Post-Traumatic Stress Disorder&quot;</td>
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<td>2010</td>
<td>M.S./ENVD</td>
<td>Rachelle Collins</td>
<td>&quot;Inclusive Classroom Design for Elementary School Students with Attention Deficit Hyperactivity Disorder&quot;</td>
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<tr>
<td>2011</td>
<td>M.S./ENVD</td>
<td>Jessica Grabham</td>
<td>&quot;An Integrative Approach for Successful Aging in Continuing Care Retirement Communities&quot;</td>
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<td>2011</td>
<td>M.S./ENVD</td>
<td>Alicia Spaete</td>
<td>&quot;Accommodating University Students with ADHD: Distractor Alleviation through Classroom and Disability Services and Design&quot;</td>
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<td>M.S./ENVD</td>
<td>Linna Yoon</td>
<td>&quot;A Study of How the Physical Environment Affects Wandering Behavior in Nursing Home Design&quot;</td>
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<td>2011</td>
<td>M.S./ENVD</td>
<td>Kate Haenchen</td>
<td>The Historical Significance of and the Recommendations for the Algerita Hotel in Post, Texas</td>
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<td>2011</td>
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<td>Leeanne Bergen</td>
<td>Designing Inclusive Learning Environments to Accommodate Children with Autism Spectrum Disorders (ASD)</td>
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<td>M.S./ENVD</td>
<td>Shoyre Kheri</td>
<td>Sustainable Design Elements in Hot Region of the Persian Gulf Area from Past to Future</td>
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<td>Saif Obeidat</td>
<td>The Impact of Lighting on Guest’s Perception: Symbiosis between Hospitality and Sustainability in Interior Design</td>
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<td>M.S./ENVD</td>
<td>Marwa Abdelmonem</td>
<td>Analysis of Low-Income High-Rise Housing’s Direct and Indirect Environmental Factors that Contribute to Parental Anxiety among Female-Headed Households in USA</td>
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<td>M.S./ENVD</td>
<td>Lisa Pickrell</td>
<td>Color Effects on Shopping Behavior: A Study on Individuals with Obsessive-Compulsive Disorder in the Retail Environment</td>
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<td>M.S./ENVD</td>
<td>Diana Sabouni</td>
<td>Creating Therapeutic Outpatient Healthcare Facilities: Taking A Closer Look at Imaging Departments</td>
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<td>Rehab Aburas</td>
<td>Physical and Psychosocial Factors in Classroom Design for Elementary Level Schools</td>
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<td>2012</td>
<td>M.S./ENVD</td>
<td>Alicia Morton</td>
<td>Obesogenic Environments: Shaping Individuals Through Design</td>
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* 1992 through August 2003
M.S. /CT&M - Clothing, Textiles and Merchandising
M.S. /CS&M - Consumer Studies and Management
M.S. /FFP - Family Financial Planning
M.S. /H&I or ED - Housing and Interiors (Effective 1991 Environmental Design ED)
Ph.D./EDCE - Environmental Design and Consumer Economics

2006 M.S./E.D.
2007 M.S. ENVD
2007 Ph.D. ENVD
M.S./CT&M - Clothing, Textiles and Merchandising
M.S./CS&M - Consumer Studies and Management
M.S./FFP –

Family Financial Planning
M.S. – Environmental Design (current)
M.S./H&I or ED - Housing and Interiors (Effective 1991 Environmental Design ED)
Ph.D./EDCE - Environmental Design and Consumer Economics
Ph.D./ENVD Environmental Design
Ph.D./IDENV Environmental Design (current)
APPENDIX G
Graduate Program Assessment

COURSE-LEVEL ASSESSMENT PLAN

Course Title: **ENVD 5381 ENVIRONMENTAL DESIGN ANALYSIS**

**Purpose of Course:** This course is a required course for all graduate students in the department of design. This course introduces students to a critical investigation of the correlation between environmental and behavioral issues pertaining to the built-up environment. It analyzes causes and identifies possible solutions to problems related to environmental design in contemporary society. The primary goal of this course is to help students acquire fundamentals of research and to foster a critical thinking pertaining to environmental and behavioral issues.

<table>
<thead>
<tr>
<th>Item</th>
<th>EXPECTED LEARNING OUTCOMES</th>
<th>METHOD OF ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Acquire understanding of fundamental principles of environmental behavior.</td>
<td>Use of research papers reinforced by peer reviews based on active learning techniques. Ninety five percent of the students will earn an average grade of B.</td>
</tr>
<tr>
<td>2</td>
<td>Identify relationship between environment and behavior influences (e.g., spatial behavior, cognition, symbolism, and preferences in the built environment).</td>
<td>Use of research papers reinforced by presentation, feedback and final revisions. Eighty five percent of the students will earn an average grade of B or higher.</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrate competency in space composition relative to environment-behavior equation. (e.g., design for physically impaired and culturally oriented compositions).</td>
<td>Use of a project design strengthened by group activity. Seventy five percent of the students will produce spaces taking into account the techniques necessary to achieve the goal.</td>
</tr>
</tbody>
</table>
COURSE-LEVEL ASSESSMENT PLAN

Course Title: ENVD 5384 LIGHTING SYSTEMs

PURPOSE OF COURSE: This course is a required course for all graduate students at the Department of Design. This course introduces students to an advanced study and application of lighting systems which supports health, safety, and well-being. Course materials relate to the art and science of lighting and their influence on human behavior. The primary goal of this course is to help the students to translate into action professional research goals and guidelines.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>EXPECTED LEARNING OUTCOMES</th>
<th>METHOD OF ASSESSMENT</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Analyze different lighting theories from environment and behavior approaches to detect anomalies and suggest possible solutions.</td>
<td>Use of research papers reinforced by peer reviews based on active learning techniques. Ninety five percent of the students will earn an average grade of B.</td>
</tr>
<tr>
<td>2</td>
<td>Identify appropriate tools and research methodology to develop critical thinking and conduct productive research.</td>
<td>Use of research papers reinforced by presentations, feedback and final revisions. Eighty five percent of the students will earn an average grade of B or higher.</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrate competency in lighting design systems relative to environment-behavior paradigm (e.g., lighting applications and user needs).</td>
<td>Use of a project design strengthened by group activity. Seventy five percent of the students will produce spaces taking into account the techniques necessary to achieve the goal.</td>
</tr>
</tbody>
</table>

Department of Design
Graduate Program
Master’s of Science in Environmental Design (MS. Environmental Design)

**STUDENTS LEARNING ASSESSMENT**

**Course: ENVD 5381 Environmental Design Analysis**  
**Semester: SS and FS**

<table>
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**Course: ENVD 5378 Research Methods**  
**Semester: SS and FS 07**

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**Course: ENVD 5310 Readings**  
**Semester: SS and FS 07**

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**Course: Thesis Defense**  
**Semester: SS and FS**

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Each parameter will be assessed on a scale of 1 to 3 as follow:

1. does not meet expectation
2. meets expectation, and
3. exceeds expectation

Department of Design  
Graduate Program  
Doctor of Philosophy in Environmental Design  
(Ph.D. in Interior and Environmental Design)
### STUDENTS LEARNING ASSESSMENT

#### Course: ENVD 5310 Readings
**Semester: SS**

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#### Course: ENVD 5381 Environmental Design Analysis
**Semester: SS and FS**

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<tr>
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#### Course: ENVD 6378 Research Methods II
**Semester: SS and FS**

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#### Course: Qualifying Exam
**Semester: SS**

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Each parameter will be assessed on a scale of 1 to 3 as follow:
- (1) does not meet expectation
- (2) meets expectation,
- (3) exceeds expectation

**RUBRIC FOR ASSESSMENT OF ENVIRONMENTAL DESIGN ANALYSIS**
*(ENVD 5381)*

<table>
<thead>
<tr>
<th>RUBRIC ITEMS</th>
<th>SCORES</th>
<th>NOTES</th>
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104
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<tr>
<td>EVIDENCE OF PURPOSE</td>
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<tr>
<td>SMOOTH FLOW AND TRANSITION</td>
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| RUBRIC FOR ORAL PRESENTATION ASSESSMENT                                |
|------------------------------------------------------------------------|-----|------------------------|
| **Rubric Items**                                                       | Scores | Notes  |
| ORGANIZATION                                                          | 1-3 |                        |
| NO LOGICAL SEQUENCE                                                   |     |                        |
| LOGICAL SEQUENCE, W/OUT ELABORATION                                   |     |                        |
| LOGICAL SEQUENCE, W/EXPLANATION                                       |     |                        |
| EYE CONTACT                                                            | 1-3 |                        |
| ABSENCE OF EYE CONTACT, READS                                          |     |                        |
| OCCASIONAL EYE CONTACT, PARTIALLY READ                                 |     |                        |
| CONSTANT EYE CONTACT, RARE USE OF READING                              |     |                        |
| DELIVERY                                                              | 1-3 |                        |
| FLUENCY (CONFIDENCE AND SMOOTHNESS)                                   |     |                        |
| GRAMMAR (ERRORS)                                                      |     |                        |
| WORDING (PHRASEOLOGY AND SYNTAX)                                      |     |                        |
| INTONATION (MODULATION AND CADENCE)                                   |     |                        |

| RUBRIC FOR DESIGN COMPOSITION ASSESSMENT                               |
|------------------------------------------------------------------------|-----|------------------------|
| **Rubric Items**                                                       | Scores | Notes  |
| DESIGN COMPOSITION                                                     | 1-3 |                        |
| UTILITY (ACTIVITIES AND FUNCTIONS)                                     |     |                        |
| FIRMNESS (STRUCTURE AND BUILDING MTS)                                 |     |                        |
| DELIGHT (AESTHETICS, COLOR, FINISHES)                                  |     |                        |
| DESIGN FLEXIBILITY                                                     | 1-3 |                        |
| DESIGN ALTERNATIVES (POSSIBILITIES)                                   |     |                        |
| SYSTEM OF ASSEMBLY (RELATIVE TO APPLICATION)                           |     |                        |
| EFFICIENCY (EASY TO ASSEMBLE/DISASSEMBLE)                              |     |                        |
| DESIGN ORIGINALITY                                                     | 1-3 |                        |
| TYPICAL COMPOSITION                                                   |     |                        |
| INNOVATIVE COMPOSITION                                                 |     |                        |

| RUBRIC FOR ASSESSMENT OF LIGHTING SYSTEMS (ENVD 5384)                  |

1 Each parameter will be assessed on a scale of 1 to 3 as follow:
(1) does not meet expectations
(2) meets expectations, and
(3) exceeds expectations.
### RUBRIC FOR WRITTEN COMMUNICATION ASSESSMENT

<table>
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<td>• Smooth flow and transition</td>
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<td>• Appropriateness of tone—Professional</td>
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<td><strong>GRAMMAR</strong></td>
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<tr>
<td>• Appropriateness relative to speciality</td>
<td>1-3</td>
<td></td>
</tr>
<tr>
<td>• Nature of sources e.g., peer reviewed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Style of documentation—accurate use</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Each parameter will be assessed on a scale of 1 to 3 as follow:
(1) does not meet expectations
(2) meets expectations, and
(3) exceeds expectations.

### RUBRIC FOR ORAL PRESENTATION ASSESSMENT

<table>
<thead>
<tr>
<th>RUBRIC ITEMS</th>
<th>SCORES</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ORGANIZATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• No logical sequence</td>
<td>1-3</td>
<td></td>
</tr>
<tr>
<td>• Logical sequence, w/out elaboration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Logical sequence, w/explanation</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EYE CONTACT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Absence of eye contact, reads</td>
<td>1-3</td>
<td></td>
</tr>
<tr>
<td>• Occasional eye contact, partially read</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Constant eye contact, rare use of reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DELIVERY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Fluency (confidence and smoothness)</td>
<td>1-3</td>
<td></td>
</tr>
<tr>
<td>• Grammar (Errors)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Wording (phraseology and syntax)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Intonation (modulation and cadence)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### RUBRIC FOR DESIGN COMPOSITION ASSESSMENT

<table>
<thead>
<tr>
<th>RUBRIC ITEMS</th>
<th>SCORES</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DESIGN COMPOSITION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Utility (activities and functions)</td>
<td>1-3</td>
<td></td>
</tr>
<tr>
<td>• Firmness (structure and building MtS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Delight (aesthetics, color, finishes)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DESIGN FLEXIBILITY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Design alternatives (possibilities)</td>
<td>1-3</td>
<td></td>
</tr>
<tr>
<td>• System of Assembly (relative to applicant)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Efficiency (easy to assemble/disassemble)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DESIGN ORIGINALITY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Typical composition</td>
<td>1-3</td>
<td></td>
</tr>
<tr>
<td>• Innovative composition</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX H
Graduate Faculty Information

DEPARTMENT ATTACHES COPIES of Graduate Faculty Information obtained through Digital Measures. Each faculty member can access Digital Measures and run a quick form of the ‘Graduate Faculty Application’ choosing the years September 2006 through August 2012 in a Word document format, letter size. For new faculty who are not yet in Digital Measures, just include their VITA.

GRADUATE FACULTY APPLICATION FORM
TEXAS Tech UNIVERSITY
Confirmation/Reappointment

Instructions: The Graduate Faculty Application Form is to be generated in the DigitalMeasures software platform, please make any additions or corrections in DigitalMeasures and reprint application.

Name: Cherif M. Amor
Department/Unit: Design

Rank/Titl: Associate Professor
Date Submitted: 11-21-2012
Appointment Date: 2001

TTU Email: cherif.amor@ttu.edu
Phone: (806) 742-3050
Campus Mail Stop: 1220
Mailing Address: 
City/State: 
Zip: 

The Graduate Faculty Application Form is to generated in the DigitalMeasures software platform, please make any additions or corrections in DigitalMeasures and reprint application. If being reconsidered after three years probation, please use the “provisional” application.

I. Academic Background

Degree: Ph D
Field: Environmental Design, Interior Design and Architecture
Institution: University of Missouri
Year Awarded: 2000

Degree: Master of Philosophy
Field: Architecture–Environmental Design Emphasis
Institution: University of New Castle Upon Tyne
Year Awarded: 1987

Degree: Master of Philosophy
Field: Housing and Architecture
Institution: University of New Castle Upon Tyne
Year Awarded: 1987

Degree: English Skills Study Language (ESSL)
**Field** | English Language  
**Institution** | College of Saint John and Saint Mark  
**Year Awarded** | 1985  

**Degree** | BA  
**Field** | Architecture  
**Institution** | Institute of Architecture, Constantine  
**Year Awarded** | 1984

## II. Professional Experience, Academic and Nonacademic

| Title | Consultant  
| Institution/Agency | Interior Design Educators Council (IDEC)--International Task Force  
| Year(s) | 2011 - Present  

| Title | Consultant  
| Institution/Agency | Texas International Education Consortium  
| Year(s) | 2011 - Present  

| Title | Site Visitor  
| Institution/Agency | Council for Interior Design Accreditation (CIDA)  
| Year(s) | 2008 - Present  

| Title | Department Chair  
| Institution/Agency | Department of Design  
| Year(s) | 2008 - Present  

| Title | Chair, EDRA Interior Design Network  
| Institution/Agency | Environmental Design Research Association (EDRA)  
| Year(s) | 2008 - Present  

| Title | Associate Professor  
| Institution/Agency | Texas Tech University  
| Year(s) | 2006 - Present  

| Title | Collaboration Coordinator  
| Institution/Agency | Interdisciplinary Design Alliance at Tech (IDEATech)  
| Year(s) | 2009

| Title | Director of Education  
| Institution/Agency | International Interior Design Association (IIDA), Texas/Oklahoma Chapter  
| Year(s) | June 2009 - 2010  

| Title | Director Graduate Programs  
| Institution/Agency | Texas Tech University  
| Year(s) | 2006 - 2008  

| Title | Assistant Professor  
| Institution/Agency | Texas Tech University  
| Year(s) | 2000 - 2006
III. Direction of Graduate Students (completed theses and dissertations **directed** in the last six years)

<table>
<thead>
<tr>
<th>Student's Name</th>
<th>Involvement</th>
<th>Year Completed</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fatma Jobran</td>
<td>Dissertation Committee Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Haitham Al-Hamali</td>
<td>Dissertation Committee Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>David Ganong</td>
<td>Master's Thesis Committee Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Islam Obeidat</td>
<td>Dissertation Committee Chair</td>
<td>2012</td>
<td></td>
</tr>
<tr>
<td>Lisa Dinwiddie</td>
<td>Master's Thesis Committee Chair</td>
<td>2012</td>
<td></td>
</tr>
<tr>
<td>Saif Obeidat</td>
<td>Master's Thesis Committee Chair</td>
<td>2012</td>
<td></td>
</tr>
<tr>
<td>Shohre Kheyri</td>
<td>Master's Thesis Committee Chair</td>
<td>2012</td>
<td></td>
</tr>
<tr>
<td>Chelsea Barnett</td>
<td>Master's Thesis Committee Chair</td>
<td>2010</td>
<td></td>
</tr>
<tr>
<td>Ashleigh Walters</td>
<td>Master's Thesis Committee Chair</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>Youjin Jurng</td>
<td>Master's Thesis Committee Chair</td>
<td>May 2009</td>
<td></td>
</tr>
<tr>
<td>Thapa Grantham</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
IV. Other Service on Graduate Committees in the last six years (excluding III)

<table>
<thead>
<tr>
<th>Student's Name</th>
<th>Involvement</th>
<th>Year Completed</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alicia Spaete</td>
<td>Master's Thesis Committee Chair</td>
<td>October 4, 2007</td>
<td></td>
</tr>
<tr>
<td>Jurng Youjin</td>
<td>Dissertation Committee Member</td>
<td>October 2011</td>
<td></td>
</tr>
<tr>
<td>Kristi Gaines</td>
<td>Dissertation Committee Member</td>
<td>October 2008</td>
<td></td>
</tr>
<tr>
<td>Asem Obeidat</td>
<td>Dissertation Committee Member</td>
<td>May 2008</td>
<td></td>
</tr>
<tr>
<td>Jeannine Grantham</td>
<td>Dissertation Committee Member</td>
<td>May 2008</td>
<td></td>
</tr>
</tbody>
</table>

V. Graduate Courses Taught in the last six years

**Fall TTU 2012**
- ENVD 8000 Doctoral Dissertation
- ENVD 7000 Research
- ENVD 6001 Master's Report
- ENVD 5381 Environmental Design Systems
- ENVD 5311 Individual Study in Environmental Design and Consumer Economics

**Summer II TTU 2012**
- ENVD 8000 Doctoral Dissertation
- ENVD 7000 Research
- ENVD 6001 Master's Report

**Summer I TTU 2012**
- ENVD 7000 Research
- ENVD 6001 Master's Report
- ENVD 5311 Individual Study in Environmental Design and Consumer Economics

**Spring TTU 2012**
- ENVD 6001 Master's Report
- ENVD 5384 Design of Interior Environments for Physically and Mentally Challenged Populations
ENVD 5311 Individual Study in Environmental Design and Consumer Economics

**Fall TTU 2011**
ENVD 7000 Research
ENVD 6001 Master's Report
ENVD 5381 Environmental Design Systems

**Summer II TTU 2011**
ENVD 7000 Research
ENVD 6001 Master's Report
ENVD 5311 Individual Study in Environmental Design and Consumer Economics

**Summer I TTU 2011**
ENVD 8000 Doctoral Dissertation
ENVD 6001 Master's Report

**Spring TTU 2011**
ENVD 8000 Doctoral Dissertation
ENVD 7000 Research
ENVD 6001 Master's Report
ENVD 6000 Master's Thesis
ENVD 5384 Advanced Lighting Systems
ENVD 5311 Individual Study in Environmental Design and Consumer Economics

**Fall TTU 2010**
ENVD 7000 Research
ENVD 6001 Master's Report
ENVD 5311 Individual Study in Environmental Design and Consumer Economics

**Summer II TTU 2010**
ENVD 8000 Doctoral Dissertation
ENVD 7000 Research
ENVD 6000 Master's Thesis
ENVD 5311 Individual Study in Environmental Design and Consumer Economics

**Summer I TTU 2010**
ENVD 8000 Doctoral Dissertation
ENVD 7000 Research
ENVD 6000 Master's Thesis
ENVD 5381 Environmental Design Systems
ENVD 5311 Individual Study in Environmental Design and Consumer Economics

**Spring TTU 2010**
ENVD 8000 Doctoral Dissertation
ENVD 7000 Research
ENVD 6001 Master's Report
ENVD 6000 Master's Thesis
ENVD 5311 Individual Study in Environmental Design and Consumer Economics

**Fall TTU 2009**
6000 Thesis Research
5384 Advanced lighting Systems
VI. Published Research and Creative Activity in the last six years

Non-Peer-Reviewed/Refereed Creative Activity

(Accepted)


Poster Exhibit (Accepted)


Project Design (Accepted)


Project Design—architecture and interior design (Accepted)

Amor, C. (Performer), "Islamic Cultural Student Center", ICSP, Islamic Center of the South Plains, Lubbock, Texas. (January 1, 2008 - March 1, 2010).

Peer-Reviewed/Refereed

Journal Articles (Accepted)


Book Chapters (Accepted)

Conference Proceedings (Accepted)


Amor, C., S, B. Arab Muslim immigrants’ home interior: Meanings and symbolism. Tulsa, Oklahoma: Interior Design Educators Council, Southwest Conference.

Non-Peer-Reviewed/Refereed

Book Chapters (Accepted)


Conference Proceedings (Accepted)


Amor, C. *An architectural heritage between change and continuity*. Honolulu, Hawaii: International Conference on Arts and Humanities.


**Other (Accepted)**


**VII. Current Participation in Professional Associations**


Member, American Institute of Maghreb Studies. (2006 - Present).


Committee Member, Merchandising IES- Illuminating and Engineering Society of North America. (2002 - 2009).


VIII. Presentations in the last six years

Accepted


Amor, C., Obeidat, I. (Author Only), International Conference on Arts and Humanities, Honolulu, Hawaii, "Designing Alzheimer Care Units and Well-being," International, Peer Reviewed/Refereed, Published in Proceedings, Published Elsewhere. (January 2012).

Obeidat, I. (Author Only), Amor, C., Conference on Arts and Humanities TTU, Lubbock TX, "Designing Elderly Home Units and Well-being," Local, Peer Reviewed/Refereed, Published in Proceedings, Published Elsewhere. (March 2011).

Obeidat, I. (Author Only), Amor, C., Conference on Arts and Humanities TTU, Lubbock TX, "The Relation of Residential Lighting and Occupants' Behavior," Local, Peer Reviewed/Refereed, Published in Proceedings, Published Elsewhere. (March 2011).

Obeidat, I. (Author Only), Amor, C., Conference on Arts and Humanities TTU, Lubbock TX, "Wayfinding by Color Guide People to Find their Way in the Built Environment.," Local, Peer Reviewed/Refereed, Published in Proceedings, Published Elsewhere. (March 2011).


between South Korea and United States," International, Peer Reviewed/Refereed, Published in Proceedings, Published Elsewhere. (June 2009).


General


Amor, C., First United Methodist Church Guesat Lecturer, Lubbock, Texas, "Understanding the Middle-East," Local. (April 1, 2011).


Amor, C., Human Sciences Week, Texas Tech University, Lubbock, Texas, "Built environment: An Interplay of culture and design," Local. (October 2008).

Amor, C., The Faculty Academic Contribution Exhibit (FACE), Texas Tech University, Lubbock, Texas, "Built environment: An Interplay of culture and design," Local. (September 2008).


Amor, C., St-John United Methodist Church Speaker, Lubbock, Texas, "Mary and Jesus in Islam," Local. (April 11, 2007).


IX. Grant and Contract Activity for the last six years

Contract


Grant


Amor, C. (Principal), "Center for Undergraduate Research Funding," Sponsored by Center for Undergraduate Research, TTU, Texas Tech University, $1,000.00. (September 2010 - August 2011).

Grant - Not Funded

Pati, D. (Principal), Amor, C. (Co-Principal), "Develop protocol and instrument for evaluating the performance of acute care health facilities," Sponsored by FY12 Internal Competitive Funding Opportunity to Advance Scholarship in the Creative Arts, Humanities and Social Sciences, Texas Tech University, $20,000.00. (October 10, 2011).

Amor, C. (Co-Principal), "Fit Assessment Process Using a 3D Virtual Model," Sponsored by Texas Tech University, Private, $43,000.00. (2009).


Grant - Pending

Amor, C. (Co-Principal), Shin, S. (Co-Principal), "Fit Assessment Process Using a 3D Virtual Model," Sponsored by Academy Sports, Texas Tech University, $43,000.00. (2005).


X. Other professional activities during the last six years that contribute to graduate education

Fellowships, Scholarships and Awards


Distinguished Service Award, International Interior Design Association. (April 15, 2010).


Faculty Academic Contribution Exhibit (FACE), Texas Tech University Libraries. (2009).


Interior Design Educators Council Regional Conference Organizer, IDEC Southwest Regional Conference. (October 2009).

Faculty Academic Contribution Exhibit (FACE), Texas Tech University Libraries. (2008).

International Interior Design Alliance Lubbock City Recipient of the IIDA Award, Texas/Oklahoma Sponsors. (2008).

Diversity Award, College of Human Sciences. (2007).

Excellence in Diversity and Equity Award, President’s Office at Texas Tech University. (2007).

Faculty Academic Contribution Exhibit (FACE), Texas Tech University Libraries. (2007).


Faculty Recognition, College of Engineering The Honors Convocation. (2006).

Texas Tech University Teaching Academy, Teaching Academy at Texas Tech University. (2006).

Service/Engagement

Department Chair. HS - Environmental Design (MS). (2008 - Present).

Committee Chair, Interdisciplinary Design Education Alliance at TTU. (2009 - 2011).


Student Competitions/Activities, "From the Heart: Design Day" students involvement. (2007).


Student Competitions/Activities, Lubbock Habitat for Humanity. (2007).

Cos Faculty Council. (2011 - Present).

Committee Member, COS Teaching Effectiveness Committee. (2011 - Present).

Committee Member, Administrative Council. (2008 - Present).

Committee Member, Research Committee. (2009).

Committee Member, Peer Review Committee. (2007 - 2009).

Committee Member, Teaching Effectiveness Committee. (2007 - 2009).

Committee Member, Graduate Coordinating Committee. (2007 - 2008).

Committee Member, Technology Users Committee. (2007 - 2008).

Committee Member, Commencement Activities. (2005 - 2006).

Committee Member, Faculty Council. (2005 - 2006).

Committee Member, Research Committee. (2004 - 2006).

Co-Advisor, Muslim Student Association. (2010 - Present).

Committee Member, TTU Ethics Center Advisory Committee. (2010 - Present).

Committee Member, Honor Society of International Scholars. (2007 - Present).

Committee Member, Lauro Cavazos & Ophelia Powell-Malone Mentoring Program (Master Tech). (2010 - 2011).

Faculty Advisor, Saudi Student Association. (2010 - 2011).

Committee Member, Interdisciplinary Design Education Alliance. (2009 - 2011).
Committee Member, Search Committee for Ombudsman Coordinator. (2010).

Committee Member, Student Housing Learning Committee. (2009 - 2010).

Committee Member, TTU Faculty Council. (2007 - 2009).

Guest Speaker, Texas Tech University- Outreach Student Counseling Center. (April 24, 2009).

Faculty Advisor, Muslim Student Association Student Chapter. (2008).

Committee Member, Senate Sub-Committee; Information Technology Sub-Committee. (2006 - 2008).

Committee Member, Faculty Review Committee. (2003 - 2008).


Faculty Mentor, Teaching Learning and Technology Center. (2007).


Attendee, Meeting, Lubbock Memorial Civic Center. (April 25, 2007).

Committee Member, Faculty Council. (2005 - 2006).

Committee Member, Information Technology Sub-Committee. (2005 - 2006).

Committee Member, Texas Tech University Faculty Senate—Budget Study Committee. (2005 - 2006).

Committee Member, Faculty Senate. (2004 - 2006).


Board Member, Ecumenical Interfaith Organization, lubbock, tx. (2011).


Guest Speaker, Interfaith Dialogue Association, lubbock, TX. (2010).

Guest Speaker, Introduction to Precepts of Islam: St-John United Methodist Church, lubbock, tx. (2010).

Designer & Planner, Islamic Cultural Center, Lubbock, Texas. (2009 - 2010).

Guest Speaker, Homosexuality, Virginity, and Gender, Lubbock, TX. (April 20, 2010).


Guest Speaker, Redeemer Church, Lubbock, TX. (February 2, 2009).

Panelist, Interfaith Dialogue, Lubbock, Texas. (December 2008).

Officer, President/Elect/Past, Islamic Center of the South Plains (ICSP), Lubbock, Texas. (2008).

Organizer, Islamic Center of the South Plains (ICSP), Lubbock, Texas. (2008).

Advisor, MSA Texas Tech University Chapter, Lubbock, TX. (2008).


Panelist, Lubbock Interfaith Association, Lubbock, TX. (December 14, 2008).

Committee Member, Interfaith Dialogue, Lubbock, Texas. (November 2008).

Panelist, Graduate School and Teaching Learning and Technology Center, Lubbock, Texas. (April 2008).


Guest Speaker, Muslim Student Association, Tech Chapter, Lubbock, Texas. (November 15, 2007).

Guest Speaker, Golden Kiwana Class Club, Lubbock, Texas. (May 29, 2007).

Guest Speaker, First United Methodist Church, Lubbock, Texas. (April 15, 2007).

Supervisor of Student's activities, United Supermarkets, Lubbock, Texas. (April 14, 2007).

Guest Speaker, St-John United Methodist Church, Lubbock, Texas. (April 11, 2007).

Guest Speaker, First United Methodist Church, Lubbock, Texas. (April 1, 2007).

Guest Speaker, Lubbock Habitat for Humanity, Lubbock, Texas. (March 7, 2007).

Designer and director of execution, Islamic Center, Lubbock, Texas. (2006).

Consulting


EDUCATION

Texas Tech University, Lubbock, Texas
Masters of Fine Arts in Interior Design, 1977

Parsons School of Design, New York, New York
Apprentice Program in Interior Design, 1976

Stephen F. Austin State University, Nacogdoches, Texas
Bachelor of Fine Arts in Art and Theater with a Secondary Education Certificate, 1975

PROFESSIONAL EXPERIENCE

TEACHING EXPERIENCE

2002-Present Assistant Professor of Interior Design
Texas Tech University
College of Human Sciences
Department of Design
Lubbock, Texas

2001- 2002 Instructor
The Art Institute of Dallas
Department of Interior Design
Dallas, Texas

1982-1983 Instructor
El Centro Collage
Dallas, Texas

LICENSE & CERTIFICATIONS

National Council for Interior Design Qualification Certification, (NCIDQ),
Washington DC Certificate #003081 October, 1980

Texas Board of Architectural Examiners, (TBAE),

Austin, Texas, Registered Interior Designer #3462

Texas State Teaching Certificate, Texas Education Agency,
Austin, Texas, #A258296, 1975
CREATIVE RESEARCH PORTFOLIO

Portfolio Available on Website:  www.donwcollier.com

PROFESSIONAL DESIGN PORTFOLIO

Portfolio Available on Website:  www.donwcollier.com

COURSES TAUGHT

2010  Texas Tech University, Lubbock, Texas
      Taught:  Introduction to Interior Design (ID1380, one section fall)
              Interiors III (ID 2382, two section fall)
              Student Tour in Interior Design, New England/Boston & Newport,
              (ID 3325, one section, spring)
              Advanced Interior Design Processes (ID 3385, two sections spring, one section fall)
              Studio Procedures & Professional Practices (ID 3386, one section, spring)

2009  Texas Tech University, Lubbock, Texas
      Taught:  Introduction to Interior Design (ID1380, one section fall)
              Interiors III (ID 2382, two section fall)
              Student Tour in Interior Design, New York, New York,
              (ID 3325, one section, spring)
              Advanced Interior Design Processes (ID 3385, two sections spring, one section fall)
              Studio Procedures & Professional Practices (ID 3386, one section, spring)
              Internship in Interior Design (ID 4307, summer I)

2008  Texas Tech University, Lubbock, Texas
      Taught:  Introduction to Interior Design (ID1380, one section fall)
              Interiors I (ID 1382, one section fall)
              Student Tour in Interior Design, Chicago, Illinois, (ID 3325, one section, spring)
              Advanced Interior Design Processes (ID 3385, two sections spring, one section fall)
              Studio Procedures & Professional Practices (ID 3386, one section, spring)
              Internship in Interior Design (ID 4307, summer I)

2007  Texas Tech University, Lubbock, Texas
      Taught:  Introduction to Interior Design (ID1380, one section both fall & spring)
              Student Tour in Interior Design, San Francisco California, (ID3325 one section spring)
              Advanced Interior Design Processes (ID3385, two sections fall & spring)
COURSES TAUGHT (continued)

2006  *Texas Tech University*, Lubbock, Texas
Taught: Introduction to Interior Design, (ID 1380, one section both fall & spring)
       Interiors III, (ID 2383, one section spring)
Individual Study, Student Tour 2006, New England, (ID 4000, one section, spring)
       Senior Portfolio Seminar, (ID 4104, interviewing skills, spring)
       Advanced Interior Design Processed, (ID 3385, two sections, fall)
       Internship in Interior Design, (ID 4307, summer I)

2005  *Texas Tech University*, Lubbock, Texas
Taught: Introduction to Interior Design, (ID 1380, one section both fall & spring)
       Interiors III, (ID 2383, two sections both fall & spring)
Individual Study, Student Tour 2005, New York City, (ID 4000, one section spring)
       Senior Portfolio Seminar, (ID 4104, interviewing skills, spring)
       Internship in Interior Design, (ID 4307 summer I)

2004  *Texas Tech University*, Lubbock, Texas
Taught: Introduction to Interior Design, (ID 1380, one section both fall & spring)
       Interiors III, (ID 2383, two sections both fall & spring)
Individual Study, Student Tour 2004, Chicago, Ill. (ID 4000 one section spring)
       Senior Portfolio Seminar, (ID 4104, interviewing skills, spring)
       Internship in Interior Design, (ID 4307, summer I)

2003  *Texas Tech University*, Lubbock, Texas
Taught: Introduction to Interior Design, (ID 1380 one section both fall & spring)
       Interiors III, (ID 2383, two sections fall & three sections spring)
       Senior Portfolio Seminar, (ID 4104, interviewing skills, spring)

2002  *Texas Tech University*, Lubbock, Texas
Taught: Interior Design Studio III, (ID 2383, three sections fall)

       2002  *The Art Institute of Dallas, Dallas, Texas*
Taught: Advanced Contract Design, (ID Studio 3062)
        Professional Practices, (ID Lecture Class 4004)
        Winter Term

2002  *The Art Institute of Dallas*, Dallas, Texas
Taught: Contract Design, (ID Studio 2027)
        Hospitality Design, (ID Studio 3082)
        Fall Term

2001  *The Art Institute of Dallas*, Dallas, Texas
Taught: Specialty Design/Museum Exhibit Design, (ID Studio 4002)
Advanced Contract Design, (ID Studio 3062) Winter Term

Don W. Collier                                        Curriculum Vita
Website for Creative Research: www.donwcollier.com

COURSES TAUGHT (continued)

2000  Louisiana Tech University, Ruston, Louisiana
      Taught: Theory and Issues Class, The History of Color, (IDES 350)
             Junior Studio, Adaptive Reuse / President’s Home to a Faculty Club, (IDES 353)
             Fall Term

1983  El Centro College, Dallas County Community College District, Dallas, Texas,
      Taught: History of Interior Architecture, Spring Term

1982  El Centro College, Dallas County Community College District, Dallas, Texas,
      Taught: History of Interior Architecture, Fall Term
TEACHING (COURSE DEVELOPMENT*)

*Texas Tech University*, Lubbock Texas

2010  ID 3325, Interior Tour 2010, Spring, 2010,
(Major course revisions to accommodate the travel agenda, New England)

2009  ID 3386, Studio Procedures and Professional Practice, Spring 2009
(Major course revision to accommodate C.I.D.A. accreditation requirements)
ID 3325, Interior Tour 2009, Spring 2009
(Major course revisions to accommodate the travel agenda, New York, NY.)
ID 2383, Studio III (Major course revision to bring in more commercial projects)

2008  ID 3386, Studio Procedures and Professional Practice, Spring 2008
(Major course revision to accommodate C.I.D.A. accreditation requirements)
ID 3325, Interior Tour 2008, Spring 2008
(Major course revisions to accommodate the travel agenda, Chicago, Illinois)

(Major course revisions to accommodate the travel agenda, San Francisco, California)

2006  ID 3385, Advanced Interior Design Processes, Fall 2006
(Major course revision to accommodate C.I.D.A. accreditation requirements)
ID 1380, Introduction to Interior Design, Fall 2006
(Major course revision due to new textbook and to accommodate C.I.D.A accreditation requirements)
(Major course revision to accommodate the travel agenda, New England)

Don W. Collier  Curriculum Vita
Website for Creative Research:  www.donwcollier.com

TEACHING (COURSE DEVELOPMENT*) (Continued)

(Major course revision to accommodate the travel agenda, New York, New York)

(New course development, teaching interior design through travel, and to accommodate the travel agenda, Chicago, Illinois)
ID 1380, Introduction to Interior Design, Fall 2004
(Major course revision to accommodate new textbook)

2003  Senior Interior Design Portfolio Seminar, Fall 2003
(Developed the section on interviewing skills)
2002  ID 2383, Interiors III, Studio, Fall 2003
(Major course revision to accommodate new techniques in rendering and perspective
drawing)

INDUSTRY EXPERIENCE

2005-2006  Design Services for the Social Security Administration Building,
Waxahachie, Texas, in collaboration with Duane McQueen Architects

2002-2003  Design Consulting Services for the Eta Tau Housing Corporation for
Sigma Chi Fraternity, Stephen F. Austin State University, Nacogdoches, Texas

1988-2002  Collier & Collier Inc., Dallas, Texas, Owner and President
An independent manufacturer’s representative for contract furniture, hospitality
furniture, and landscape site furniture. Represented and sold corporate furniture to
Architects, Interior Designers, Landscape Architects, and Office Furniture
Dealerships. Territory was Texas, Arkansas, Oklahoma, and Louisiana. In addition
to operations and sales, was responsibility for managing staff of 8 people.
Also, set the creative and strategic direction for the company.

1985-1988  BOCA Powell (formerly HMBH Architects), Dallas, Texas, Vice President and
Director of Interior Architecture. Was responsible for the management of a
design staff of 10 people. Directed space-planning projects for 18 buildings.
Programmer and Design Development Leader for eight million square feet of
space for IBM Facilities. Directed the corporate relocation of GTE to Irving,
Texas from Stanford, Conn. Directed marketing presentations for the Interior
Architecture Department.

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INDUSTRY EXPERIENCE (continued)

1982-1985  HOK Architects (formerly CRSS) Fort Worth, Dallas, & Houston, Texas
Senior Designer. Managed a design staff of 10 people. Served as Director for
programming research and for development of new clients. Specialized in
corporate relocation.

1978-1982  Pierce Goodwin Alexander, Dallas, Texas, Director of Interior Design.
Managed a design staff of three. Developed the Interior Architecture
Department and served as leader in all marketing procedures for the Interior
Architecture and adaptive Design Group. Specialized in financial institutions, corporate expansions,
reuse projects.

**AWARDS & HONORS**

2010  *Nomination for Texas Tech University Teaching Academy*  
*Nomination for the Spencer A. Wells Award for Creative Teaching*  
Nomination from the College of Human Sciences, Texas Tech University

2009  Promotion from Assistant Professor to Associate Professor, The Board of Regents, Texas Tech University

2009  *Creative Scholarship Award, for the Design & Excitation of the Charles Schwab, Personal Financial Planning Technology Complex,*  
Texas Tech University, Personal Financial Planning

2008  *The Texas Downtown Association, Certificate of Appreciation, For Efforts to Preserve, Revitalize and Redevelop Texas Downtowns,*  
Texas Downtown Association, Austin, Texas  
For the Adaptive Reuse of the Graeber/Little House, Post, Texas

2007  “Professing Excellence Award”, Texas Tech University, Housing & Residence Life

2006  *New Faculty Award, Texas Tech Alumni Association*  
Texas Tech University, Lubbock, Texas

2004  *Nomination for the Hemphill-Wells New Professor, Excellence in Teaching Award*  
Nomination from the, College of Human Sciences, Texas Tech University,

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**AWARDS & HONORS (continued)**

2003  *Sigma Chi International Fraternity, Grand Consul’s Citation for Outstanding Service to the Sigma Chi Fraternity*  
Award for the Development and Design of the Sigma Chi Fraternity House,  
Steven F. Austin State University, Nacogdoches, Texas
1982  *Texas Society of Architects, Austin, Texas*
- The Official State Organization of the American Institute of Architects
- Honor Award for Interior Design, 1982
- For the Design for Standard Meat Co., Fort Worth, Texas

1980  *American Institute of Architects, Washington DC*
- Honor Award for Historical Renovation, 1980
- For the Restoration of the Historic Kirby Building, Dallas, Texas

1980  *Texas Society of Architects, Austin, Texas*
- The Official State Organization of the American Institute of Architects
- Honor Award for Adaptive Reuse, 1980
- For the Adaptive Reuse of the Kirby Building, Dallas, Texas

**GRANT ACTIVITY**

2009  Huffman, L. (Supporting), Colwell, M. (Principal), Durband, D. (Supporting), Harris, K. (Supporting), Kolyesnikova, N (supporting), Wherry, J. (Supporting), Zvonkovic, A. (Supporting), Curry, Z. (Supporting),  
Collier, D. (Supporting),  
**Contract, “TTU Human Behavioral Sciences Research Complex”,**  
NIH (R06), Federal, $15,000,000.00, Not Funded

2009  Principal Investigator, (100% Don W. Collier)  
“A Feasibility Study for the Adaptive Reuse of the Renovation of the Historic Algerita Hotel, Post, Texas”,  
Funding Agency: The Ershel A Franklin Charitable Trust, Private  
Project Funded: $100,000.00

2009  Principal Investigator, (100% Don W. Collier)  
“Study of the Architectural/Design Development of the Community of Post, Texas”  
Funding Agency: The State of Texas, (TRIP)  
Project Funded: $50,000.00

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**GRANT ACTIVITY, continued**

2009  Principal Investigator, (100% Don W. Collier)  
“Study of the Architectural/Design Development of the Community of Post, Texas”  
Funding Agency: The Maxine Durrett Earl Charitable Trust, Private
2008  Principal Investigator, (100% Don W. Collier)  
“Adaptive Reuse of the Historic Graeber/Little House, Post, Texas”  
Funding Agency: United Supermarkets  
Project Funded Gift to the University: $30,000.00

2008  Principal Investigator, (100% Don W. Collier)  
“Adaptive Reuse of the Historic Graeber/Little House, Post, Texas”  
Funding Agency: The Ershel Franklin Charitable Trust, Post, Texas  
Project Funded Gift to the University: $25,000.00

2006-2007  Principal Investigator, (95% Don W. Collier, 5% Joann Shroyer)  
“Adaptive Reuse of the Historic Graeber/Little House, Post, Texas”  
Funding Agency: The Maxine Durrett-Earl Charitable Foundation Post, Texas  
Project Grant: $200,000.00

2006-2008  Principal Investigator, (100% Don W. Collier)  
“Adaptive Reuse of the Historic Graeber/Little House, Post Texas”  
Funding Agency: Various Sponsors, Private gifts to the University  
Project funded gifts to the University: $71,500.00

2006-2007  Principal Investigator, (95% Don W. Collier, 5% Joann Shroyer)  
“Adaptive Reuse of the Historic Graeber/Little House, Post, Texas”  
Funding Agency: The Ershel Franklin Charitable Trust, Post, Texas  
Project Grant: $75,000.00

2006-2007  Principal Investigator, (95% Don W. Collier, 5% Joann Shroyer)  
“Adaptive Reuse of the Historic Graeber/Little House, Post, Texas”  
Funding Agency: The Brown Foundation, Houston, Texas  
Project Grant: $150,000.00

2006-2007  Principal Investigator, (95% Don W. Collier, 5% Joann Shroyer)  
“Adaptive Reuse of the Historic Graeber/Little House, Post, Texas”  
Funding Agency: The Brown Foundation, Houston, Texas  
Project Grant: $50,000.00

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GRANT ACTIVITY, continued

2005-2006  Principal Investigator, (95% Don W. Collier, 5% Joann Shroyer)  
“Adaptive Reuse of the Historic Graeber/Little House, Post, Texas”
Funding Agency: The Maxine Durrett-Earl Charitable Foundation, Post, Texas
Project Grant: $25,000.00

2004-2005  Principal Investigator, (100% Don W. Collier)
“Feasibility Study for the Development of a Business/Cultural Center for Post, Texas”
Funding Agency: College of Human Sciences-Seed Grant Proposal for New Faculty Hires, Texas Tech University, Lubbock, Texas
Project Grant: $5,350.00

2003-2004  Principal Investigator, (100% Don W. Collier)
“Feasibility Study for the Development of a Business/Cultural Center for Post, Texas”
Funding Agency: College of Human Sciences-Seed Grant Proposal for New Faculty Hires, Texas Tech University, Lubbock, Texas
Project Grant: $4,500.00

ARTICLES & PUBLICATIONS

1988  Texas Architect, Published by the Texas Society of Architects, Austin, Texas

PUBLICITY


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PUBLICITY, continued

2006  Texas Techsan, The Magazine for Texas Tech Alumni, Texas Tech University,
Volume 59, No. 4, “Through the Arches, the Texas Tech Alumni honors outstanding new faculty”, July/August 2006

2004 *Viewpoints, College of Human Sciences Magazine, Texas Tech University, Volume 21, No. 2, “This Week in Chicago”, (Feature article regarding Interior Tour 2004, ID#4000), Winter/Spring 2004

1982 *Texas Architect, Published by the Texas Society of Architects, Austin, Texas “Texas Interiors 11 Winning Designs” January/February, 1982

1981 *Texas Architect, Published by the Texas Society of Architects, Austin, Texas “The Kirby Building Design” March/April, 1981

1980 *Designer West, Published by Art Alliance Corporation, Los Angles, California “Restore or Renovate” December, 1980

1980 *Designer West, Published by Art Alliance Corporation, Los Angles, California “Taking the Heat Off” May, 1980

**AUDIO-VISUAL**

2008 “2008 FACE Documentary, featuring Don W. Collier, Margan Purinton, and Laura Beard”, 24th Annual Faculty Academic Contributions Exhibit, Texas Tech Library, Exhibit, Texas Tech University, Lubbock, Texas

2007 “Post Texas, Living on the Edge”, a documentary celebrating the 100 year anniversary of the founding of Post, Texas, Produced & Directed by Giles McCarry Jr.


**CREATIVE ACTIVITIES (*Juried)**

2008 *Collier, Don, “The Renovation/Rehabilitation of the Historic Graeber/Little House, Post, Texas”, The Texas Downtown Association, Austin, Texas 2008 Awards Program, Category: Best Renovation/Rehabilitation Submitted and received a Certificate of Appreciation, (44 entries)

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**CREATIVE ACTIVITIES (*Juried)**
2008  *Collier, Don, “The Adaptive Reuse of the Historic Graeber/Little House, Post, Texas”, The Texas Downtown Association, Austin, Texas  
2008 Awards Program, Category: Best Adaptive Reuse  
Submitted and received a Certificate of Appreciation, (44 entries)

2008  *Collier, Don, “Teaching Design Through Student Travel” Texas Tech University, FACE (Faculty Academic Contributions Exhibit), Texas Tech University Libraries, Lubbock, Texas  
(Project to be exhibited in fall of 2008)

2008  *Collier, Don, “The Adaptive Reuse of the Historic Graeber/Little House, Post, Texas, The Finished Project”, Texas Tech University, FACE (Faculty Academic Contributions Exhibit), Texas Tech University Libraries, Lubbock, Texas  
(Project to be exhibited in fall of 2008)

2008  *Collier, Don, “The Adaptive Reuse of the Historic Graeber/Little House, Post, Texas, Texas Tech University, 40th Anniversary Lubbock Area School of Art Alumni Exhibition, June 7-July 25, 2008  
(Project accepted)


2007  *Collier, Don, “Reclaiming a Pavilion Living Room with use of Existing Materials and Natural Light”, Creative Scholarship, Interior Design Educators Council, International Conference, 2008, Submitted, not accepted

2007  *Collier, Don, Electrolux/Interior Design Magazine, Live-In Room of Tomorrow, Kitchen Design Completion, November 2007, Submitted, not awarded, (287 entries, 2 awards)

2007  *Collier, Don, “Heritage House, The Renovation & Adaptive Reuse of the Historic Graeber/Little House”, Texas Tech University, FACE (Faculty Academic Contributions Exhibit), Texas Tech University Libraries, Lubbock, Texas  
(Project Exhibited)


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CREATIVE ACTIVITIES (*Juried) continued
2006  *Collier, Don. “A New House for the Sigma Chi Fraternity, Stephen F. Austin State University, Nacogdoches, Texas”.
Category of Submission: Institutional/Educational.
International Interior Design Association, 2006 Annual Juried Design Competition: Texas/Oklahoma Chapter (no award received, 178 entries, 6 awards)

Category of Submission: Residential
International Interior Design Association, 2006 Annual Juried Design Competition: Texas/Oklahoma Chapter
(no award received, 178 entries, 6 awards)

2005  *Collier, Don. “A New House for the Sigma Chi Fraternity, Stephen F. Austin State University, Nacogdoches, Texas”.
Category of Submission: Interior Design.
(no award received)

Category of Submission: Interior Design.
(no award received)

Category of Submission: Interior Design.
(no award received)

2005  *Collier, Don. “A New House for the Sigma Chi Fraternity, Stephen F. Austin State University, Nacogdoches, Texas”.
Texas Tech University-Thinking Outside the Book: The 21st Annual Faculty Academic Contributions Exhibit (April 1-May 6). Lubbock, Texas
(Project Exhibited)

2005  *Collier, Don. “Taking a Master Class”.
Category of Submission: Most Inspired Renovation Metropolitan Home of The Year Contest.
New York, New York
(no award received, 627 entries, 12 awards)

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CREATIVE ACTIVITIES (*Juried) continued


PRESENTATIONS (*Juried)


2007  *Collier, Don, “Problem Seeking, An Architectural Programming Primer and How it Relates to Teaching, Research and Service for a Tenure-Track Professor”, the Southwest Regional Conference, Interior Design Educators Council, Baylor University, Waco, Texas, Submitted, not accepted

2007  *Collier, Don, “Teaching Design Through Student Travel”, Interior Design Educators Council, International Conference, 2008, Montreal, Quebec, Canada, Accepted

2007  *Collier, Don, “Problem Seeking”, Interior Design Educators Council, International Conference, 2008, Montreal, Quebec, Canada, Submitted, not accepted


2006  *Collier, Don & Rosemary Peggram, “Teaching Volumetric Elements through Prefab Housing Design for Hurricane Victims” Interior Design Educators Council International Conference, Austin Texas, Submitted, not accepted


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Design
PRESENTATIONS (*Juried), (continued)

2006  *Collier, Don & Rosemary Peggram.  “Teaching Volumetric Elements through Prefab Housing Design for Hurricane Victims”
       Annual Southwest Regional Conference of the Interior Design Educators Council
       Norman, Oklahoma, (Presented, November 2-4, 2006)

2005  *Collier, Don and Shroyer, JoAnn.  “Adaptive Reuse of a Historic Building with a Hospitality Focus”.
       Annual Southwest Regional Conference of the Interior Design Educators Council
       Shreveport, Louisiana, (Presented, October 6-8, 2005)

2005  * Collier, Don.  “Teaching through Student Travel”.
       Annual Southwest Regional Conference of the Interior Design Educators Council
       Shreveport, Louisiana, (Presented, October 6-8, 2005)

INTRAMURAL and PROFESSIONAL CREATIVE ACTIVITIES

Texas Tech University

2010  Tenure and Promotion Committee for the College of Human Sciences, Texas Tech University

2010- Faculty Senate, representative for the College of Human Sciences, Texas Tech University
2013  Lubbock, Texas.

2010  Distributed Learning Council, faculty representative, Texas Tech University.


2007  Search Committee for the new Dean of the School of Visual & Performing Arts, Texas Tech University, Lubbock, Texas

2007  Student Organization Risk Management: It’s Effect on Student Learning Task Force, Texas Tech University, Lubbock, Texas

2007- University Elections Committee, Texas Tech University, Lubbock, Texas
2004  Texas Tech University, Lubbock, Texas

2006- University International Affairs Committee,
2002  Texas Tech University, Lubbock, Texas
Don W. Collier
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INTRAMURAL and PROFESSIONAL CREATIVE ACTIVITIES

College of Human Sciences, Texas Tech University

2009  Teaching Effectiveness Committee, Committee Member

2009  Design Development for the Renovation of the Public Corridors, College of Human Sciences, Texas Tech University.


2009  Design Development for the HDFS Research Center, 5th floor, College of Human Sciences, Texas Tech University.

2009  Design Development for the Renovation of the Public Restrooms, College of Human Sciences, Texas Tech University.

2008  Collier, Don, “The Renovation & Redesign of the Dean’s Conference Center”, College of Human Sciences, Texas Tech University, Lubbock, Texas,

2008  Collier, Don, “The Development and Design of the Charles Schwab Technology Center”, Personal Financial Planning Department, College of Human Sciences, Texas Tech University, Lubbock, Texas

2008- Co Contributor to Development/Fund Raising Efforts
2007  Schwab Laboratory Renovation & Scholarship, Division of Personal Financial Planning, College of Human Sciences, Texas Tech University, Lubbock, Texas, Project Funded: $1,000,000.00

2008- Design Development of the Career Services Center
2005  College of Human Sciences, Texas Tech University, Lubbock, Texas

2007  Facility Committee for the College of Human Sciences, Texas Tech University

2007  Design Services for the renovation of El Centro, College of Human Sciences, Texas Tech University, Lubbock, Texas

2007  Interior Design/Architectural Programming Seminar to determine the future facility needs of the Personal Financial Planning Department, College of Human Sciences, Texas Tech University, Lubbock, Texas
Don W. Collier

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INTRAMURAL and PROFESSIONAL CREATIVE ACTIVITIES, (continued)
College of Human Sciences, Texas Tech University

2007  Design Services for a development package for the Personal Financial Planning Department, to be used as a fundraising tool for a new computer/portfolio center, College of Human Sciences, Texas Tech University, Lubbock, Texas

2006  Design Development of the Development Office
College of Human Sciences, Texas Tech University, Lubbock, Texas

2006  Design Development for the renovation of Sky views Restaurant and Teaching Facility for the Department of Nutrition, Hospitality & Retailing of the College of Human Sciences, Texas Tech University, Lubbock, Texas

2006  Design Development for the renovation/expansion of the Applied & Professional Studies Department/Personal Financial Planning Area for the College of Human Sciences, Texas Tech University, Lubbock, Texas

2006- College of Human Sciences, Faculty Council,
2004  Texas Tech University, Lubbock, Texas

2003  Design Services for the Renovation of the Canyon Room,
College of Human Sciences, Texas Tech University, Lubbock, Texas
Including: Furniture selection and specification, finish selection, and Installation of the project

INTRAMURAL and PROFESSIONAL CREATIVE ACTIVITIES,
Department of Design College of Human Sciences, Texas Tech University

2010  Co-Chair Faculty Search Committee, Associate/Assistant Professor Position

2010- Dallas Design Showroom Tour, Fall and Spring Semesters
2003  A Field Trip to Dallas Design Center, Dallas, Texas, for the Interior Design Students. They visit Designer Showrooms for furniture, fabrics, floor coverings, lighting and accessories. (80-130 students participate each year)

2009  Co-Chair of “Techstyle”, Design Day Presentation, An evening of Portfolio Review involving 120 Senior Students, Department of Design,
Texas Tech University, Lubbock, Texas

2008  Co-Chair of “Techstyle”, Design Day Presentation, An evening of Portfolio Review involving 120 Senior Students, Department of Design, Texas Tech University, Lubbock, Texas

**Don W. Collier**

Curriculum Vita

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**INTRAMURAL and PROFESSIONAL CREATIVE ACTIVITIES, (continued)**

Department of Design, College of Human Sciences, Texas Tech University

2008- Sophomore Portfolio Review, Department of Design, fall and spring Semesters
2002  Chaired the review process of the Sophomore Interior Design Students portfolios by the Interior Design Faculty and supervised the student displays of portfolios.

2007  Co-Chair of “Techstyle”, Design Day Presentation, An evening of Portfolio Review involving 70 Senior Students, Department of Design, Texas Tech University, Lubbock, Texas

2007  Design Services for the renovation of the Department of Design

**EXTRAMURAL ACTIVITIES**

1998

1999

1998

1995

**PROFESSIONAL DEVELOPMENT, SEMINARS & CONFERENCES**

2009  Interior Design Educators Council, 2009 Regional Conference, Lubbock, Texas, Fall 2009

2009  The Texas Downtown Association, State Conference, Tyler, Texas, June 2009

2009  Interior Design Educators Council, 2009 Annual International conference,
St Louis, Mo., March 2009

2008  Interior Design Educators Council, 2008 Annual International Conference, Montreal, Quebec, Canada, March 5-8, 2008

2007  College of Human Sciences New Faculty Retreat, Cloudcroft, New Mexico

2007  Wakanse South Conference, Teaching Conference, spring 2007, Hill Country Conference Center, Texas

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**PROFESSIONAL DEVELOPMENT, SEMINARS & CONFERENCES,**

*(continued)*


2004  2004 Grant writing Workshop, “Practical Training for Writing Effective Grant Proposals” Texas Historical Commission, Friends of the Texas Historical Commission, Hogg Foundation, Austin, Texas, June 21-24, 2004

2003  Texas Historical Commission, Regional Workshop, Post, Texas


**PROFESSIONAL MEMBERSHIPS**

International Interior Design Association, (IIDA), Professional Member

Interior Design Educators Council, (IDEC), Professional Membership

**Teaching 2010**

2009  Idec student competition, 3 student entries submitted
2010-2004 every semester both fall & spring, guest speaker in HS 1100, subject, “What is an Interior Designer”
2010-2007 guest lecturer in Janice Boyce’s class on restaurant design, Food Systems II, RHIM 3470, subject of lecture, “Current Issues in Restaurant Design and Marketing”
Spring 2010 Junior Studio to Dallas, showroom tour
Fall 2010 ID 2383 the redesign of “The Cottage” for the dean’s center for grant funded research, possible use of project ideas.
Spring 2010, nominated for the Spencer A. Wells Creative Teaching Award, Texas Tech University
2010-2011 graduate committee for Kate Haenchen Masters Degree (report)

Design
Fall 2010 nominated to the Teaching Academy, Texas Tech University.

Teaching 2011
Spring 2011 Junior Studio to Dallas, showroom tour
Spring 2011, ID 3385 the redesign of Skyviews of Texas Tech University, possible use of project ideas
Spring 2011 named the recipient of the Spencer A. Wells Creative Teaching Award, Texas Tech University
Spring 2011 appointed to Graduate Faculty for the DOD

Service 2010
2010-2011 New design for the Canyon Room, rugs, chairs, tables, booths, and electric
2010-2011 New design for the College of Human Sciences Student Services Suite, complete finish out.
2010-2011 Continuing design help for the Dean’s Office suite, moving Dean’s development suite
2010-2011 New design for the Dean’s kitchen
2010-2011 New design for conference room HS 224
2010-2011 New design and Development for the DOD review and gallery space
2010-2011 Facilities review and Development, for DOD spaces in regards to furniture and needs
2010-2011 Development of a fund raising package for the renovation of HS 169
2010-2011 New design and Development for the HDFS research center, 5th floor HS
2010-2011 Faculty Senate
2010-2011 Faculty Senate Budget Study Committee
2010-2011 Faculty Senate Representative to the College of Outreach & Distance Education
2010-2011 Teaching Evaluation Committee, College of Human Sciences
2010-2011 Tenure and Promotion Committee, College of Human Sciences
2010-2011 and beyond, College of Human Sciences Committee for The Center for Urban Living, the ULC Project
Fall 2010 attended Interior Design Advisory Board Meetings
Fall 2010 sponsored and planned social gathering of the Interior Design Advisory Board
Fall 2010 attended presentation to the Interior Design Department by Brian Graham on his history in the design profession and how he approaches design.
Fall 2010-beyond, Faculty Search Committee for the Department of Design, Interior Design

Service 2011
Spring 2011 attended the seminar: “Redesigning Learning Spaces to Improve Teaching and Learning, March 2, 2011
Spring 2011 IIDA seminar for CEU on veneer wall covering
Spring 2011 IIDA seminar for CEU on sustainability ratings

Research 2010
September 2010, College of Human Sciences Opening Session, special video, Highlighting Excellence in Research, Featured the ongoing work in Renovation & Restoration in Post, Texas and the Book being written, C W Post and the Bungalows of Post, Texas
2009, 2010, 2011, Grant funding for Scholarship to Kate Haenchen to aid in research for both grants from Post, Texas (app. $14,000.00 per year)
Summer 2010, sponsored grant funding for special research to Dr. Kristy Gaines to aid in research of the development of C W Post and the Bungalows of Post, Texas, ($5,000.00)
January 2010, Presentation to the Garza County Historical Association, progress on the Algerita Hotel renovation and restoration.
April 2010, Presentation to the Garza County Historical Association, progress on the Algerita Hotel renovation and restoration.
July 2010, Presentation to the Garza County Historical Association, progress on the Algerita Hotel renovation and restoration.
October 2010, Presentation to the Garza County Historical Association, progress on the Algerita Hotel renovation and restoration.
January 2011, Presentation to the Garza County Historical Association, progress on the Algerita Hotel Renovation and Restoration.
January 2010, Presentation to the Ershel A Franklin Charitable Trust, progress on the Algerita Hotel Renovation and Restoration
June 2010, Presentation to the Ershel A Franklin Charitable Trust, progress on the Algerita Hotel Renovation and Restoration
December 2010, Presentation to the Ershel A Franklin Charitable Trust, progress on the Algerita Hotel Renovation and Restoration
June 2010, Presentation to the Maxine Durrett Earl Charitable Trust, Progress on the book, “C W. Post and the Bungalow Houses of Post, Texas”
December 2010, Presentation to the Maxine Durrett Earl Charitable Trust, Progress on the book, “C W. Post and the Bungalow Houses of Post, Texas”
2010, Ongoing work on the $100,000.00 grant from the Ershel A Franklin Charitable Trust, for the Renovation and Restoration of the Historic Algerita Hotel Building, Post, Texas
2010, Ongoing work on the $150,000.00 grant from the Maxine Durrett Earl Charitable Trust, for the book, “C W Post and the Bungalow Houses of Post, Texas.
Name of entry: An academic studio for Creative Research.

Research 2011
March 1, 2011, Grant application to the Maxine Durrett Earl Charitable Trust for $200,000.00 for Graduate Research and Architectural, Engineering, and Interior Design Services for the Renovation and Restoration of the Historic Algerita Hotel Building, Post, Texas

Current grant information for Don Collier
Adaptive Reuse and Renovation of the Historic Algerita Hotel, Post, Texas
Grant is for $100,000.00 (grant is funded)
The research includes the following:
1. Sustainability study as to the reuse of the building
2. Renovation and restoration study within the confines for the National Registry of Historic Places.
3. Research into historical information regarding the building
4. Commission studies, as necessary from experts such as structural engineers as to the condition of the building and recommendations as to structural renovation.
5. Determine needs of the community and what role the building could take in meeting those needs
6. Develop a strategy for the eventual reuse of the building and funding opportunities for renovation.

Study of the Architectural/Design Development of the Community of Post, Texas, 1907-1918

Grant is for $100,000.00 (grant is funded)
Matching grant from the State of Texas, 50,000.00 (matching grant is funded)

The research study includes the following:

1. Research the physical development of Post, Texas through study of the architecture/design selected and used by C. W. Post.
2. Research the historical design style, The American Arts & Crafts/Bungalow Style, which was established during the time period (1907-1918) and its effect on both residential and commercial buildings in Post, Texas.
3. Travel to Battle Creek Michigan to research the beginnings of C. W. Post development of this company town which he used as a model for the architectural/design style for Post, Texas.
4. Research and identify historical architectural significant properties in Post, Texas, with justification of their importance to the design development of West Texas.
5. Explore the possibility of the creation of historic neighborhoods.
6. Explore the possibility of the creation of a tour of homes and buildings within the confines of the architectural/design style as prescribed by C. W. Post.
7. To pay the salary of a graduate assistant to help in the research and coordination of the book.
8. To pay for the summer salary on the research director.
9. To develop the manuscript and art work for the book to a publication ready level.
10. Work with the Texas Tech Press to coordinate their publication of the book.
**GRADUATE FACULTY APPLICATION FORM**
**TEXAS TECH UNIVERSITY**

**Confirmation/Reappointment**

**Instructions:** The Graduate Faculty Application Form is to be generated in the DigitalMeasures software platform, please make any additions or corrections in DigitalMeasures and reprint application.

**Name:** Kristi S. Gaines (Ph.D.)

**Department/Unit:** Design

**Rank/Title:** Assistant Professor

**Date Submitted:** 09-13-2012

**Appointment Date:**

**TTU Email:** kristi.gaines@ttu.edu

**Phone:** (806) 742-3050

**Campus Mail Stop:**

**Mailing Address:**

**City/State Zip:**

The Graduate Faculty Application Form is to generated in the DigitalMeasures software platform, please make any additions or corrections in DigitalMeasures and reprint application. If being reconsidered after three years probation, please use the “provisional” application.

I. Academic Background

<table>
<thead>
<tr>
<th>Degree</th>
<th>Field</th>
<th>Institution</th>
<th>Year Awarded</th>
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<tbody>
<tr>
<td>Ph D</td>
<td>Environmental Design</td>
<td>Texas Tech University</td>
<td>2008</td>
</tr>
<tr>
<td>MS</td>
<td>Environmental Design</td>
<td>Texas Tech University</td>
<td>2007</td>
</tr>
<tr>
<td>Bachelor or Interior Design</td>
<td>Interior Design</td>
<td>Texas Tech University</td>
<td>1994</td>
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II. Professional Experience, Academic and Nonacademic

<table>
<thead>
<tr>
<th>Title</th>
<th>Institution/Agency</th>
<th>Year(s)</th>
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</thead>
<tbody>
<tr>
<td>Director of Graduate Programs</td>
<td>Texas Tech University</td>
<td>September 1, 2011 - Present</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>Texas Tech University</td>
<td>September 1, 2010 - Present</td>
</tr>
<tr>
<td>Instructor</td>
<td>Design</td>
<td></td>
</tr>
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</table>
Institution/Agency: Texas Tech University
Year(s): September 2008 - August 2010
Title: Designer
Institution/Agency: Spaces and Places
Year(s): 2004 - 2009
Title: Teaching and Research Assistant
Institution/Agency: Texas Tech University
Year(s): January 2006 - August 2008

III. Direction of Graduate Students (completed theses and dissertations directed in the last six years)

<table>
<thead>
<tr>
<th>Student's Name</th>
<th>Involvement</th>
<th>Year Completed</th>
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<tbody>
<tr>
<td>Angela Bourne</td>
<td>Master's Thesis Committee Chair</td>
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<tr>
<td>Megan Rohr</td>
<td>Master's Thesis Committee Chair</td>
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<td>Michelle Pinson</td>
<td>Master's Thesis Committee Chair</td>
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<td>Texas Tech University</td>
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<tr>
<td>Diana Sabouni</td>
<td>Master's Thesis Committee Chair</td>
<td>2012</td>
<td>Texas Tech University</td>
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<tr>
<td>Rehab Aburas</td>
<td>Master's Thesis Committee Chair</td>
<td>2012</td>
<td>Texas Tech University</td>
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<td>Alicia Morton</td>
<td>Master's Thesis Committee Chair</td>
<td>2012</td>
<td>Texas Tech University</td>
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<tr>
<td>Katy Lopez</td>
<td>Master's Thesis Committee Chair</td>
<td>May 2012</td>
<td>Texas Tech University</td>
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<tr>
<td>Marwa Abdelmonem</td>
<td>Master's Thesis Committee Chair</td>
<td>May 2012</td>
<td>Texas Tech University</td>
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IV. Other Service on Graduate Committees in the last six years (excluding III)

<table>
<thead>
<tr>
<th>Student's Name</th>
<th>Angela Bourne</th>
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<tbody>
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<tr>
<th>Student's Name</th>
<th>Fatma Jobran</th>
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<tr>
<th>Student's Name</th>
<th>Haitham El-Hammali</th>
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<th>Student's Name</th>
<th>Leanne Bergen</th>
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<td>Master's Thesis Committee Member</td>
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<td>Institution</td>
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V. Graduate Courses Taught in the last six years

**Fall TTU 2012**
- ENVD 6001 Master's Report
- ENVD 6000 Master's Thesis
- ENVD 5311 Individual Study in Environmental Design and Consumer Economics
- ENVD 5301 Graduate Research Seminar

**Summer II TTU 2012**
- ENVD 6001 Master's Report
- ENVD 6000 Master's Thesis
- ENVD 5311 Individual Study in Environmental Design and Consumer Economics

**Summer I TTU 2012**
- ENVD 6001 Master's Report
- ENVD 6000 Master's Thesis
- ENVD 5388 Design Interior Environments

**Spring TTU 2012**
VI. Published Research and Creative Activity in the last six years

Non-Peer-Reviewed/Refereed Creative Activity

Art - Exhibitions Curated (Invited)


Kitchen remodel with budget over $30,000 (Accepted)


Residential design project with budget over $50,000 (Accepted)

Gaines, K., "Residential design project with budget over $50,000", Lubbock, TX. (2011 - Present).

Peer-Reviewed/Refereed

Journal Articles (Accepted)


Pinson, M., Gaines, K. The Relationship Between the Built Environment and Stress Relating to Pediatric Patients. *Journal of Child Health Care*.


Conference Proceedings (Accepted)


Non-Peer-Reviewed/Refereed

Journal Articles (Invited)

Other (Accepted)


Periodicals (Invited)

Gaines, K. *Director of Education*. International Interior Design Association.

VII. Current Participation in Professional Associations

Member, Environmental Design Research Association. (2010 - Present).

Member, Texas Association for Interior Design. (October 2009 - Present).

Member, National Trust for Historic Preservation. (August 2008 - Present).


Member, American Society of Interior Designers. (August 1994 - Present).

Member, Environmental Design Research Association.

Panel Moderator at Student Conference, International Interior Design Association, Houston, Texas, Texas-Oklahoma Chapter. (February 1, 2012 - Present).


Director of Education, International Interior Design Association, Texas-Oklahoma Chapter. (July 1, 2011 - Present).


VIII. Presentations in the last six years

Invited


Accepted


Grabham, J. (Presenter & Author), Gaines, K. (Author Only), Environmental Design Research Association, Seattle, "An Integrative Approach to Successful Aging within a Design..."


Gaines, K. (Presenter & Author), Sancibrian, S. (Author Only), Lock, R. (Author Only), 42nd Autism Society National Conference and Exposition, Autism Society of America,

Yoon, L. (Presenter & Author), Gaines, K. (Other), Graduate Student Research Competition, Texas Tech University, Lubbock, "A Study of how the Physical Environment affects Wandering Behavior in Nursing Home Design," Local. (March 2011).


Morton, A. (Presenter & Author), Gaines, K. (Other), Graduate Student Research Competition, Texas Tech University, Lubbock, "Designing Living Spaces for Obese Populations," Local. (March 2011).

Abdelmonem, M. (Presenter & Author), Gaines, K. (Other), Graduate Student Research Competition, Texas Tech University, Lubbock, "Environmental Design for Postlingually Deafened Adults," Local. (March 2011).

Kheyri-Sohi, S. (Presenter & Author), Gaines, K. (Other), Graduate Student Research Competition, Texas Tech University, Lubbock, "Interior Design Considerations for Schizophrenic Patients," Local. (March 2011).

Aburas, R. (Presenter & Author), Gaines, K. (Other), Graduate Student Research Competition, Texas Tech University, Lubbock, "Residential Design for Epilepsy Population," Local. (March 2011).


Grabham, J. (Presenter & Author), Gaines, K. (Other), Graduate Student Research Competition - Third place, Texas Tech University, Lubbock, "An Integrative Approach for Successful Aging in Continuing Care Retirement Communities," Local. (March 2011).


Gaines, K. (Presenter & Author), Curry, Z. (Author Only), Shroyer, J. (Author Only), Amor, C. (Author Only), Interior Design Educators Council Southwest Regional Conference, Interior Design Educators Council, Lubbock, TX, "Brain Compatible
Learning Environments for Students with Autism Spectrum Disorders," Regional, Peer Reviewed/Refereed, Published in Proceedings. (October 17, 2009).


General


IX. Grant and Contract Activity for the last six years

**Grant**

Gaines, Kristi (Principal), Pati, Debajyoti (Co-Principal), Bourne, Angela, "A Prototype for Therapeutic Living and Enrichment Environments for Aging Adults with Intellectual Developmental Disabilities and Autism Spectrum Disorders," Sponsored by American Society of Interior Designers, Private, $35,000.00. (May 2012 - September 2013).

Gaines, Kristi, "Designing for Autism," Sponsored by Creative Arts, Humanities and Social Sciences, Texas Tech University. (September 2012 - August 31, 2013).

Gaines, Kristi (Principal), "An Integrative Approach to the Design of Independent Living Environments for Adults with Autism," Sponsored by Texas Tech University Arts and Humanities Competition, Texas Tech University, $9,934.00. (November 2011 - August 31, 2012).

Gaines, Kristi (Co-Principal), Pati, Debajyoti (Principal), "Develop a Framework of Healthcare Design Research Issues in Rural Healthcare Facilities," Sponsored by Texas Tech University College of Human Sciences, Texas Tech University, $10,000.00. (September 2011 - August 2012).

Gaines, Kristi (Principal), Bourne, Angela (Co-Principal), "An Integrative Approach to the Design of Independent Living Environments for Adults with Autism," Sponsored by Organization for Autism Research, Federal, $2,000.00. (November 2011 - July 2012).

Gaines, Kristi, "Large residential design and second story addition project - budget approximately $75,000," Private, $75,000.00. (2009).

Gaines, Kristi, "Residential design consultation." (August 2009).

**Grant - Not Funded**

Gaines, Kristi (Principal), Bourne, Angela, "An Integrative Approach to the Design of Independent Living Environments for Adults with Autism," Sponsored by Organization for Autism Research, Texas Tech University, $57,181.00.


X. Other professional activities during the last six years that contribute to graduate education

**Fellowships, Scholarships and Awards**

Islam Obeidat, Kristi Gaines - 2nd Place, Texas Tech University. (October 2011).
Retail Design Institute Student Competition, Retail Design Institute Student Competition. (April 2011).

Jessica Grabham - 3rd Place award, Graduate School - Texas Tech University. (March 25, 2011).

Linna Yoon - First Place, Graduate School - Texas Tech University. (March 25, 2011).

Michelle Pinson - 2nd Place award, Graduate School - Texas Tech University. (March 25, 2011).


Outstanding Organization Advisor - College of Human Sciences, American Society of Interior Designers and International Interior Design Association. (December 6, 2009).

National Recruitment Award (First Place), American Society of Interior Designers-Texas Tech Chapter (Advisor). (2008).


Outstanding Organization (Advisor) for the College of Human Sciences, American Society of Interior Designers. (December 2007).

Department of Design Scholarship, Texas Tech University- College of Human Sciences-Department of Design. (2007).


Department of Design Scholarship, Texas Tech University- College of Human Sciences-Department of Design. (2006).

New Course Preparation Work

**Fall TTU 2012**

"Graduate Research Seminar," ENVD 5301-001.

**Summer I TTU 2012**

"Design Interior Environments," ENVD 5388-001.

**Fall TTU 2011**

"Research Methods I," ENVD 5378-001.

**Summer I TTU 2011**

"Readings," ENVD 5310-002.

**Spring TTU 2011**
"Design Interior Environments," ENVD 5388-001.

Service/Engagement

Committee Member, Faculty Search Committee. (2011 - Present).

Faculty Advisor, Senior Showcase. (April 2010 - Present).


Faculty Advisor, American Society of Interior Designers Student Chapter Advisor. (August 2007 - Present).

Faculty Advisor, Design Expo. (August 2007 - Present).

Committee Member, Interdisciplinary Design Education Alliance At Tech (IDEATech). (August 2008 - 2011).

Retail Design Institute of American national competition. (April 2011).

Committee Member, Merit Committee. (February 2011).

Committee Member, TechStyles Committee. (2009).

Committee Member, Graduate Coordinating Committee. (August 2011 - Present).

Committee Member, Technology Users Committee. (August 2011 - Present).

Committee Member, Distinguished Alumni Awards Selection Committee. (February 16, 2011 - Present).

Committee Member, Commencement Activities Committee. (August 2009 - July 2011).


Committee Member, Convocations Committee. (September 2011 - Present).

Board Member, International Interior Design Association. (July 2011 - Present).

Advisor American Society of Interior Designers/International Interior Design Association, Ronald McDonald House, Lubbock, Texas. (February 2010 - Present).


Chair, Childrens Oncology Project. (1995 - Present).

Committee Member, Student Conference Committee International Interior Design Association, Texas/Oklahoma. (July 2011 - June 2012).
Committee Member, Student Conference Committee International Interior Design Association, Texas - Oklahoma. (July 2011 - June 2012).

Program Coordinator, Texas. (November 29, 2011).


**Consulting**

$50,000 residential design project. (May 2011 - Present).

$30,000 Kitchen remodel, Lubbock, TX. (May 2011 - Present).
GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY
Confirmation/Reappointment

Instructions: The Graduate Faculty Application Form is to be generated in the DigitalMeasures software platform, please make any additions or corrections in DigitalMeasures and reprint application.

Name: Debajyoti Pati
Department/Unit: Design
Rank/Title: Associate Professor
Date Submitted: 10-01-2012
Appointment Date: 2011
TTU Email: d.pati@ttu.edu
Phone: (806) 742-3050 ext. 261
Campus Mail Stop: 41220
Mailing Address: 
City/State Zip

The Graduate Faculty Application Form is to generated in the DigitalMeasures software platform, please make any additions or corrections in DigitalMeasures and reprint application. If being reconsidered after three years probation, please use the “provisional” application.

I. Academic Background

Degree Ph D
Field Architecture
Institution Georgia Institute of Technology
Year Awarded 2005

Degree Postdoctoral
Field Healthcare and Justice
Institution Georgia Institute of Technology
Year Awarded 2005

Degree Master of Advanced Studies in Architecture
Field Architecture
Institution University of British Columbia
Year Awarded 1991

Degree Bachelor of Architecture (B Arch)
Field Architecture
Institution University of Mumbai
Year Awarded 1987

II. Professional Experience, Academic and Nonacademic

Title Executive Director
Institution/Agency Center for Advanced Design Research & Evaluation
Year(s) September 1, 2011 - Present

Title Executive Director

Design
III. Direction of Graduate Students (completed theses and dissertations directed in the last six years)

IV. Other Service on Graduate Committees in the last six years (excluding III)

| Student's Name | Islam Obeidat |
| Involvement     | Doctoral Advisory Committee Member |
| Year Completed  | Texas Tech University |

| Student's Name | Michelle Pinson |
| Involvement     | Master's Thesis Committee Member |
| Year Completed  | Texas Tech University |

| Student's Name | Diana Sabouni |
| Involvement     | Master's Thesis Committee Member |
| Year Completed  | August 2012 |
| Institution     | Texas Tech University |

V. Graduate Courses Taught in the last six years

**Summer II TTU 2012**
ENVD 6001 Master's Report

**Summer I TTU 2012**
ENVD 6001 Master's Report

**Spring TTU 2012**
ENVD 6370 Environmental Design Technology and Development
ENVD 5311 Individual Study in Environmental Design and Consumer Economics

VI. Published Research and Creative Activity in the last six years

**Peer-Reviewed/Refereed**

**Journal Articles (Accepted)**


**Books (Accepted)**


**Book Chapters (Accepted)**


Conference Proceedings (Accepted)


Other (Accepted)


Non-Peer-Reviewed/Refereed

Journal Articles (Accepted)


Other (Accepted)


VII. Current Participation in Professional Associations

Member, Interior Design Educators Council. (February 16, 2012 - Present).

Member, US Green Building Council. (June 6, 2009 - Present).


Life Member, Indian Society for Technical Education. (1995 - Present).


Member, Research Coalition, Center for Health Design. (January 2009 - December 2012).


Member, Association of Applied and Clinical Sociologists. (2006 - 2007).
Committee Member, American Institute of Architects, Washington, DC. (June 15, 2012 - Present).

Committee Member, Environmental Design Research Association. (June 2012 - Present).

Committee Member, RED Advisory Council, Houston, TX. (May 17, 2012 - Present).


Academic Advisor, University of California Berkeley. (March 2012 - Present).

Committee Member, Center for Health Design. (January 2012 - Present).

Committee Chair, Environmental Design Research Association, McLean, VA. (September 1, 2011 - Present).


Committee Member, AIA Academy of Architecture for Health. (November 2010 - Present).


Board Member/Foundation, Center for Advanced Design Research & Evaluation, Dallas, TX. (November 2008 - Present).

Member, Center for Health Design, Concord, CA. (January 1, 2008 - Present).


Graduate Student Representative, University of British Columbia, Vancouver, BC. (1989 - Present).

Committee Member, Center for Health Design, Concord, CA. (January 1, 2011 - May 15, 2012).

Committee Member, Center for Health Design, Concord, CA. (January 1, 2011 - May 15, 2012).


Reviewer, Grant Proposal, Center for Health Design, Concord, CA. (October 2011).


VIII. Presentations in the last six years

Accepted


General


Pati, D., Harvey, T., EDRA 2012, Environmental Design Research Association, Seattle, WA, "Extraneous and Peripheral Factors that can Stifle Designing for Flexibility in Design


Pati, D. (Presenter & Author), BIMForum, BIMForum, Atlanta, GA, "Beyond Reasonable Doubt: Can (or Should) BIM be Evidence-Based?," National, Peer Reviewed/Refereed, Published in Proceedings. (October 14, 2010).


Pati, D. (Presenter & Author), Architecture for Health Spring Lecture Series, Texas A&M University, College Station, TX, "Designing for Patient Safety: The Role of Room Handedness and Decentralization," Local, Published in Proceedings. (March 3, 2010).


Pati, D., UTA Practice Academy Panel: Research + Evidenced Based Design., University of Texas at Arlington, Arlington, TX, "UTA Practice Academy Panel: Research + Evidenced Based Design.," Local. (October 26, 2009).


Pati, D. (Presenter & Author), Speer, K. (Presenter Only), Dennis, R. (Presenter Only), Nanda, U. (Presenter & Author), NACHRI 2009 Facilities Design Conference, National Association of Children's Hospital and Related Institutions, Austin, TX, "Positive Design


Pati, D. (Presenter & Author), Harvey, T. (Presenter & Author), Architecture for Health Spring Lecture Series, Texas A&M University, College Station, TX, "Providing Tier-One Service: Clinical Expertise & Research Evidence," Local, Published in Proceedings. (February 6, 2008).


Pati, D., Barach, P., Harvey, T. E., Health Care Design Conference, Center for Health Design, Dallas, TX, "View From A Far: The Influence of Views in Inpatient Care Units on Nurse Stress and Well-Being.," National, Peer Reviewed/Refereed, Published in Proceedings. (November 2007).


Pati, D. (Presenter & Author), Popov, L. (Presenter & Author), Koppel, R. (Presenter & Author), Association of Applied and Clinical Sociologists, Association of Applied and Clinical Sociologists, Ann Arbor, MI, "Healthcare Design Research Problems:


Pati, D., Architecture for Health Program Lecture Series, College of Architecture, Texas A&M University, College Station, TX, "Designing for Patient safety..," Regional. (February 13, 2007).

IX. Grant and Contract Activity for the last six years

**Contract**


Pati, D. (Principal), "Creation of Evidence-Based Design (EBD) knowledge summaries for the American Institute of Architects," Sponsored by American Institute of Architects, Private, $5,000.00. (January 1, 2012 - Present).

**Grant**


**Sponsored Research**


**Grant**


**Grant - Not Funded**

Pati, D. (Principal), Amor, C. (Co-Principal), "Develop protocol and instrument for evaluating the performance of acute care health facilities," Sponsored by FY12 Internal Competitive Funding Opportunity to Advance Scholarship in the Creative Arts, Humanities and Social Sciences, Texas Tech University, $20,000.00. (October 10, 2011).

**Sponsored Research**


X. Other professional activities during the last six years that contribute to graduate education

**Fellowships, Scholarships and Awards**


Best International Research Project, International Academy of Design and Health. (June 2010).


**Service/Engagement**

Event Organizer, DoD Fall 2012 Lecture Series. (January 2012 - November 2012).

Committee Member, Faculty Search Committee. (September 1, 2011 - May 15, 2012).

Committee Member, College of Human Sciences Faculty Council. (September 1, 2011 - Present).

Committee Member, College of Human Sciences Research Committee. (September 1, 2011 - Present).


Program Organizer, HKS Design Research Collaborative Program, Dallas, TX. (September 2009 - August 2010).


**Consulting**

Non-profit research entity, Center for Advanced Design Research & Evaluation, Dallas, TX. (November 17, 2011 - Present).

Non-profit research entity, Center for Advanced Design Research & Evaluation, Dallas, TX. (September 1, 2011 - October 31, 2011).
The Graduate Faculty Application Form is to be generated in the DigitalMeasures software platform, please make any additions or corrections in DigitalMeasures and reprint application.

I. Academic Background

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<th>Field</th>
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<th>Year Awarded</th>
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<td>Ph D</td>
<td>Textile &amp; Apparel, Technology &amp; Management</td>
<td>North Carolina State University</td>
<td>2004</td>
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<tr>
<td>Management Information System</td>
<td>Northeastern University</td>
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<td>1999</td>
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<tr>
<td>A.A.S. (Applied Associate Sciences degree)</td>
<td>Fashion Institute of Technology (F.I.T.)</td>
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<td>MS</td>
<td>Clothing</td>
<td>Sungshin Women’s University</td>
<td>1994</td>
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<tr>
<td>Certification</td>
<td>Apparel Design</td>
<td>Fashion Institute of Technology (F.I.T.)</td>
<td>1993</td>
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<tr>
<td>BS</td>
<td>Textiles and Clothing Design</td>
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II. Professional Experience, Academic and Nonacademic

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<td>Associate Professor</td>
<td>Texas Tech University</td>
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<td>Director of Apparel Design &amp; Manufacturing Program</td>
<td>Texas Tech University</td>
<td>August 2009 - Present</td>
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<td>Internship Coordinator- ADM</td>
<td>Texas Tech University</td>
<td>June 2011 - August 2011</td>
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<td>Director of Graduate Programs</td>
<td>Texas Tech University</td>
<td>January 2011 - August 2011</td>
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<tr>
<td>Assistant Professor</td>
<td>Texas Tech University</td>
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<td>Internship Coordinator- ADM</td>
<td>Texas Tech University</td>
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III. Direction of Graduate Students (completed theses and dissertations directed in the last six years)

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<th>Involvement</th>
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<td>Islam Obeidat</td>
<td>Qualifying Exam Committee Member</td>
<td>August 2012</td>
<td>Texas Tech University</td>
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<td>Alicia Morton</td>
<td>Master's Thesis Committee Member</td>
<td>August 2012</td>
<td>Texas Tech University</td>
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<td>Rehab Aburas</td>
<td>Master's Thesis Committee Member</td>
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<td>Angela Borne</td>
<td>Qualifying Exam Committee Member</td>
<td>June 2012</td>
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V. Graduate Courses Taught in the last six years

**Fall TTU 2012**
- ENVD 8000 Doctoral Dissertation

**Summer II TTU 2012**
- ENVD 6001 Master's Report

**Summer I TTU 2012**
- ENVD 5380 Human Factors: Ergonomics in Environmental Design
- ENVD 5311 Individual Study in Environmental Design and Consumer Economics

**Spring TTU 2012**
- ENVD 8000 Doctoral Dissertation
- ENVD 5311 Individual Study in Environmental Design and Consumer Economics

**Summer I TTU 2011**
- ENVD 6000 Master's Thesis

**Spring TTU 2011**
- ENVD 8000 Doctoral Dissertation
- ENVD 7000 Research
- ENVD 6001 Master's Report
- ENVD 6000 Master's Thesis
- ENVD 5380 Human Factors: Ergonomics in Environmental Design
- ENVD 5311 Individual Study in Environmental Design and Consumer Economics

**Summer II TTU 2010**
- ENVD 8000 Doctoral Dissertation
- ENVD 7000 Research
- ENVD 6000 Master's Thesis
- ENVD 5311 Individual Study in Environmental Design and Consumer Economics

**Summer I TTU 2010**
- ENVD 8000 Doctoral Dissertation
- ENVD 7000 Research
VI. Published Research and Creative Activity in the last six years

Peer-Reviewed/Refereed Creative Activity

International Fashion Show (Accepted)


Peer-Reviewed/Refereed

Journal Articles (Accepted)


**Conference Proceedings (Accepted)**


VII. Current Participation in Professional Associations


Member, Human Factors and Ergonomics Society. (2009 - Present).


member, SizeUSA User’s Group. (2006 - Present).

Educational member, Texas Association of Family & Consumer Sciences. (2005 - Present).


Associate member, American Association of Textile Chemists and Colorists. (2006 - 2008).

Member, Textile Institute. (2000 - 2008).


Member, SizeUSA User’s Group. (2006 - Present).

Member, Association of Family and Consumer Sciences (AAFCS). (2005 - Present).

Member, Texas Association of Family & Consumer Sciences. (2005 - Present).


Committee Member, ASTM International Standard Organization. (1997 - Present).


Reviewer, Book, Pearson Education publication. (July 2012).


Reviewer, Book, Pearson Education publication. (March 2012).


Reviewer, Book, Fairchild publication. (November 2011).


Reviewer, Book, Fairchild publication. (March 2011).


Attendee, Meeting, Bobbin World Conference. (September 2009).
Training Attendee, Bernina. (August 2009).
Attendee, Meeting, SizeUSA User's Group Meeting at Textile Clothing and Technology Corporation (TC). (August 18, 2009).
Attendee, Meeting, OptiTex. (March 2009).
Attendee, Meeting, The 5th Annual Conference on Advancing Teaching and Learning, Lubbock, TX. (March 4, 2009).
Member, American Association of Textile Chemists and Colorists (AATCC). (2006 - 2008).


VIII. Presentations in the last six years

Invited


Accepted


Leyva, F. (Presenter & Author), Shin, S. (Presenter & Author), Undergraduate Research Days Conference, Sigma Xi, The Scientific Research Society, Texas Tech University, Lubbock, TX, "Denim Jean fitting problems among the Y generation," Local, Peer Reviewed/Refereed, Published in Proceedings. (April 2008).


Design

General


Shin, S. (Presenter & Author), Human Sciences Week Research Conference, COHS, Texas Tech University, Lubbock, TX, "Developing Menswear Sizing Systems with 3D Scan Data," Local. (October 2008).


Shin, S. (Presenter & Author), Human Sciences Week Research Conference, COHS, Texas Tech University, Lubbock, TX, "Human body dimensions and fit analysis: Demographic factors of apparel sizing systems in USA," Local. (March 6, 2007).

Shin, S. (Presenter & Author), Human Sciences Week Research Conference, COHS, Texas Tech University, Lubbock, TX, "Human body dimensions and fit analysis: Head shape comparisons between Korean and American," Local. (March 6, 2007).


IX. Grant and Contract Activity for the last six years

Grant


Shin, Su (Principal), "Fit assessment process using a 3D virtual," Sponsored by Academy Sports, Ltd, Private, $1,300.00. (September 2012 - August 2013).

Shin, Su (Principal), Amor, Cherif (Co-Principal), "Fit assessment process using a 3D virtual," Sponsored by Academy Sports, Ltd, Private, $4,952.00. (September 2011 - August 2012).

Shin, Su (Principal), Amor, Cherif (Co-Principal), "Fit assessment process using a 3D virtual," Sponsored by Academy Sports, Ltd, Private, $2,151.00. (June 2010 - August 2011).


**Sponsored Research**


**Grant - Not Funded**


Shin, Su (Principal), "Faculty Research Funding Opportunity," Sponsored by Center for Undergraduate Research, Texas Tech University, $1,000.00.

Shin, Su (Principal), "NViVo teaching grants," Sponsored by QSR International (Americas) Inc, Private, $10,000.00.


Shin, Su (Co-Principal), Yoo, Seulhee (Principal), Russ, Randall (Supporting), "Advancing Textile Knowledge and Surface Design Skills Through Service Learning," Sponsored by TLTC, Texas Tech University, $9,842.21. (2006).

Shin, Su (Co-Principal), Istook, Cynthia (Principal), Lovejoy, Jim (Supporting), "Modeling the Shapes & Sizes of the 11-17 year old consumer” Competency: Systems-product & Systems Engineering," Sponsored by National Textile Center, Other, $15,000.00. (2006).

X. Other professional activities during the last six years that contribute to graduate education

**Fellowships, Scholarships and Awards**

Nominee, Burleson Faculty Service Award, COHS, Texas Tech University. (2011).

Nominee, Alumni Association New Faculty Award, COHS, Texas Tech University. (2009).

Nominee, Teaching Academy Member, Texas Tech University. (2009).
New Format for existing course

Spring TTU 2011


New Course Preparation Work

Spring TTU 2010

"Master's Thesis," ENVD 6000-004. Individual meeting and discussions. N/A N/A


Summer II TTU 2009


Service/Engagement

Degree Program Coordinator, Apparel Design Manufacturing (ADM) Program. HS - Apparel Design & Manufacturing (BS). (August 2009 - Present).

Committee Chair, ADM Program Scholarship Committee. (2012).

Committee Member, Department Scholarship Committee. (2012).

Committee Member, Faculty Merit Evaluation Committee. (2012).

Committee Member, Internal Trend Board Competition for Fashion Group International (FGI. (2012).

Committee Member, Senior portfolio review committee. (2012).

Committee Chair, Faculty search committee of ADM faculty. (2011 - 2012).

Committee Member, Senior portfolio review committee. (2010 - 2011).

Committee Chair, ADM Program Scholarship Committee. (2009 - 2011).

Committee Member, Department Scholarship Committee. (2009 - 2011).

Committee Member, Faculty Merit Evaluation Committee. (2009 - 2011).

Committee Member, Internal Trend Board Competition for Fashion Group International (FGI. (2006 - 2011).

Event Organizer, Cotton field and gin tour. (October 2011 - October 14, 2011).

Event Organizer, Sustain U presentation. (September 2011 - September 19, 2011).
Faculty Advisor, ADM Internship. (June 2011 - August 2011).


Faculty Advisor, TechStyle. (January 2011 - April 2011).


Internship Coordinator, Apparel Design Manufacturing (ADM) Program. (June 2010 - August 2010).

Committee Chair, Senior portfolio review committee. (2009).

Faculty Advisor, Teardown Crew of TechStyle. (2009).


Committee Chair, Faculty search committee of ADM faculty. (2008 - 2009).

Organizer, 3D Optiplex Webinar. (September 15, 2009).


Committee Member, Senior portfolio review committee. (2006 - 2008).

Committee Member, Department of Design Website Committee. (2006 - 2007).

Website manager, ADM Website manager. (2005 - 2007).


Committee Member, Sophomore review committee. (2005 - 2006).

Committee Member, Promotion and Tenure Committee. (September 2011 - Present).

Committee Member, Curriculum Committee. (2008 - Present).

Committee Member, College Scholarship Committee. (2009 - August 2012).

Committee Member, Technology users committee. (September 2009 - December 2011).

Committee Member, Research Committee. (2008 - 2011).

Committee Member, The Distinguished Awards Selection Committee. (2010).

Committee Member, Faculty Council. (2009 - 2010).
Attendee, Meeting, Tenure and Promotion Workshop. (May 7, 2009).


Committee Member, Grade Appeals Committee. (2006 - 2007).

Committee Member, Facilities Planning Committee. (2005 - 2006).

Faculty Advisor, Center for Undergraduate Research (CUR). (2011 - Present).

Graduate Faculty Member, Texas Tech University. (2005 - Present).

Attendee, Graduation, Graduation. (August 11, 2012).

Competition Adjudicator/Juror, Center for Undergraduate Research (CUR). (April 2012).

Attendee, Meeting, Basic Budget Workshop- Office of Research Services. (February 2010).

Attendee, Meeting, TracData Tarining. (December 3, 2009).


Attendee, Meeting, Digital Measures Training. (October 30, 2009).

Faculty Mentor, McNair Scholarship Program. (2006 - 2008).

Board Member, BR Johnson Career and Technology Center, Crowley, TX. (2012 - Present).

Session Chair, Texas 4H RoundUP, Lubbock, TX. (November 2011 - June 2012).

Task Force Member, Dallas Career Day, Dallas, TX. (April 13, 2012).

Program Organizer, Open House/ Frienship High School. (February 10, 2012).


Presenter, South Plains Career Expo, Lubbock, TX. (October 25, 2011).

Presenter, The Organizational Fair in University Day. (October 17, 2011).

Presenter, 4H Advisory Board Meeting, Lubbock, TX. (January 15, 2011).

Program Organizer, Open House/Tascosa High School. (November 17, 2010).

Presenter of ADM program, South Plains Career Fair, Lubbock, TX. (October 26, 2010).
Program Organizer, Open House/ Friendship High School. (November 6, 2009).

Presenter of ADM program, South Plains Career Fair, Lubbock, TX. (October 20, 2009).

Presenter of ADM program, COHS show case. (October 19, 2009).

Presenter of ADM program, The Organizational Fair in University Day. (October 19, 2009).

Presenter of ADM program, Back to school Fiesta. (August 2009).

Guest Speaker, Fashion Camp. (August 2009).


Presenter of ADM program, The Organizational Fair in University Day. (October 2008).

Presenter of ADM program, Back to school Fiesta. (August 2008).

Guest Speaker, Fashion Camp. (August 2008).

Judge, Sigma Xi, The Scientific Research Society, Undergraduate research conference. (April 2008).

Judge, Sigma Xi, The Scientific Research Society, Undergraduate research conference. (April 2007).

**Consulting**

For Profit Organization, Academy Sports, Inc. -Global Sourcing, Katy, TX. (2010 - Present).

For Profit Organization, Raymond Stockholy, Dillard's, Little Rock, AK. (2005 - Present).

For Profit Organization, Keith Nichols, local apparel manufacturer, Dublin, TX. (September 2009).

Graduate Program Reviews
2006-2012

FACULTY AND STUDENT SURVEY RESULTS

College: College of Human Sciences
Department: Design
Conducted by: Institutional Research & Information Management

December 2012
### FACULTY SURVEY RESULTS – DESIGN

**Number of faculty participated in survey**

<table>
<thead>
<tr>
<th>Faculty Level</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>1</td>
</tr>
<tr>
<td>Assoc. Professor</td>
<td>3</td>
</tr>
<tr>
<td>Asst. Professor</td>
<td>3</td>
</tr>
<tr>
<td>Emeritus</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
</tr>
<tr>
<td><strong>PARTICIPANT TOTAL</strong></td>
<td><strong>7</strong></td>
</tr>
</tbody>
</table>

### SCALE

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

| Q-1 The facilities and equipment available to teach graduate courses are adequate. |
|---|---|---|---|---|---|---|
| 2 | 5 | 0 | 0 | 0 | 0 | **4.29** |

| Q-2 I have adequate access to facilities and equipment needed for my graduate work. |
|---|---|---|---|---|---|---|
| 1 | 5 | 0 | 0 | 0 | 1 | **4.17** |

| Q-3 The quality and availability of departmental graduate student office space is adequate for my needs. |
|---|---|---|---|---|---|---|
| 1 | 5 | 1 | 0 | 0 | 0 | **4.00** |

| Q-4 Library resources available to me are adequate. |
|---|---|---|---|---|---|---|
| 5 | 1 | 0 | 1 | 0 | 0 | **4.43** |

| Q-5 Teaching resources (faculty, teaching assistants) are adequate to my needs. |
|---|---|---|---|---|---|---|
| 2 | 4 | 0 | 1 | 0 | 0 | **4.00** |

| Q-6 The program offers an adequate selection of graduate courses, sufficient for timely completion of a full graduate program. |
|---|---|---|---|---|---|---|
| 2 | 4 | 1 | 0 | 0 | 0 | **4.14** |

| Q-7 The graduate courses available are taught at an appropriate level and are of sufficient rigor. |
|---|---|---|---|---|---|---|
| 4 | 1 | 1 | 1 | 0 | 0 | **4.14** |

| Q-8 The graduate teaching assistants available to faculty in the program are of appropriate quality. |
|---|---|---|---|---|---|---|
| 2 | 4 | 1 | 0 | 0 | 0 | **4.14** |

| Q-9 Graduate courses in other fields, needed to support your program or minor, are sufficiently available. |
|---|---|---|---|---|---|---|
| 2 | 4 | 1 | 0 | 0 | 0 | **4.14** |

| Q-10 There is adequate communication about policy and program changes in your department. |
|---|---|---|---|---|---|---|
| 1 | 5 | 1 | 0 | 0 | 0 | **4.00** |
| Q-11 There is adequate communication from the upper administration regarding policy changes. |
|---|---|---|---|---|---|---|
| 3 | 2 | 1 | 1 | 0 | 0 | **4.00** |

| Q-12 I am satisfied with the professional interaction with faculty throughout TTU. |
|---|---|---|---|---|---|---|
| 3 | 3 | 1 | 0 | 0 | 0 | **4.29** |

| Q-13 Graduate courses in other fields, needed to support your program(s) or minors, are sufficiently accepted. |
| 1 | 4 | 2 | 0 | 0 | 0 | **3.86** |

| Q-14 Graduate courses in other fields, needed to support your program(s) or minors, are sufficiently recommended by your advisor(s). |
| 3 | 3 | 1 | 0 | 0 | 0 | **4.29** |

| Q-15 I am receiving the research and professional development guidance I need from other faculty. |
|---|---|---|---|---|---|---|
| *Not reported for 2012-2013* |

| Q-16 I am satisfied with the professional interaction with the graduate program coordinator(s). |
|---|---|---|---|---|---|---|
| 2 | 4 | 1 | 0 | 0 | 0 | **4.14** |

| Q-17 I am satisfied with the professional interaction with other faculty within the program(s). |
|---|---|---|---|---|---|---|
| 3 | 3 | 1 | 0 | 0 | 0 | **4.29** |

| Q-18 I am treated as a respected contributor to the graduate program in which I am involved. |
|---|---|---|---|---|---|---|
| 4 | 3 | 0 | 0 | 0 | 0 | **4.57** |

| Q-19 I have been given an opportunity to be engaged in decisions regarding changes in the program(s). |
|---|---|---|---|---|---|---|
| 4 | 2 | 0 | 1 | 0 | 0 | **4.29** |

| Q-20 Course and program changes are evaluated by all faculty and voted upon by those faculty. |
|---|---|---|---|---|---|---|
| 2 | 4 | 0 | 0 | 0 | 1 | **4.33** |

| Q-21 Sufficient graduate teaching assistantship stipends are available. |
|---|---|---|---|---|---|---|
| 2 | 2 | 0 | 2 | 0 | 1 | **3.67** |

| Q-22 The program offers adequate opportunity for its faculty to gain teaching training. |
|---|---|---|---|---|---|---|
| 1 | 3 | 1 | 1 | 0 | 1 | **3.67** |

| Q-23 Graduate teaching assistantships assignments are made equitably, based on established criteria. |
|---|---|---|---|---|---|---|
| 1 | 3 | 1 | 1 | 0 | 1 | **3.67** |

| Q-24 Graduate program policies are clearly defined and readily available to me. |
|---|---|---|---|---|---|---|
| 4 | 2 | 0 | 1 | 0 | 0 | **4.29** |

| Q-25 Graduate program policies clearly identify petition and appeals procedures available. |
|---|---|---|---|---|---|---|
| 2 | 1 | 2 | 0 | 0 | 2 | **4.00** |
FACULTY COMMENTS:

What do you consider to be the strengths of your graduate program(s)?

The various courses offered to the students in their field of interest.

1. Focus on diversities and opportunities to expand research in the field of design. / 2. Collaborative research and constructive learning environment. / 3. Integration of technology in curriculum to prepare students better prepare as a competitive designers and researchers. / 4. Stress on sustainable design and research practice. / 

Focused area of study (not a generalist degree), knowledgeable and experienced faculty, internship for those who will use the degree to teach, teaching opportunities for graduate students, research assistant opportunities, assistance in getting graduate papers/posters accepted/published

In Academia: evidence based design, sustainability and healthcare design. / Human resources: faculty diversity and expertise.

Quality courses and diversity of faculty.

No comments

What changes, if any, could be made to improve the quality of your graduate program(s)?

I would not change anything at this time.

Expand and add new courses.

Better course offerings; more rigor; create areas of focus/excellence responding to changing needs in the profession/industry.

Financial resources, particularly scholarships to attract quality grad students.

More graduate student research and teaching assistants.

Please feel free to add any additional comments or questions in the space below.

None. / thanks
### STUDENT SURVEY RESULTS – DESIGN

<table>
<thead>
<tr>
<th>Number of students participating in survey</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral</td>
<td>9</td>
</tr>
<tr>
<td>Master’s Thesis</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
</tr>
<tr>
<td><strong>PARTICIPANT TOTAL</strong></td>
<td><strong>11</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student participant: Years in program</th>
<th>1(^{st}) year</th>
<th>2(^{nd}) year</th>
<th>3(^{rd}) year</th>
<th>4(^{th}) year</th>
<th>5(^{th}) year</th>
<th>6(^{th}) year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral</td>
<td>8</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Master’s Thesis</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

### SCALE

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
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<th>1</th>
<th>-</th>
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<tr>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neutral</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

#### Q-1 The research facilities and equipment available for my graduate research meet my needs.

| 2 | 5 | 1 | 2 | 1 | 0 | 3.45 |

#### Q-2 I have adequate access to facilities and equipment needed for my graduate work.

| 3 | 2 | 3 | 3 | 0 | 0 | 3.45 |

#### Q-3 The quality and availability of departmental graduate student office space is adequate for my needs.

| 2 | 2 | 1 | 4 | 1 | 1 | 3.00 |

#### Q-4 Library resources available to me are adequate for my needs.

| 5 | 4 | 2 | 0 | 0 | 0 | 4.27 |

#### Q-5 Teaching resources (faculty, teaching assistants) are adequate to my needs.

| 2 | 4 | 3 | 2 | 0 | 0 | 3.55 |

#### Q-6 The program offers an adequate selection of graduate courses, sufficient for timely completion of a full graduate program.

| 3 | 3 | 1 | 3 | 1 | 0 | 3.36 |

#### Q-7 The graduate courses available are taught at an appropriate level and are of sufficient rigor.

| 3 | 3 | 3 | 2 | 0 | 0 | 3.64 |

#### Q-8 The graduate teaching by faculty in the program is of appropriate quality.

| 1 | 6 | 3 | 0 | 1 | 0 | 3.55 |

#### Q-9 Graduate courses in other fields, needed to support my program or minor, are sufficiently available.

| 1 | 2 | 6 | 2 | 0 | 0 | 3.18 |

#### Q-10 Program seminars are adequate to keep me informed of developments in my field.

| 2 | 2 | 5 | 2 | 0 | 0 | 3.36 |
Q-11 The initial advising I received when I entered the program was an adequate orientation.

|   | 1 | 3 | 1 | 5 | 1 | 0 | 2.82 |

Q-12 I have a department mailbox or other form of communication with faculty & graduate students.

|   | 0 | 4 | 1 | 2 | 2 | 2 | 2.78 |

Q-13 I have adequate access to my major professor.

|   | 4 | 3 | 2 | 0 | 1 | 1 | 3.90 |

Q-14 I am receiving the research and professional development guidance I need.

|   | 2 | 3 | 4 | 1 | 0 | 0 | 3.36 |

Q-15 I am satisfied with the professional interaction with my major professor.

|   | 4 | 5 | 1 | 0 | 1 | 0 | 4.00 |

Q-16 I am satisfied with the professional interaction with faculty both within the program and at TTU.

|   | 2 | 7 | 0 | 2 | 0 | 0 | 3.82 |

Q-17 I am treated as a respected contributor to the research program in which I am involved.

|   | 5 | 4 | 1 | 0 | 1 | 0 | 4.09 |

Q-18 I have been given an opportunity to be engaged in significant research for my thesis or dissertation.

|   | 4 | 5 | 1 | 0 | 1 | 0 | 4.00 |

Q-19 If I decide to change my major professor, the mechanism for doing so is suitable.

|   | 0 | 2 | 5 | 0 | 1 | 3 | 3.00 |

Q-20 I am informed of opportunities for professional development and contacts outside TTU, such as attendance at professional meetings.

|   | 2 | 6 | 1 | 1 | 1 | 0 | 3.64 |

Q-21 Graduate teaching or research assistantship stipends are adequate.

|   | 1 | 4 | 2 | 1 | 2 | 1 | 3.10 |

Q-22 The program offers adequate opportunity for its graduate students to gain teaching experience.

|   | 1 | 5 | 1 | 3 | 0 | 1 | 3.40 |

Q-23 Graduate teaching assistantships, assignments are made equitably, based on established criteria.

|   | 0 | 5 | 4 | 1 | 0 | 1 | 3.40 |

Q-24 Program policies are clearly defined and readily available to me.

|   | 0 | 4 | 5 | 1 | 1 | 0 | 3.09 |

Q-25 Graduate program policies clearly identify petition and appeals procedures available to me.

|   | 0 | 3 | 5 | 2 | 1 | 0 | 2.91 |

Q-26 There is a well-established mechanism for regular graduate student participation in decisions affecting students, whenever this is appropriate.

|   | 1 | 3 | 3 | 2 | 1 | 1 | 3.10 |
STUDENT COMMENTS:

What do you consider to be the strengths of this program?

<table>
<thead>
<tr>
<th>Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>More professors and more selections of courses</td>
</tr>
<tr>
<td>One professor whose class is the only class that when I'm there, I feel I'm a doctoral student</td>
</tr>
<tr>
<td>1. Research features / 2. Opportunities to access professional research conferences / 3. Interdisciplinary /</td>
</tr>
<tr>
<td>This program takes each individual student and makes sure they are well provided for. I believe this is a wonderful benefit of this program and department. The professors often put in more work, more hours, and more effort than required and these efforts are sincerely appreciated by a number of students.</td>
</tr>
<tr>
<td>Distance education</td>
</tr>
<tr>
<td>Having more Lecturers to extend our knowledge in the field.</td>
</tr>
<tr>
<td>The networking among the instructors and outside sources.</td>
</tr>
</tbody>
</table>

What do you consider to be the weaknesses of this program?

| Faculty qualify / Cautions & experience |
| I have taken 2 courses in my Master's degree that I am doing the same right not. My adviser refused to transfer those credits. It's just wasting time and money!!! The program coordinator should be understandable in this situation... |
| The limited number of offered classes |
| Lack of faculty members who are professional in different areas; Courses which are not adequate for graduate level, Lack of space for graduate offices |
| 1. Lack of particular research method / 2. Lack of equipment for specific research / 3. Lack of opportunities to work with professional researchers |
| I believe one of the weaknesses of this program is general conflicting information given to the student. Dates and requirements are often ambiguous, and protocol and procedures seem to vary depending on who you ask. I think greater cohesion would greatly benefit the students. |
| "Lync" Program used for distance education is insufficient in terms of auditory quality (echo problems). |
| I think there are no weaknesses in the program and it has a well-organized plan for each degree. |
| The diversity of research. |
**What changes, if any, could be made to improve the quality of this program?**

<table>
<thead>
<tr>
<th>Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect for PhD students with years of teaching experience</td>
</tr>
<tr>
<td>Guest lectures and more national opportunities</td>
</tr>
<tr>
<td>Recruiting more faculty with a lot of experience in academic research and publications in HIGH IMPACT journals</td>
</tr>
<tr>
<td>1. Create practical opportunities for professional research / 2. Making a friendly research environment among students and between students and professors / 3. Improve stipend / 4. Provide and upgrade research equipment</td>
</tr>
</tbody>
</table>

I think overall the program is making great changes and improvement. I have genuinely enjoyed my time and appreciate the efforts of the professors and the staff. My only suggestion would be to, as previously mentioned, gain greater cohesion for policies and procedures as often times they are conflicting.

I think everything is just perfect.

More diversity as far as design topics.